School-Community Partnerships and Resource Mobilization in Private Secondary Schools in Kiryandongo District, Uganda

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Declaration

I, Cosmas Lennox Adriko do declare that this research report titled "School-Community Partnerships and Resource Mobilization in Private Secondary Schools in Kiryandongo District", is a product of my own work and has never been presented at any higher institution of learning for academic or any other award before.

Signature: ..... Date: 08/10/2026

Approval

I affirm that this dissertation was compiled by Cosmas Lennox Adriko under the title "School - Community Partnerships and Resource Mobilization in Private Secondary Schools in Kiryandongo District has been prepared under my supervision and is now ready for submission to the Faculty of Education Management of Gulu University, in partial fulfillment of the requirements for the award of the degree of Master of Educational Management.

Dr. Collins Anguzu (PhD)

Sign: ..... Date: 08/10/2026

Dedication

This research work is dedicated to Almighty God for His endless grace, guidance, and protection throughout my academic journey.

To my dear wife, Ninsiima Gloria, and my precious children; your patience, understanding, and support during the long hours of this research mean the world to me. This achievement is as much yours as it is mine. May the Lord bless you all abundantly .

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List of Abbreviations/Acronyms

BOG	-	Board of Governors
CMU	-	Communication Methods Used
COVID	-	Corona virus
CSR	-	Corporate Social Responsibility
CVI	-	Content Validity index
DLG	-	District Local Government
FP	-	Financial Partnership
FS	-	Financial support
HR	-	Human Resources
HREP	-	Human Resource & Expertise Partnerships
MIP	-	Material and Infrastructural Partnership
MoES	-	Ministry of Education and Sports
MoU	-	Memorandum of Understanding
NGOs	-	Non-Governmental Organization
PR	-	Physical Resources
PRE	-	Policy and Regulatory Environment
PTA	-	Parent-Teachers Association
RDT	-	Resource Dependency Theory
RM	-	Resource Mobilization
SCP	-	School-Community Partnerships
SD	-	Standard Deviation
SL	-	School leadership
SMCs	-	School Management Committees
UNESCO	-	United Nations Scientific and Cultural Organization
UPE	-	Universal Primary Education
USE	-	Universal Secondary Education

Abstract

This study investigated school–community partnerships and resource mobilisation in private secondary schools in Kiryandongo District, Uganda. Guided by Resource Dependency Theory and Social Capital Theory, the study examined the forms of partnerships used, their effectiveness, the influence of contextual factors, and the level of resource mobilisation achieved. A quantitative cross-sectional design was used. Data were collected from 225 respondents in 10 private secondary schools using a five-point Likert questionnaire. Reliability was acceptable (Cronbach's α = 0.774–0.902). Data were analyzed using descriptive statistics, Pearson correlation and multiple regression. Findings showed that financial partnerships were highly recognized (μ = 3.65, SD=0.88), material and infrastructural partnerships were also prominent (μ = 3.63; SD=0.92.), and human resource and expertise partnerships were least developed (μ = 3.54, SD=0.91). Overall school–community partnerships strongly correlated with resource mobilisation ($r = 0.82$, $p < .01$) and the regression model explained 64.5% of the variance in resource mobilisation ($R^2 = 0.645$). Among the contextual factors, communication methods received the highest descriptive rating (μ = 4.01, SD = 0.80), while school leadership and management was a significant predictor of resource mobilisation ($\beta = 0.308$, $p = .002$). The policy and regulatory environment were not a statistically significant predictor in the displayed model ($\beta = 0.118$, $p = 0.240$) concludes that school–community partnerships are important for resource mobilisation in private secondary schools operating in a resource-constrained and refugee-hosting context. Recommendations include formal partnership strategies, stronger volunteer coordination, leadership development, transparent communication and supportive policy mechanisms.

Keywords: school-community partnerships, resource mobilisation, private secondary schools, Kiryandongo District, Uganda.

Chapter One: Introduction

1.0 Overview

School-community partnerships play a crucial role in enhancing educational quality, particularly in resource-constrained settings (Epstein 2011). In Uganda, where secondary schools often face funding shortages, community involvement becomes essential for mobilizing resources (Ssekamwa 2000). Kiryandongo District, with its diverse socio-economic dynamics, presents a unique case for examining how schools and communities collaborate to improve education ((MoES). 2020).

This chapter presents the overview, background, statement of the problem, purpose, specific objectives, research questions, scope, significance, conceptual framework, and operational definitions of the study.

1.1 Study Background

1.1.1 Historical Background

The history of school-community is rooted in the recognition that schools are social institutions whose work is connected to families, communities and wider systems of support. At the turn of the twentieth century, John Dewey (1899, 1916) argued that the school should be organized as a community in miniature and that education should be connected to lived experience and participation in community life. At about the same time, Hanifan (1916), writing about rural schools in the United States, described the school as a centre around which parents, neighbors and local organizations could cooperate to improve both the school and the community. These early ideas established an enduring principle: educational institutions are more effective when they are connected to the social, cultural and economic conditions that surround learners.

During the second half of the twentieth century, the relationship between schools and their surroundings received systematic attention. The large national study by Coleman et al. (1966) showed that family and community circumstances were strongly associated with learning outcomes, which drew attention to influences beyond the school gate. Bronfenbrenner (1979) then provided an ecological explanation of child development in which the connections between the settings a child belongs to, such as home, school and neighborhood, shape development and learning. In practice, Comer (1980) built a school development program around collaboration among parents, teachers and community professionals, while the

community education and full-service school movements promoted schools as hubs through which community resources and social services could be organized (Dryfoos, 1994). These developments shifted thinking about community participation from occasional fundraising towards a broader model of collaboration and shared responsibility.

From the 1990s, researchers developed frameworks that defined how partnerships should work. Epstein (1995, 2011) proposed the theory of overlapping spheres of influence and identified six types of involvement, including volunteering, decision-making and collaborating with the community. Sanders (2001, 2006) emphasized the role of the wider community, including businesses, faith groups and local organizations, in programs that support schools. Evidence syntheses followed. Henderson and Mapp (2002) concluded that connections among schools, families and communities are associated with better student outcomes, and Heers et al. (2016), in a review of community schools, reported promising but uneven results that depend on the quality of implementation. Taken together, this body of work shows that the partnership concept has been developed and tested across many countries, and not only in one region.

International education policy further strengthened the partnership perspective. The World Declaration on "Education for All" adopted at Jomtien in 1990 called for broad social participation in meeting basic learning needs, and "the Dakar Framework for Action" in 2000 reaffirmed that governments, communities, civil society and other stakeholders have complementary responsibilities in expanding access and improving quality (UNESCO, 1990, 2000). The 2030 Agenda for Sustainable Development, and particularly Sustainable Development Goal 4, placed inclusive and equitable quality education within a wider development framework that depends on partnerships among public institutions, communities and non-state actors (United Nations, 2015; UNESCO, 2015). The historical movement therefore shows a gradual transition from school-centred provision to multi-stakeholder approaches to educational development.

In Africa, school–community collaboration has developed partly in response to persistent resource constraints and the need for locally appropriate solutions (Bashir et al., 2018). Community self-help has a long tradition on the continent. In Kenya, for example, the Harambee movement mobilized communities to build and equip schools through voluntary contributions (Mbithi & Rasmusson, 1977). In South Africa, the South African Schools Act required school governing bodies, in which parents are represented, to supplement the resources provided by the State, and studies have examined how parents take part in this

governance (Heystek, 2003; Mncube, 2009). Community members across the continent have contributed labor, land, building materials, funds, professional skills and local knowledge to education. In rural settings these contributions can be especially important because formal public resources may be insufficient to meet all institutional needs. Mkhize and Hungwe (2022), for example, found that rural schools could mobilize resources through partnerships involving school governing structures, communities, non-profit organizations, businesses and other stakeholders. Their study also illustrated that leadership and relationships are important for converting community willingness into actual support.

More recent scholarship shows that the partnership concept has continued to evolve. Bukenya (2025) identifies school–community partnerships as collaborative programs and activities involving schools, families, local organizations and businesses, with resource sharing, trust and common goals as important conditions. Ngobeni (2024) similarly found that sustainable partnerships are strengthened by two-way communication, negotiated roles, common purpose, funding arrangements, accountability, monitoring and evaluation, trust and respect. Keung and Cheung (2023), using a social-capital perspective, demonstrated that family–school–community relationships can create bonding, bridging and linking forms of social capital through which support and expertise can be accessed. Haight *et al*. (2024) identified school leadership, recognition of partner expertise, flexible communication channels and adequate staff resources as essential conditions for collaborative partnership processes, and Capretta *et al.* (2024) extended partnership thinking by highlighting the role of students themselves as actors in family–school partnerships. These studies indicate that contemporary partnerships are expected to be intentional, transparent and reciprocal rather than informal or purely charitable.

In Uganda, the history of education has long involved community initiative alongside missionary and state provision (Ssekamwa, 2000). Community participation has been reflected in formal and informal structures including parents' associations, Boards of Governors, School Management Committees, faith-based organizations, local leaders, businesses and development partners. The Government White Paper on the Education Policy Review Commission Report (Government of Uganda, 1992) supported wider private participation in education. The implementation of Universal Primary Education from 1997 increased enrolment, although households continued to meet other schooling costs (Nishimura *et al*., 2008), and Universal Secondary Education from 2007 further expanded access and reinforced the importance of shared responsibility among schools, families and

communities. The Education (Pre-Primary, Primary and Post-Primary) Education Act- 2008 later set out the legal framework within which public and private schools operate and recognized the role of school governance structures.

Kiryandongo District serves as an example of the country's trajectory. The district's secondary education has evolved under the same Universal Secondary Education and private-participation provisions since it was formed in 2010 from Masindi District. Secondary education is now primarily provided by private institutions; according to the Kiryandongo District Development Plan, there are 30 private secondary schools as opposed to 8 government-aided secondary schools (Kiryandongo District Local Government, 2021). By March 31, 2024, around 96,860 refugees had settled in the district (Lutheran World Federation, 2024), adding students from a variety of backgrounds and putting more strain on local resources. This study looks at school-community collaborations for resource mobilization because private secondary schools in Kiryandongo rely on parents, companies, community leaders, and development partners to augment fee income.

1.1.2 Theoretical Background

This study was grounded in two complementary theoretical frameworks that provided a robust lens for analyzing School-Community Partnerships (SCPs) and resource mobilization: Resource Dependency Theory and Social Capital Theory.

1.1.2.1 Resource Dependency Theory (RDT) (Jeffrey Pfeffer and Gerald Salancik -1978)

The theory argues that organizations do not possess all the resources required for survival and therefore depend on actors in their external environment. Because important resources are controlled by others, organizations must manage relationships with external stakeholders, reduce uncertainty and diversify sources of dependence where possible (Pfeffer & Salancik, 1978).

In education, RDT is useful for understanding why schools build relationships beyond their institutional boundaries. Private secondary schools depend on resources such as fees, materials, infrastructure, labor, professional expertise and community goodwill. Where one source of income is inadequate or unstable, partnerships with parents, alumni, businesses, organizations and community leaders can provide alternative resource channels. The theory therefore directs attention to the strategic choices schools make when identifying, negotiating and maintaining relationships with external resource holders.

The theory is directly relevant to this study because private secondary schools in Kiryandongo District operate within an environment where schools have to respond to local resource constraints and changing social and economic conditions. School-community partnerships can be understood as a strategic response to dependency: schools seek to obtain resources that they cannot generate adequately from internal operations alone. The three partnership dimensions examined in this study—financial partnerships, material and infrastructural partnerships, and human resource and expertise partnerships—represent different pathways through which schools may manage external resource dependence.

RDT is nevertheless incomplete as an explanation of partnership effectiveness because it emphasizes dependence, bargaining and resource acquisition more than the social relationships that make collaboration possible. Two schools may face similar resource shortages yet mobilize different levels of support because the trust, norms and networks surrounding each school differ. This limitation provides the rationale for complementing RDT with Social Capital Theory, which explains the relational processes through which community resources are accessed and sustained.

1.1.2.2 Social Capital Theory (Putnam, 2000)

The modern theoretical formulation of Social Capital Theory (SCT) is associated mainly with three scholars: Pierre Bourdieu (1986), who treated social capital as the resources linked to possession of a durable network of relationships; James Coleman (1988), who explained how social structures and relationships facilitate individual and collective action; and Robert Putnam (1993, 2000), who popularized the concept by focusing on networks, norms and trust that facilitate coordination and cooperation. Woolcock (1998) later distinguished bonding, bridging and linking forms of social capital, which are useful for analyzing relationships across different social groups and institutions. Applications of the theory to education were synthesized by Dika and Singh (2002).

SCT proposes that relationships can create resources because networks provide access to information, cooperation, support and collective action. In a school–community setting, trust can make stakeholders more willing to share resources, reciprocity can encourage continued participation, and networks can connect a school to people and institutions that possess financial, material or professional resources. Keung and Cheung (2023) demonstrate this education application by showing how family–school–community relationships can generate

bonding, bridging and linking social capital. Table 1.1 shows how each proposition relates to the present study.

The theory relates directly to the present study because school–community partnerships are more than transactions involving money or materials. Parents, Boards of Governors, School Management Committees, alumni, local businesses, community organizations, faith groups and other stakeholders participate through relationships that may be formal or informal. Financial contributions may depend on trust in school management; material contributions may depend on a sense of shared ownership; and human-resource contributions may depend on willingness to volunteer expertise. These relational mechanisms are consistent with SCT because they show how social ties and shared expectations can be converted into practical support. The theory also carries a caution. Portes (1998) notes that strong group ties can exclude outsiders, which is relevant in a district where refugee and host communities live side by side and where a school's networks may not reach every group.

SCT also helps explain the contextual factors examined in this study. School leadership and management can act as a bridge between the institution and community networks. Communication methods can strengthen or weaken trust depending on whether information flows transparently and allows dialogue. The policy and regulatory environment can formalize participation through structures and roles, but it can also create barriers when procedures are unclear or difficult to navigate. In this way, SCT explains how partnerships are activated and sustained, complementing Resource Dependency Theory's explanation of why schools seek resources externally.

Taken together, Resource Dependency Theory and SCT provide the theoretical foundation for this study. Resource Dependency Theory explains the strategic need for private secondary schools to manage external resource dependence, while SCT explains the relational mechanisms of trust, reciprocity, norms and networks through which partnerships can yield financial, material and human resources. The integrated perspective is therefore appropriate for examining both the resource logic and the relationship processes underlying school–community partnerships in Kiryandongo District.

1.1.3 Conceptual Background

School–Community Partnerships

According to Epstein (1995, 2011), partnerships are interactions in which communities, families, and schools work as overlapping spheres of influence and share accountability for the

education and development of children. School-community partnerships, according to Sanders (2006), are relationships between schools and local businesses, organizations, and individuals that are established to promote students' academic, social, emotional, and physical growth.

While Barrera and Bifulco (2023) highlight strategic partnerships in which educational institutions and external stakeholders combine resources and capabilities for institutional development, Bryan and Henry (2012) emphasize that effective partnerships are cooperative and mutually beneficial relationships built on shared goals and the sharing of resources. According to these definitions, a partnership entails a relationship, a certain level of shared purpose, and contact between the school and external stakeholders. It goes beyond a one-time donation.

A school-community partnership is defined in this study as an ongoing or structured relationship between a private secondary school and parents, community leaders, businesses, alumni, non-governmental organizations, professional associations, or other community stakeholders through which financial resources, physical resources, labor, skills, or expertise are made available to support school development and operations. An identified contribution or cooperative activity related to school needs must be part of the relationship, whether it is formal or informal. Financial partnerships, material and infrastructure partnerships, and human resource and expertise partnerships are the three dimensions used to measure it..

Resource Mobilization

The concept's theoretical foundation is provided by Pfeffer and Salancik (1978), who argue that organizations thrive by obtaining essential resources from their external environment. Bray (2003) uses the concept of community initiatives to explain how, in addition to government support, parents and communities provide money, labor, and supplies for education.

According to Akeyo (2021), resource mobilization is a strategic process that school administrators use to find, draw in, and acquire the resources required for institutional growth and operation. According to Omondi and Cheptoo (2023), diversification goes beyond traditional fundraising by cultivating connections that produce resources in the form of money, materials, and skilled labor.

According to this study, resource mobilization is the deliberate process of locating, luring, acquiring, and maintaining material, human, and financial resources from both internal and

external sources in order to satisfy educational demands. Operationally, it refers to the degree to which private secondary schools use their connections with community stakeholders to secure sufficient, varied, and reasonably dependable financial, material, and human resources. The emphasis is on a resource's sufficiency and utility for school operations and growth, rather than just whether a school receives it.

1.1.4 Contextual Background

In Kiryandongo District, private secondary schools place a high priority on resource mobilization. With 30 private secondary schools compared to eight government-aided schools (Kiryandongo District Local Government, 2021), private schools account for a greater portion of secondary education. They rely heavily on tuition and other non-government revenue. Community-based fundraising and cooperation with foreign non-governmental organizations and other development actors are among the district's reported mobilization strategies (Okello & Namara, 2023). These activities demonstrate that schools look for funding in addition to supplies, infrastructure support, and technical know-how. Relationship continuity, resource use transparency, and participants' perception of the arrangement's worth are all necessary for their survival.

These initiatives have high resource demands. By March 31, 2024, there were 96,860 residents in the Kiryandongo refugee settlement, up from 81,223 at the end of 2023 (Lutheran World Federation, 2024). In 2019, there were an estimated 346,692 people living in the district, including 69,338 refugees and asylum seekers (Uganda Investment Authority, 2021). The community's already limited resources are further taxed by hosting refugees (Kiryandongo District Local Government, 2023; Okumu, 2022). Conflicting home needs may also be a problem for potential contributors, limiting their capacity to contribute and compelling schools to look for other partners.

An additional dimension is added by Uganda's refugee policy. Refugees are encouraged to live independently and coexist with host communities under the Refugees Act (Government of Uganda, 2006) (Betts et al., 2019). Economic advantages may result from this, but there may also be competition for firewood and land (Miura & Tabata, 2022). While Ebere and Mwesigwa (2021) discovered that a lack of land, water, housing, and food continues to be a barrier to participation, Nambuya et al. (2018) discovered that many refugees interact with members of the host community in Kiryandongo. As a result, schools work with people who have different interests and abilities, such as parents, corporations, civil society organizations,

community leaders, and development partners. The school's capacity to establish connections with these groups, convey needs, and exhibit accountability will determine how successful a collaboration is (Okumu, 2022; Tumwesige, 2020).

Therefore, there are both potential and limitations in the Kiryandongo environment. Individual contributions are limited by poverty, but corporations, community organizations, development agencies, and parents can provide material, human, and financial help. The main concern is not just if resources are limited, but also how private secondary schools establish and maintain the connections that enable the use of community resources. The little empirical data on how partnership practices function in Kiryandongo's socioeconomic and refugee-hosting contexts is addressed by this district-specific study.

1.2 Statements of the Problem

Private secondary schools in Uganda are critical for expanding access to education, especially in underserved districts. However, they rely heavily on tuition fees and are vulnerable to economic shocks (Namusoke & Maani, 2021). In Kiryandongo District, this vulnerability is worsened by high poverty, refugee influxes, and limited government support (Okumu, 2022).

School-community partnerships are widely recommended as a sustainable strategy for resource mobilisation (Barrera & Bifulco, 2023). Yet in Kiryandongo, there is limited empirical data on the forms, effectiveness, and contextual factors influencing these partnerships in private secondary schools. Without this evidence, schools risk continued financial instability, poor infrastructure, teacher attrition, and low-quality education. This study addresses this gap.

The problem, therefore, is threefold. First, there is a critical lack of empirical data on the specific forms, extent, and effectiveness of existing SCPs as a mechanism for resource mobilization in private secondary schools in Kiryandongo District. Private secondary schools in Kiryandongo District depend substantially on fees and other non-government sources, yet there is limited empirical evidence on how partnerships with community stakeholders help them mobilize the financial, physical and human resources required for effective school operation and development. The problem is important because private schools constitute the larger share of secondary provision in the district: the Kiryandongo District Development Plan recorded 30 private secondary schools compared with eight government-aided secondary schools (Kiryandongo District Local Government, 2021). The size of the private

subsector therefore means that weaknesses in its resource base can affect access, school infrastructure, staffing and the continuity of educational services. Additionally, the Kiryandongo refugee settlement had about 96,860 residents by 31 March 2024, reflecting a substantial and changing population alongside host communities (UNHCR, 2024)

Second, the unique contextual factors such as the refugee-host community dynamics, pervasive poverty, and specific leadership approaches of private school proprietors that either facilitate or hinder these partnerships are not adequately documented or analyzed (District Local Government (DLG) 2023). Third, without a clear understanding of these mechanisms and influencing factors, school administrators and policymakers lack evidence-based strategies to design and implement effective, context-appropriate partnership models.

Consequently, private secondary schools in Kiryandongo risk remaining in a cycle of financial instability, which compromises educational quality, limits infrastructure development, and ultimately affects student outcomes. This study is necessary to investigate the nexus between school-community partnerships and resource mobilization to generate insights that can enhance the sustainability and resilience of private secondary education in the district and similar contexts.

1.3 Purpose of the Study

To investigate the role of school-community partnerships in resource mobilisation in private secondary schools in Kiryandongo District, Uganda.

1.4 Study Objectives

The study was guided by the following specific objectives:

1. To identify the forms of school-community partnerships used for resource mobilisation in private secondary schools in Kiryandongo District.
2. To assess the effectiveness of school-community partnerships in mobilizing financial, material, and human resources.
3. To analyze the influence of contextual factors on the formation and sustainability of school-community partnerships.
4. To examine the level of resource mobilisation achieved by private secondary schools in Kiryandongo District.

1.5 Research Questions

The following research questions guided our investigation: -

1. What forms of school-community partnerships are used for resource mobilisation in private secondary schools in Kiryandongo District?
2. How effective are school-community partnerships in mobilizing financial, material, and human resources?
3. How do contextual factors influence the formation and sustainability of school-community partnerships?
4. What level of resource mobilisation has been achieved by private secondary schools in Kiryandongo District?

1.6 Scope of the Study

1.6.1 Content Scope

The current study focused on school – community partnerships and resource mobilization among private secondary schools in Kiryandongo district, majorly focusing on the school – community partnerships, the level of resource mobilization and finally the relationship between school– community partnerships and resource mobilization among secondary schools in Kiryandongo district.

1.6.2 Time Scope

The research concentrated on the persistent issue of resource mobilization during the last five years, from 2019 to 2024, and relate it to government policies and school-community partnerships. This timeframe enables the research to analyze a full cycle of disruption, adaptation, and recovery in resource mobilization, directly linked to changing government policies and evolving school-community partnerships.

1.6.3 Geographical Scope

The study was carried out in Kiryandongo district, mid-western Uganda. The study was be carried out in the two divisions within the constituency. Kiryandongo district has 02 counties i.e. Kibanda North and Kibanda South. The choice for Kiryandongo district relates to the fact that there is need to carry out a study on the school – community partnerships and resource mobilizations among the selected private secondary schools.

1.7 Significance of the Study

The study provides evidence to national policymakers at Ministry of Sports and Education regarding how partnerships facilitate the mobilization of resources in private secondary schools. It can help clarify the policy and regulatory framework that schools operate in, as well as provide models and principles for school-community collaborations, especially those for districts that accept refugees.

In places like Kiryandongo, where private schools account for a significant portion of secondary education, the study illustrates the extent to which community contributions supplement fee income. This can help determine whether and where the sector's limited public funding should be allocated, as well as how partner and community contributions should be acknowledged in planning and budgeting. Finance, Planning, and Economic Development Ministry.

At the District Local Government level, this study provide evidence to District Education Office, district planners and inspectors for planning support, monitor private schools, and coordinate schools, local leaders and development partners. This is particularly relevant given the district's refugee-hosting role.

The study shows which partnership forms are well developed and which ones are weak to school proprietors, head teachers and Boards of Governors. The finding that school leadership and management significantly predicts resource mobilisation gives managers practical grounds to formalize partnership strategies, assign responsibility for community engagement, and report transparently on contributions.

Parents are major contributors of funds, labor and materials. The study clarifies how their contributions are used and why accountability and two-way communication matter, which can strengthen their voice in school decisions and reduce the burden placed on any single household.

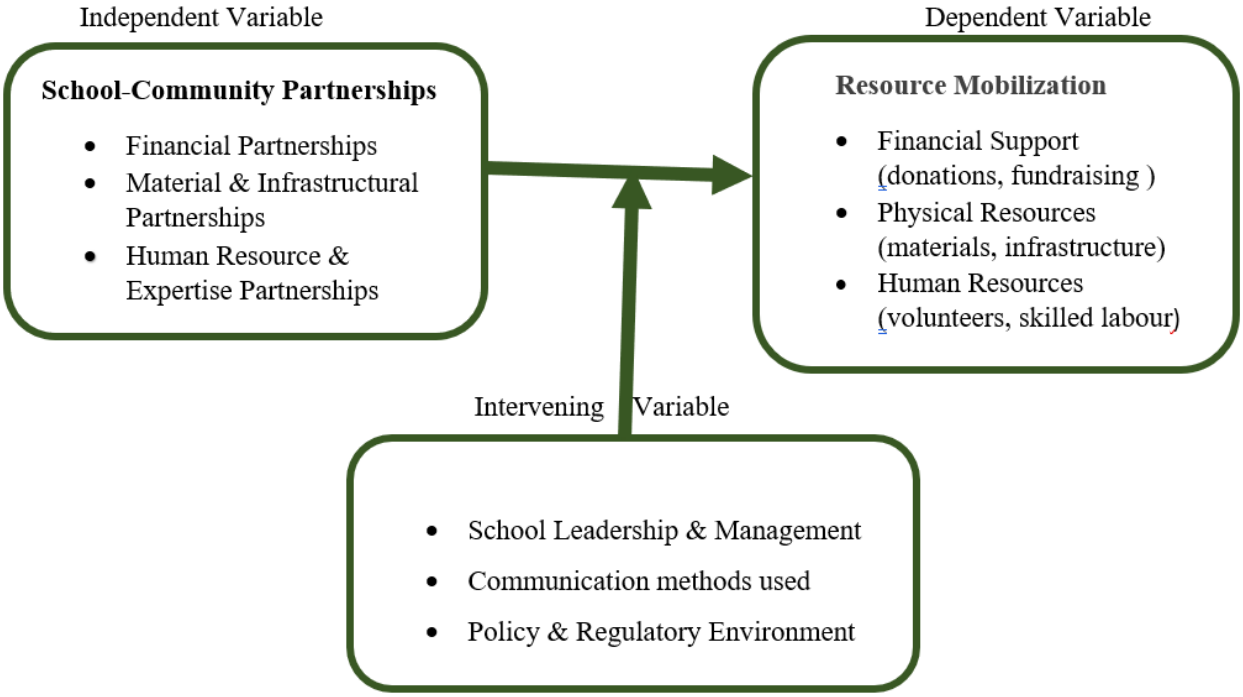
Community leaders, businesses, non-governmental organizations and development partners can use the findings to target support where schools' needs are greatest, and to design partnerships that are sustained and mutually beneficial.

Teachers and learners will benefit from this study as stronger resource mobilisation is expected to improve infrastructure, learning materials and staffing, which supports better teaching conditions and learning outcomes.

1.8 Conceptual Framework

The Conceptual framework model for this study is presented below:

Figure 1. 1: Conceptual Framework of the study showing school–community partnerships and resource mobilization



Source: Adopted with modification by researcher from Building Partnerships between Schools and Communities (Research Output of Arts and Management by Kato Bukenya, March 2025)

As shown in Figure 1.1, resource mobilisation (RM) is the dependent variable. It refers to the extent to which a school obtains the resources it needs, and it is indicated by three categories: financial support (FS), such as donations and fundraising; physical resources (PR), such as infrastructure, equipment and learning materials; and human resources (HR), such as volunteers and skilled professionals who give time and expertise. Effective resource mobilisation lets the school secure what it needs to achieve its goals and strengthens its credibility with stakeholders, including donors, partners and community members.

School–community partnership (SCP) is the independent variable. It is represented by three dimensions: financial partnership (FP), material and infrastructural partnership (MIP), and human resource and expertise partnership (HREP). The framework proposes that strong and well-organized

partnerships in each dimension directly influence the matching category of resource mobilisation, and that they help the school build and maintain relationships with other organizations and stakeholders.

The intervening variables, namely school leadership and management, communication methods used, and policy and regulatory environment, were assumed to influence the relationship between school–community partnership and resource mobilisation to some extent.

Chapter Two: Literature Review

2.0 Introduction

This chapter reviews literature from journals, books and reports on school–community partnerships and resource mobilisation, drawing on global, African and Ugandan sources. It begins with the theoretical review, then discusses literature organized around the four objectives of the study: the forms of school–community partnerships, their effectiveness in mobilizing resources, the influence of contextual factors, and the level of resource mobilisation achieved. Each section ends by identifying the gaps that the present study addresses.

2.1 Theoretical Review

Resource Dependency Theory (RDT) was proposed by Pfeffer and Salancik (1978). It argues that organizations are not self-sufficient because important resources are controlled by actors and institutions in their external environment. Organizations therefore develop strategies for managing external dependencies, reducing uncertainty and securing resources necessary for survival and growth. Reviews of the theory show that organizations respond to dependence through strategies such as alliances, board linkages and political action, and that the theory has been applied well beyond business firms (Davis & Cobb, 2010; Hillman *et al*., 2009). For private secondary schools, the theory is relevant because schools require money, infrastructure, personnel, materials and other inputs that may not be fully generated internally.

Applied to this study, RDT explains why private secondary schools in Kiryandongo develop relationships with parents, businesses, community organizations, development agencies and other stakeholders. Heavy dependence on school fees can expose schools to fluctuations in household ability to pay and other economic pressures. Partnerships provide opportunities to diversify sources of support through financial contributions, in-kind donations, infrastructure assistance and community expertise. Evidence from Ugandan private schools indicates that school leaders engage external stakeholders strategically to secure resources (Nambwaya & Mutebi, 2024), while studies in Kenya show that schools are increasingly moving beyond one-off fundraising towards more structured partnership arrangements (Omondi & Cheptoo, 2023).

RDT also highlights power and autonomy. A school may obtain resources from an external partner while becoming partly dependent on that partner's priorities, conditions or continued support. Mwesigye (2022) identifies power imbalances as an important issue in school–community relationships. This is relevant to Kiryandongo because schools may need external resources while seeking to retain control over educational decisions and institutional priorities. The theory therefore helps the study examine partnership formation not simply as goodwill but as a strategic response to resource scarcity and uncertainty.

Social Capital Theory complements RDT by explaining the relational mechanisms through which resources can be accessed. Its origins lie in Hanifan's (1916) observation that community goodwill and cooperation support schools, and its major modern foundations are Bourdieu (1986), Coleman (1988) and Putnam (1993, 2000). Putnam (2000) conceptualizes social capital in terms of networks, norms and social trust that facilitate coordination and cooperation. Woolcock (1998) distinguishes bonding, bridging and linking forms of social capital, which are useful for understanding relationships within groups, across groups and with institutions possessing authority or resources, and Woolcock and Narayan (2000) show how these forms of social capital have been used in development policy and research. In the education literature, Dika and Singh (2002) found that social capital is generally linked to positive educational outcomes, although the concept has been measured inconsistently. Bryk and Schneider (2002) identified relational trust among school actors as a core resource for school improvement, which supports the use of trust as a mechanism in this study. Portes (1998) cautions that social capital can also exclude outsiders and place heavy demands on group members, a point relevant in a district with both refugee and host communities.

In this study, Social Capital Theory explains why schools with similar resource needs may experience different partnership outcomes. Trust, reciprocity, communication and shared norms can make community stakeholders more willing to contribute money, materials, labor or expertise. Schools that maintain credible relationships with parents, community leaders, businesses, NGOs and other stakeholders may therefore have greater access to resource networks. Studies in Uganda and East Africa have similarly linked relational trust, communication and structured community engagement with stronger partnership outcomes (Ayebale & Musinguzi, 2023; Korir & Nyadera, 2023).

The two theories are therefore complementary rather than competing. RDT explains why schools need to engage the external environment and diversify their resource sources; Social Capital Theory explains how relationships, trust, reciprocity and networks make such

engagement possible and sustainable. Together, they provide the theoretical basis for examining the forms of school–community partnerships, their effectiveness, the contextual conditions affecting them, and their relationship with resource mobilisation in private secondary schools in Kiryandongo District.

2.2 Forms of School–Community Partnerships used for Resource Mobilisation

School–community partnerships may take several forms depending on the resource required, the stakeholders involved and the degree of formality of the relationship. Epstein (1995, 2011) and Sanders (2006) emphasize that effective partnerships involve structured collaboration among schools, families and community organizations rather than isolated acts of assistance. Epstein's framework identifies parenting, communicating, volunteering, learning at home, decision-making and collaborating with the community as distinct types of involvement, and Bryan and Henry (2012) offer a process model for building such partnerships. Barrera and Bifulco (2023) similarly emphasise strategic partnerships in which educational institutions and external stakeholders combine resources and capabilities for educational development. At a global level, Bray (2003) distinguishes community initiatives in education according to their goals and their linkages with government, ranging from purely self-help efforts to arrangements formally coordinated with the state.

Financial partnerships are relationships through which parents, alumni, businesses, community organizations or other stakeholders provide money to support school activities and development. Such partnerships may include regular contributions, targeted project funding, fundraising initiatives or formal giving arrangements. Bray (1996) showed that parental and community financing of schools is widespread internationally and often takes the form of fees, levies and voluntary contributions. In South Africa, school governing bodies in which parents are represented are required by law to supplement state funding (Republic of South Africa, 1996), and studies of this arrangement highlight both its potential and the difficulty of parent participation (Heystek, 2003; Mncube, 2009). Kaheru and Tusiime (2024) found that formalised giving arrangements in Ugandan private secondary schools improved the predictability of financial inflows, while Kato and Namuli (2021) identified transparency as an important condition for building confidence in financial partnerships. These findings suggest that financial partnerships become stronger when contributors can see clear purposes and accountability for their support.

Material and infrastructural partnerships involve contributions of physical assets, construction materials, labor or access to facilities. The Harambee tradition in Kenya, in which communities pooled labor and funds to build schools, is a well-documented example of community-driven infrastructure development (Mbithi & Rasmusson, 1977). Atukunda and Mbabazi (2024) found that structured in-kind partnerships can reduce the cost of infrastructure development in private secondary schools. Chemutai and Kipkorir (2023) similarly show how community labor can support school infrastructure when projects are framed as shared community development. Owori and Ndiga (2021) further demonstrate the potential of strategic relationships with particular sectors to secure specialised learning materials and equipment.

Human resource and expertise partnerships involve the contribution of time, skills, professional knowledge and voluntary labor. These may include parent volunteers, alumni mentors, professionals providing services, community experts supporting learning activities, and members of governance structures. Sanders (2001) argues that the involvement of community organizations, businesses and professionals can extend the expertise available to a school beyond what its staff can provide. Akankwasa and Tumuhimbise (2024) found that parent volunteerism can reduce teacher workload, while Kago and Wairimu (2023) show that pro-bono professional services can strengthen organisational capacity. Such partnerships may be particularly useful where schools cannot afford to employ every specialist required for school development.

The literature also shows that partnership formality varies. Some relationships are informal and based on trust and personal networks, while others are formalised through committees, written agreements, defined roles or Memoranda of Understanding. Nabbosa and Kiva (2024) associate greater formalisation with more predictable resource inflows. At the same time, Oketch and Nyambura (2022) distinguish philanthropic partnerships from more transformative arrangements in which schools and communities jointly plan and implement solutions. Auerbach (2010) similarly argues that authentic partnerships depend on leaders who treat families and community members as genuine partners rather than as recipients of information. This suggests that the type and quality of partnership may be as important as the mere existence of a partnership.

Despite these findings, limited evidence specifically describes how financial, material/infrastructural and human resource/expertise partnerships coexist within private secondary schools in Kiryandongo District. Existing studies often focus on one partnership

type, on public schools, or on other districts. The present study addresses this gap by identifying the forms of partnership used by private secondary schools in Kiryandongo and examining their relative prominence in the local context.

2.3 Effectiveness of School–Community Partnerships in Mobilizing Financial, Material and Human Resources

The effectiveness of a school–community partnership can be assessed by examining whether the relationship produces resources that are adequate, useful and sufficiently reliable for school needs. Resource mobilisation is therefore not simply the receipt of donations; it includes the ability to obtain different categories of resources and sustain them over time. Akeyo (2021) links effective resource mobilisation to strategic leadership and stakeholder engagement, while Omondi and Cheptoo (2023) emphasise diversified partnership models as a means of reducing dependence on conventional fundraising. At a broader level, Henderson and Mapp (2002) concluded from their synthesis of research that school, family and community connections are associated with improved student outcomes, and Heers et al. (2016) found that community-school models show promising results, although the results vary with how well they are implemented. These international findings suggest that partnerships can contribute to school performance when they are well organised.

Financial partnerships can be effective when they generate adequate and predictable monetary support. Kaheeru and Mwesigwa (2024) found a positive association between structured parental involvement in school governance and financial contributions beyond tuition fees. Otieno and Nyadera (2022) also identify alumni networks as a potential source of sustained financial support for scholarships and infrastructure. These studies imply that financial effectiveness depends on the strength and continuity of relationships, not only on the number of fundraising activities conducted by a school.

Material and infrastructural partnerships can improve school capacity by reducing the financial cost of obtaining physical resources. Atukunda and Mbabazi (2024) found that in-kind partnerships with local businesses can reduce infrastructure costs, while Kiprotich and Chebet (2023) demonstrate that community labor can support construction and maintenance activities. Nanteza (2022) also highlights asset-sharing arrangements through which schools can access community facilities without owning them. The effectiveness of such partnerships therefore includes both the quantity of physical resources acquired and the extent to which they address priority school needs.

Human resource and expertise partnerships expand the capacity of schools through skills, time and knowledge. Namukasa and Ssemakula (2024) report benefits from structured alumni mentorship, while Tusubira and Nalubega (2021) show that skill-based parent volunteerism can reduce operational costs. However, human-resource partnerships may require coordination, scheduling and clear role definitions. Without such systems, volunteer contributions can remain occasional and may not produce sustainable benefits.

Partnership effectiveness is also influenced by trust, transparency and communication. Bryk and Schneider (2002) found that schools with higher levels of relational trust were more likely to improve, and Tschannen-Moran (2014) argues that trust is built through benevolence, honesty, openness, reliability and competence on the part of school leaders. Nakibuuka and Ssenyonga (2023) identify trust as an important mechanism linking partnership structures to resource mobilisation outcomes. Korir and Tanui (2022) similarly emphasize strategic communication in sustaining resource mobilisation projects. Formal agreements can improve predictability, but formalization alone may not guarantee effectiveness if stakeholders do not trust school leaders or understand how their contributions are used.

Although the literature generally supports a positive relationship between school–community partnerships and resource mobilisation, there is limited comparative evidence on the relative effectiveness of the three partnership dimensions in private secondary schools in Kiryandongo. The present study therefore examines the relationship between partnership dimensions and financial support, physical resources and human resources using empirical data from the selected schools.

2.4 Influence of contextual factors on the formation and sustainability of School–Community Partnerships

School–community partnerships do not operate in isolation. Their formation and sustainability are influenced by leadership practices, communication processes and the policy and regulatory environment. These factors determine whether a school can identify potential partners, communicate needs, build trust, formalize relationships and maintain accountability. In the present study, they are treated as contextual or intervening factors that may strengthen or constrain the relationship between partnerships and resource mobilisation.

School leadership and management are particularly important because school leaders act as brokers between the institution and its external stakeholders. Leithwood *et al*. (2008)

concluded that leadership is among the most important school-level influences on learning and that successful leaders adapt their practices to the context in which they work. Khalifa (2012) describes the principal as a community leader who engages with the community outside the school, and Auerbach (2010) argues that leadership is central to authentic partnerships. Akeyo (2021) links entrepreneurial leadership with resource mobilisation, while Mwesigye and Tumusiime (2024) emphasise leadership practices that support school–community partnership outcomes. Effective leaders are expected to articulate school needs, identify potential partners, negotiate mutually beneficial arrangements, maintain accountability and coordinate contributions. Weak leadership can undermine otherwise available partnership opportunities through poor planning, limited transparency or weak stakeholder engagement.

Communication methods provide the channels through which partnership relationships are initiated and sustained. Lunenburg (2010) notes that communication succeeds when messages are understood as intended and that barriers such as poor feedback and unclear messages reduce effectiveness. Atuhaire and Namukasa (2024) report benefits from multi-channel communication strategies in rural Ugandan schools, while Korir and Nyadera (2023) emphasize dialogic communication and feedback. Communication is particularly important for financial partnerships because stakeholders need information about needs, decisions and the use of contributions. Transparent reporting can strengthen trust, while inconsistent or one-way communication may weaken stakeholders' willingness to continue supporting the school.

The policy and regulatory environment can either enable or constrain partnership activity. The Education Act of 2008 sets the framework for school governance and the participation of stakeholders in Uganda (Government of Uganda, 2008). Mugisha and Tugume (2024) highlight the importance of clear roles and supportive implementation of school governance structures, while Okello and Nyeko (2023) identify regulatory ambiguity as a potential disincentive to community investment in school infrastructure. Regulations concerning fundraising, financial accountability, ownership of assets and school governance can therefore influence the extent to which schools and community stakeholders are willing and able to formalise partnerships.

The Kiryandongo context adds further complexity because schools operate in a resource-constrained, refugee-hosting environment. Okumu (2022) highlights pressures on host-community services, while the Kiryandongo District Development Plan recognises

continuing development needs (Kiryandongo District Local Government, 2023). Studies in Uganda's refugee-hosting areas show that closeness between refugee and host communities can generate both cooperation and competition over resources (Miura & Tabata, 2022; Nambuya *et al*., 2018), and the self-reliance model has changed the economic environment in which host communities operate (Betts et al., 2019). These conditions may influence the capacity of community stakeholders to contribute and may require school leaders to develop partnerships across a broader network of actors, including businesses, NGOs, community organizations and development agencies.

The literature nevertheless provides limited empirical evidence on the combined influence of leadership, communication and policy conditions on school–community partnerships in private secondary schools in Kiryandongo. The present study therefore examines the correlations between these contextual factors and partnership dimensions and considers their role in sustaining partnership relationships within the district.

2.5 Level of resource mobilisation achieved by private secondary schools

The level of resource mobilisation can be understood in terms of the extent to which schools secure financial, physical and human resources that are adequate, diverse and sustainable. Akeyo (2021) emphasizes the strategic role of school leadership in obtaining resources, while Nakiyingi and Musisi (2024) report that formalized partnership arrangements are associated with more adequate and reliable financial and material support. These findings suggest that the level of mobilisation is partly a function of how effectively schools organize and manage their external relationships. Globally, private schools in low-income settings depend heavily on household fees, and the review by Day Ashley et al. (2014) shows that evidence about their resources, quality and equity is mixed, which makes external support from communities especially significant for their sustainability. Tooley and Dixon (2005) and Heyneman and Stern (2014) also discuss how low-cost private schools operate with limited resources.

Financial support is one important dimension of resource mobilisation. It includes money obtained from parents, alumni, local businesses, community organizations, NGOs and other stakeholders beyond routine school income. Kaheeru and Mwesigwa (2024) show that structured parental involvement can strengthen financial contributions, while Otieno and Nyadera (2022) demonstrate the potential of alumni networks to provide continuing support. The adequacy and predictability of such financial support are important because one-off contributions may not provide the stability required for school planning.

Physical resources constitute a second dimension and include textbooks, laboratory equipment, furniture, construction materials, buildings and access to facilities. Studies by Atuhaire and Byamukama (2024), Kiprotich and Chebet (2023), and Owori and Ndiga (2021) demonstrate that schools can obtain physical resources through in-kind donations, community labor and sector-specific partnerships. However, the level of mobilisation should be considered in relation to school needs because receiving some materials does not necessarily mean that infrastructure and teaching-resource requirements are adequately met.

Human resources constitute the third dimension. Schools can mobilise community expertise through volunteers, mentors, professionals, alumni and members of governance structures. Namukasa and Ssemakula (2024) and Tusubira and Nalubega (2021) demonstrate the potential of structured expertise and volunteerism to support school functions. The level of human-resource mobilisation therefore depends not only on the number of people willing to help but also on the relevance, regularity and organisation of their contributions.

Resource mobilisation is also shaped by sustainability. Sustainable mobilisation requires schools to maintain relationships, diversify their resource sources and reduce dependence on a single contributor, a principle that follows from Resource Dependency Theory (Hillman *et al*., 2009; Pfeffer & Salancik, 1978). Formal partnership agreements, transparent communication and effective leadership can improve continuity, while economic hardship, donor fatigue, weak accountability and regulatory uncertainty may reduce the reliability of external support. These issues are especially relevant in Kiryandongo, where community resources are subject to competing demands (Okumu, 2022; Okello & Namara, 2023).

Overall, the reviewed literature indicates that private schools can mobilise significant financial, physical and human resources through effective community relationships, but the level achieved varies with the formality and quality of partnerships and the surrounding context. A major gap remains in empirical measurement of the level of resource mobilisation achieved by private secondary schools in Kiryandongo District and in relating that level to the specific partnership dimensions identified in this study. This study addresses that gap by measuring resource mobilisation and analysing its relationship with school–community partnerships

Chapter Three: Methodology

3.0 Introduction

This chapter presents an account of detailed descriptions of the research methodology. The descriptions are presented in several sub-sections. This section covers the research design, study population, sample size and sampling techniques, data collection techniques and instruments, quality control, validity and reliability, administration procedure, ethical considerations and data analysis techniques.

3.1 Research Approach

Quantitative research approach was integrated in the study (Creswell, 2014). As Creswell, J. W., & Creswell (2018) explained, he underlined that quantitative research was used to characterize phenomena using numerical data and measurements. According to the deductive reasoning concepts emphasized by (Mugenda, O. M., & Mugenda 2019), this method made it easier to analyze data from a wide to specialized context.

3.2 Research Design

The study used descriptive research design which was cross-sectional in nature. Cross-sectional research design allowed data to be collected from a large sample size at a single point in time and with detailed description of data on the respondents' opinions, views and perceptions on school-community partnership and resource mobilization in secondary schools in Kiryandongo district. The cross-sectional survey design was less costly and covered different categories of respondents. Quantitative approach was employed to permit gathering data from a large number of respondents.

3.3 Study Population

The study population comprised of 280 respondents which included staff and other. Stakeholders (administrators, PTA members, BOG members, and community leaders) in the 10 selected secondary schools in Kiryandongo district.

3.4 Sample Size

The researcher used Yamane 1973 model to determine the sample size. According to Yamane sample size, is given by $n = \left(\frac{N}{1+N(e^2)}\right)$

Where, n = required sample size

N = Population

e = Statistical error estimated at 0.05

This method was selected since the study population was known. Therefore, from the total population of 280, a sample of 257 respondents was selected and distributed across the different schools based on proportion of total population (Table 3.*1*).

Table 3. 1: Study Population of the Research

Code of school	Respondent's category	Population	Sample Size
K001	Staff	19	23
	Other stakeholders	06	
K002	Staff	22	26
	Other stakeholders	06	
K003	Staff	24	27
	Other stakeholders	04	
	Community leaders	02	
K004	Staff	24	27
	Other stakeholders	04	
K005	Staff	19	25
	Other stakeholders	04	
K006	Staff	26	32
	Other stakeholders	06	
K007	Staff	29	32
	Other stakeholders	06	
K008	Staff	19	23
	Other stakeholders	06	
K009	Staff	14	19
	Other stakeholders	06	
K010	Staff	19	23
	Other stakeholders	06	
Total			257

Source: Kiryandongo District Education Office (2024)

3.5 Sampling Technique

The researcher used stratified sampling technique by dividing respondents according to the different schools to which they belong. The sampling of staff and other stakeholders from the different schools was done using simple random sampling. The use of simple random sampling was used to give equal chance to all the respondents from the schools to be selected for the study.

3.6 Data Collection Method

The researcher used questionnaire method of data collection as described below:

3.6.1. Questionnaires Survey

The questionnaire survey method involved gathering information from respondents through a structured set of questions designed to elicit specific information, opinions, or attitudes from participants (Creswell, J. W., & Creswell 2017). The researcher developed a written questionnaire with standardized responses that was used to gather the necessary data from the teachers and school administration staff in secondary private schools in Kiryandongo district. The use of questionnaire was adopted because it is economical in collecting data from a large number of respondents and for ease of data analysis.

3.7 Data Collection Instrument

3.7.1 Questionnaire

The researcher used closed-ended and researcher administered questionnaires. The Five-Point Likert-type questionnaire was used to collect primary data from the different categories of respondents. It is preferred because it provided more options for standard responses to the respondents. The questionnaire consisted of four sections covering bio-data, community engagement, education needs and goals and cultural factors.

3.8 Reliability and Validity of the Instruments

3.8.1 Reliability

Reliability is concerned with the degree to which a measurement is consistent over repeated trials. This means that the instrument should produce similar results under the same conditions on different occasions (Creswell, J. W., & Creswell 2017). Researcher used the most common internal consistency measure known as Cronbach's Alpha (α) generated by SPSS software version 29.0. A Cronbach's alpha coefficient of 0.7 and above was considered sufficient to prove that the items in the instrument are reliable (Cohen, L., Manion, L., & Morrison 2018).

3.8.2 Validity

Validity refers to the extent to which a test or measurement instrument accurately measures what it is intended to measure (Creswell, J. W., & Creswell 2017). In research, validity determines whether the conclusions drawn from the data are sound and well-founded. To

ensure content validity, the questionnaire was subjected to thorough examination by a team of three experts. They were asked to evaluate the statements in the questionnaire for relevance and clarity. Finally, content validity index was computed from where a CVI of 0.7 and above was considered reliable.

Content Validity index (CVI) was computed using the formula below:

$$CVI = \frac{Numberofitemsconsideredrelevant}{Totalnumberofitems \in theinstrument}$$

3.9 Data Analyses

The questionnaires were cleaned and coded before entering the data into statistical package for social sciences SPSS version 29.0 for analysis. Descriptive statistics was used to describe the characteristics of the respondents and to analyze the status of the existing variables: School-Community partnership and resource mobilization. Descriptive statistics in the forms of mean, frequency and percentages was used on sociodemographic features and SCPs. Inferential statistics in the forms of Pearson's correlation was applied to establish the relationships between the study variables. Multiple regression analysis was used to examine the effect of the different variables on the dependent variable (resource mobilization).

3.10 Limitations and Delimitations of the Study

The researcher had challenges in accessing information from the school authorities because of confidential nature of information in private schools. This was delimited by informing the management of the schools that this information is purely for academic purpose and information provided was kept confidential.

3.11 Ethical Consideration

The researcher obtained informed consent from the respondents before administering questionnaires and assurance was made regarding the purpose of the research as being academic and the information obtained was used for academic purposes. The researcher sought approvals and permissions from relevant authorities before conducting the study. In this case, the researcher obtained an introductory letter from Gulu University that was presented to the management of the schools in order to gain access to respondents. The researcher also sought permission from the management of Schools in order to gain permission and authorization to enable the researcher get access to the study respondents

from the different schools. The researcher abided by the principle of confidentiality by keeping all information collected from respondents confidential and strictly for the academic purposes and not to be exposed to any unauthorized persons. Additionally, the names of the school were concealed as they were given codes

Chapter Four: Presentation of results and interpretation

4.0 Introduction

This chapter presents the results of the data analyses conducted to address the research objectives of this study. The chapter begins with the pre-analysis tests conducted to ensure the data met the assumptions for parametric statistical analysis. This is followed by the presentation of socio-demographic characteristics of respondents, reliability analysis of the research instrument, descriptive statistics for all study variables, and inferential statistics including correlation and regression analyses. The findings are presented in tables and figures, accompanied by narrative interpretations.

4.1 Data Screening and response rate

A total of 257 questionnaires were distributed, and 231 were returned, representing a response rate of 89.9%. After data screening, 6 questionnaires were excluded due to excessive missing data (more than 15% of items unanswered), leaving 225 valid questionnaires for analysis, representing an effective response rate of 87.5%. For the remaining cases, missing values were minimal (less than 2% per variable) and were addressed using μ substitution, which is appropriate when missing data are random and minimal (Hair et al., 2019).

4.2 Reliability Analysis

All scales and sub-scales demonstrated well to excellent internal consistency, with Cronbach's Alpha coefficients ranging from 0.774 to 0.902. The overall School-Community Partnerships scale had an alpha of 0.887, the Resource Mobilization scale had an alpha of 0.902, and the Intervening Variables scale had an alpha of 0.876. All values exceeded the minimum threshold of 0.70 recommended by Nunnally and Bernstein (1994), indicating that the instrument was reliable and that the items within each scale consistently measured the intended constructs.

The internal consistency of the research instrument was assessed using Cronbach's Alpha coefficient. Table 4.1 presents the reliability statistics for each scale and sub-scale.

Table 4. 1: Reliability Statistics (Cronbach's Alpha)

Scale/Sub-scale	Number of Items	Cronbach's Alpha (α)
School-Community Partnerships (Total)	15	0.887
Financial Partnerships	5	0.823
Material & Infrastructural Partnerships	5	0.798
Human Resource & Expertise Partnerships	5	0.814
Resource Mobilization (Total)	15	0.902
Financial Support	5	0.845
Physical Resources	5	0.821
Human Resources	5	0.833
Intervening Variables (Total)	15	0.876
School Leadership & Management	5	0.856
Communication Methods	5	0.812
Policy & Regulatory Environment	5	0.774

Source: Primary Data (2026)

4.3 Socio-Demographic Characteristics of Respondents

Out of the 225 respondents, the majority of them were male (64.4%), while females constituted 35.6%. Regarding age distribution, the largest proportion of respondents (56.9%) were in the 26-35 years age bracket, followed by those aged 36-40 years (25.3%). Respondents aged 18-25 years constituted 11.6%, while those aged 41 years and above were the smallest group at only 6.2%. In terms of education level, the majority of respondents held a Bachelor's Degree (53.3%), followed by Diploma holders (41.8%). Those with Post Graduate Degrees constituted 4.9% of the sample. Furthermore, regarding years of experience at their respective schools, the largest group (36.9%) had worked for 1-3 years, closely followed by those with 4-6 years of experience (36.4%). Respondents with less than one year of experience constituted 10.2%, while those with more than 6 years of experience made up 16.4% (Table 4.2)

Table 4. 2: Socio-Demographic Characteristics of Respondents (n = 225)

Variable	Category	Frequency (n)	Percentage (%)
Gender	Female	80	35.6
	Male	145	64.4
Age Group	18-25 years	26	11.6
	26-35 years	128	56.9
	36-40 years	57	25.3
	41 years and above	14	6.2
Education Level	Diploma	94	41.8
	Bachelor's Degree	120	53.3
	Post Graduate Degree	11	4.9
Years at School	Less than 1 year	23	10.2
	1-3 years	83	36.9
	4-6 years	82	36.4
	More than 6 years	37	16.4

Source: Primary Data (2026)

4.4 Descriptive Statistics for Study Variables

This section presents the descriptive statistics (mean, μ and standard deviations, SD) for the independent variable (School-Community Partnerships), the dependent variable (Resource Mobilization). The findings are presented for each dimension of the constructs.

4.4.1 Forms of school-community partnerships utilized for resource mobilization

The findings reveal that all three forms of partnerships are utilized in Kiryandongo District's private secondary schools, though to varying degrees: The School-community partnerships were generally rated highly (Overall μ = 3.54, SD =0.78). The highest-rated was financial partnerships (μ=3.68, SD=0.88) with respondents agreeing that the community are crucial for the survival and growth of private schools in Kiryandongo (μ = 3.82, SD = 1.11). The lowest-rated partnership was material and infrastructural partnership (μ=3.45; SD=0.92); school receives donations of books, textbooks, or other learning materials from the community being lowest rated items (μ=3.06, SD=1.47).

The material and infrastructural partnerships were also rated highly (Overall μ = 3.63, SD = 0.69). The highest-rated item was MIP5 (μ = 3.67, SD = 1.06), indicating strong agreement

that with better mobilization and coordination, the community could contribute more effectively to the school's infrastructural needs.

The benefits of community labor (μ = 3.67, SD = 1.33) and Infrastructural projects achieved through community partnerships (labor and materials) have improved the learning environment for students (μ = 3.66, SD = 1.16) were particularly recognized. However, donations of learning materials (μ = 3.42, SD = 1.134) received a relatively lower rating, suggesting that this specific form of material partnership may be less developed in Kiryandongo District's private schools. Human resource and expertise partnerships were rated moderately high (Overall μ = 3.544, SD = 0.912), which is notably lower than the ratings for financial and material partnerships. The community members actively serving on School Management Committees and Boards of Governors was highest-rated item (μ = 3.78, SD = 1.16). However, parent's and community's members' involvement in regularly volunteering their time to support non-teaching activities at the school was rated lower (μ = 3.00, SD = 1.34) (Table 4.3)

Table 4. 3: Types of School-Community partnership in Kiryandongo district

Variable	μ	Mini	Max	S D	Interpretation
Financial Partnership	3.65	1.00	5.00	0.88	Moderate-High
Material & Infrastructural Partnership	3.63	1.00	5.00	0.92	Moderate-High
Human Resource & Expertise Partnership	3.54	1.00	5.00	0.91	Moderate-High
School-Community Partnership overall	3.55	1.37	5.00	0.78	Moderate-High

Source: Primary data

4.4.2 Effectiveness of Partnerships in Mobilizing Resources

The correlation analysis revealed a strong, positive, and statistically significant relationship between overall School-Community Partnerships and overall Resource Mobilization ($r = 0.82$, $p < 0.01$). The strongest specific relationship was between financial partnerships and financial Support ($r = 0.67$, $p < 0.01$). This indicates that schools that develop stronger financial partnerships with their communities are more successful in mobilizing financial resources. Furthermore, a strong positive correlation was found between Human Resource and Expertise Partnerships and Human Resources ($r = 0.61$, $p < 0.01$). Schools that develop human resource partnerships are more successful in mobilizing volunteer time, expertise, and skills.

The correlation matrix also reveals significant cross-domain relationships. For example, Financial Partnerships correlated with Physical Resources ($r = 0.51$, $p < 0.01$) and Human Resources ($r = 0.54$, $p < 0.01$), suggesting that partnerships often have spillover effects across resource types (Table 4.4).

Table 4. 4: Relationship between School community partnerships and resource mobilization

Type of resource	Relationship with the partnership (Pearson's coefficient(r))			
	FP	MIP	HRS	SCP
FS(μ =3.44,SD=0.99)	0.67	0.66	0.68	0.78
PR(μ =3.75, SD=0.86)	0.51	O.59	0.49	0.61
HR(μ =3.69,SD=0.83)	0.54	0.60	0.61	0.68
RM(μ =3.63, SD=0.76)	0.68	0.73	0.70	0.82

Source: Primary data

4.4.3 Partnership dimensions predicting Resource Mobilization

To determine which dimensions of school-community partnerships significantly predict resource mobilization, a standard multiple regression analysis was conducted.

From the Partnership Dimensions Model: $RM=B_0+B_1$ (FP) $+B_2$ (MIP) $+B_3$ (HREP) $+\varepsilon RM$

Where: RM = Resource Mobilization score; B_0 = Intercept (constant); B_1, B_2, B_3 = Regression coefficients for each partnership type; ε = Error term

Overall school community financial Partnerships ($\beta = 0.826$, $t = 5.65$, $p < 0.001$): Financial partnerships emerged as the strongest predictor of resource mobilization. For every one-unit increase in SCP, resource mobilization increases by 0.8 units, holding other factors constant. All other variable showed no significance ($p>0.05$)

Therefore, your equation is: RM = 0.790 + 0.810(SCP) - 0.002(FP) - 0.007(HREP)

Table 4. 5: Partnership predicting Resource Mobilization

	B	Std. error	Beta	t-value	p-value	Lower Bound	Upper Bound
(Constant)	0.790	0.140		5.640	0.000	0.514	1.067
FP	-0.002	0.077	-0.003	-0.028	0.977	-0.154	0.150
HREP	-0.007	0.081	-0.008	-0.088	0.930	-0.166	0.152
SCP	0.810	0.143	0.826	5.653	0.000	0.527	1.092

Source: Primary data

4.5. Influence of Contextual Factors on Partnerships

Communication Methods Used (CMU) was rated highly by respondents ($\mu = 4.01$, SD = 0.80). It demonstrated moderate, positive, and statistically significant correlations with the partnership dimensions, most notably with Material and Infrastructural Partnerships (MIP) ($r = 0.54$, $p < 0.01$) and with the overall School-Community Partnership (SCP) variable ($r = 0.59$, $p < 0.01$).

The highest-rated contextual factor was School Leadership and Management (SLM) ($\mu = 3.66$, SD = 0.89). SLM showed the strongest correlations with the partnership variables, particularly with Financial Partnerships (FP) ($r = 0.62$, $p < 0.01$) and the overall SCP ($r = 0.69$, $p < 0.01$).

The Policy and Regulatory Environment (PRE) received a moderate rating ($\mu = 3.86$, SD = 0.75). Its correlations with the partnership dimensions were also moderate, with the strongest relationship observed with the overall SCP variable ($r = 0.61$, $p < 0.01$). The overall Intervening Variable composite showed a strong correlation with the overall SCP ($r = 0.75$, $p < 0.01$), confirming the collective importance of these contextual factors *(Table 4.6)*

Table 4. 6: Correlations between contextual factors and School community partnership

Variable	FP	MIP	HR	SCP overall
School Leadership & Management (μ=3.66,SD=0.89)	0.62	0.58	0.60	0.69
Communication Methods Used(μ =4.01, SD=0.80)	0.47	0.54	0.51	0.59
Policy & Regulatory Environment(μ =3.86, SD=0.75)	0.52	0.53	0.52	0.61
Intervening variable overall(3.84,SD=0.69)	0.64	0.65	0.64	0.75

Source: Primary data

4.5.2 Contextual factors as predictors of resource mobilization

From the Partnership Dimensions Model: $RM=\beta_0+_{\beta 1}(FP)+\beta_2(MIP)+\beta_3(HREP)+\varepsilon RM$

Where: RM = Resource Mobilization score; β_0 = Intercept (constant); β_1, β_2, β_3 = Regression coefficients for each partnership type; ε = Error term

Among the intervening variables, School Leadership and Management was the strongest additional predictor ($\beta = 0.308$, $p < 0.001$). Generally, overall intervening variable showed strong prediction ($\beta = 0.389$, $p < 0.01$) resource mobilization.

Therefore, your equation is: RM = 0.420 + 0.308(SLM) + 0.0118(PRE) + 0.438(IV overall)

Table 4. 7: Contextual factors as predictors of resource mobilization

		Std. error	Beta	t-value	P value	95% CI of Beta
(Constant)	0.420	0.196		2.142	0.03	0.034-0.81
SLM	0.267	.086	0.308	3.110	0.002	0.098-0.44
PRE	0.122	0.105	0.118	1.158	0.24	-0.07-0.33
I.V overall	0.438	0.177	0.389	2.481	0.01	0.09-0.79

Chapter Five: Discussion, Conclusions and Recommendations

5.0 Introduction

This chapter presents a comprehensive discussion of the research findings in relation to the study objectives, theoretical framework, and existing literature. The chapter is organized into four main sections: discussion of findings, conclusions, recommendations, and suggestions for further research. The discussion interprets the findings within the context of Resource Dependency Theory and Social Capital Theory, compares them with previous research, and highlights the unique contributions of this study to understanding school-community partnerships and resource mobilization in Kiryandongo District, Uganda.

5.1.1 Forms of School-Community Partnerships in Kiryandongo District

5.1.1.1 Prevalence of Material and Infrastructural Partnerships

The most prevalent form (Overall μ = 3.63, SD = 0.69) aligns with the contextual realities of Kiryandongo District. As noted by Okumu (2022), the district is characterized by high levels of poverty and includes significant refugee populations. In such contexts, contributions of labor, land, and locally available materials may be more feasible for community members than financial contributions. The traditional practice of "community work for common good" provides a cultural foundation for this form of partnership (Tumwesige, 2020). This finding is consistent with the work of Kiprotich and Chebet (2023), who documented the effectiveness of community labor in school infrastructure development in East African rural communities. The high rating for-community labor contributions (μ = 3.67, SD = 1.33) and infrastructural projects improving the learning environment (μ = 3.66, SD = 1.16) reflects the practical ways communities can support schools without significant financial outlay. However, the relatively lower rating for donations of learning materials (μ = 3.06, SD = 1.47) suggests that this specific form of material partnership may be less developed and warrants targeted attention.

From a Resource Dependency Theory perspective (Pfeffer & Salancik, 1978), schools in Kiryandongo have strategically adapted their partnership approaches to align with the resources actually available in their environment. Rather than focusing exclusively on financial contributions—which are limited in this low-income context—schools have developed mechanisms to absorb and utilize non-financial resources from their communities. This adaptive strategy supports the core tenet of RDT that organizations must engage with

their external environment to secure essential resources for survival and growth (Mugahed & Ahmed, 2024).

5.1.1.2 The Crucial Role of Financial Partnerships

Despite being the second most prevalent form, financial partnerships were rated highly (μ = 3.65, SD = 0.88) and emerged as the strongest predictor of resource mobilization in the regression analysis ($\beta = 0.312$, $p < 0.001$). The finding that respondents strongly agreed that the community is crucial for the survival and growth of private schools in Kiryandongo (μ = 3.82, SD = 1.11) underscores the fundamental resource dependency of these institutions.

This finding resonates strongly with the work of Namusoke and Maani (2021), who documented the financial precarity of private schools in Uganda, particularly following the COVID-19 pandemic. The heavy reliance on tuition fees makes private schools vulnerable to economic shocks, and community financial partnerships represent a strategic diversification of income sources. Similarly, Nakiyingi and Musisi (2024) found that private schools with formally structured partnership agreements reported significantly higher levels of adequate and reliable financial support(FS) compared to those relying on informal arrangements.

The correlation between Financial Partnerships and Financial Support ($r = 0.67$, $p < 0.01$) provides strong empirical evidence that schools developing stronger financial partnerships with their communities are more successful in mobilizing financial resources. This finding aligns with the work of Kaheeru and Mwesigwa (2024), who established a strong positive correlation between structured parental involvement in school governance and the adequacy and predictability of financial contributions beyond tuition fees.

5.1.1.3 Underdevelopment of Human Resource Partnerships

The finding that human resource and expertise partnerships are the least developed form (Overall μ = 3.54, SD = 0.91) is particularly noteworthy. While community members actively serve on School Management Committees and Boards of Governors (μ = 3.78, SD = 1.16), a formal requirement under Ugandan education policy other forms of human resource partnership are less developed. The notably lower rating for parents and community members regularly volunteering their time to support non-teaching activities (μ = 3.00, SD = 1.34) indicates a significant gap in volunteer engagement.

This finding aligns with the work of Akankwasa and Tumuhimbise (2024), who found that schools with active parent-volunteer programs for non-instructional tasks reported significant reduction in teacher administrative burden. However, the relatively low volunteerism in Kiryandongo suggests that schools have not yet developed systematic approaches to recruiting, coordinating, and retaining community volunteers.

From a Social Capital Theory perspective (Putnam, 2000), the underdevelopment of human resource partnerships indicates that schools in Kiryandongo have not fully leveraged the networks, trust, and norms of reciprocity that exist within their communities. While they have successfully tapped into social capital for material and financial contributions, the mobilization of human expertise requires different relational mechanisms and more sustained engagement. As Barrera and Bifulco (2023) noted, schools embedded in strong social networks can leverage relationships with parents, local businesses, and community organizations to access resources not available through formal channels.

5.1.1.4 Inter-Correlations among Partnership Types

The finding that the three partnership types showed moderate to strong inter-correlations (ranging from $r = 0.487$ to $r = 0.534$, $p < 0.01$) but remained below the problematic threshold of 0.80 (Hair et al., 2019) is methodologically important. This suggests that while the partnership types are related, likely reflecting an underlying school capacity for partnership development, they represent distinct dimensions of the school-community partnership construct. This finding supports the conceptual framework's treatment of partnerships as a multidimensional construct and validates the separate analysis of each partnership type.

5.1.2 Effectiveness of Partnerships in Resource Mobilization

The second objective sought to assess the effectiveness of school-community partnerships in mobilizing financial, material, and human resources for the development of private secondary schools. The findings provide strong evidence that partnerships are effective mechanisms for resource mobilization in Kiryandongo District's private secondary schools.

5.1.2.1 Overall Effectiveness and the Partnership-Resource Link

The strong positive correlation between overall School-Community Partnerships and overall Resource Mobilization ($r = 0.82$, $p < 0.01$) and the substantial variance explained by the regression model ($R^2 = 0.645$, Adjusted $R^2 = 0.640$) provide robust empirical support for the

central premise of this study. Partnerships do indeed drive resource mobilization outcomes in this context.

This finding is consistent with a growing body of literature that positions resource mobilization as an outcome of deliberate partnership strategies. Nakiyingi and Musisi (2024) found that formalized partnerships in Central Uganda were associated with more adequate and reliable resource inflows. Similarly, Korir and Tanui (2022) documented the role of strategic communication in achieving sustainable resource mobilization in Kenyan schools. Mugizi and Matsiko (2020) found that effective partnerships between schools and communities in Wakiso District led to improved resource availability and enhanced educational outcomes.

The strength of the relationship observed in Kiryandongo ($r = 0.82$) is notably higher than some comparable studies in other Ugandan contexts. For example, Mugizi and Matsiko (2020) reported a correlation of $r = 0.62$ between partnerships and resource availability in Wakiso District. The particularly strong relationship in Kiryandongo may reflect the greater resource scarcity in this district, which makes community contributions relatively more impactful and necessary for school survival. As Resource Dependency Theory predicts, organizations in more resource-constrained environments may develop stronger dependencies on external partnerships (Pfeffer & Salancik, 1978).

5.1.2.2 Differential Effectiveness across Resource Types

The finding that partnerships show varying degrees of effectiveness across different resource types reveals important patterns in how partnerships translate into tangible outcomes. The correlation matrix shows that Financial Partnerships had the strongest relationship with Financial Support ($r = 0.67$, $p < 0.01$), Material and Infrastructural Partnerships with Physical Resources ($r = 0.59$, $p < 0.01$), and Human Resource and Expertise Partnerships with Human Resources ($r = 0.61$, $p < 0.01$).

Financial resources may be the most effectively mobilized because they are fungible and can be directed to the most pressing needs. This finding supports the work of Kato and Namuli (2021), who identified financial transparency as a critical antecedent to successful financial partnerships. The strong correlation between Financial Partnerships and Financial Support suggests that when schools invest in building financial relationships with their communities, they see tangible returns in monetary contributions.

The moderate effectiveness in mobilizing physical resources, despite material and infrastructural partnerships being the most prevalent form, suggests that while communities contribute physical resources, these contributions may not be sufficient to fully meet school needs. The finding that donations of learning materials received the lowest rating ($\mu = 3.06$, $SD = 1.47$) indicates a specific gap in this area. This aligns with Atuhaire and Byamukama's (2024) observation that schools with strong, formalized relationships with local businesses were more successful in mobilizing adequate and high-quality in-kind donations.

The correlation matrix reveals significant cross-domain relationships that are particularly noteworthy. For example, Financial Partnerships correlated with Physical Resources ($r = 0.51$, $p < 0.01$) and Human Resources ($r = 0.54$, $p < 0.01$). Similarly, Material and Infrastructural Partnerships correlated with Financial Support ($r = 0.66$, $p < 0.01$) and Human Resources ($r = 0.60$, $p < 0.01$). These cross-domain correlations suggest that partnerships often have spillover effects across resource types.

This finding supports the holistic approach to partnership development advocated by Epstein (2018) in her framework for school, family, and community partnerships. A community member who contributes financially may also be more willing to volunteer time or donate materials. The interconnectedness of resource types suggests that schools should adopt integrated partnership strategies rather than treating each partnership type in isolation. As Social Capital Theory suggests, the networks and trust built through one type of partnership can be leveraged for other forms of community engagement (Putnam, 2000).

The regression equation derived from these coefficients indicates that even when partnerships are at their lowest theoretical level, there is a baseline level of resource mobilization (constant = 0.678). Each type of partnership makes an independent, positive contribution to increasing resource mobilization. The Variance Inflation Factor (VIF) values (all below 2.0) confirm that multicollinearity is not a concern in this model (Hair et al., 2019).

The finding that Financial Partnerships is the strongest predictor aligns with the Resource Dependency Theory perspective that financial resources are often the most critical for organizational survival (Pfeffer & Salancik, 1978). In the context of private secondary schools that rely heavily on tuition fees, the ability to mobilize additional financial resources from the community provides a crucial buffer against economic shocks. As Namusoke and Maani (2021) documented, the COVID-19 pandemic starkly illustrated the vulnerability of tuition-dependent schools.

5.1.3 Influence of Contextual Factors on Partnership Effectiveness

The third objective sought to analyze the influence of contextual factors on the formation, sustainability, and outcomes of school-community partnerships in Kiryandongo District. The findings confirm that school leadership, communication methods, and the policy environment all play significant intervening roles.

5.1.3.1 The Primacy of School Leadership and Management

The finding that School Leadership and Management was the highest-rated contextual factor ($\mu = 3.66$, $SD = 0.89$) and showed the strongest correlations with both partnerships ($r = 0.69$, $p < 0.01$) and resource mobilization ($r = 0.75$, $p < 0.01$) is consistent with a substantial body of literature on educational partnerships. Effective leadership appears to be the mechanism through which potential community relationships are translated into tangible resource mobilization outcomes.

This finding strongly supports Mwesigye and Tumusiime's (2024) work on entrepreneurial leadership in Western Ugandan schools. They found that school heads who demonstrated vision, relationship-building skills, and strategic thinking were significantly more successful in developing and sustaining community partnerships. The high correlation between School Leadership and Financial Partnerships ($r = 0.62$, $p < 0.01$) and Material and Infrastructural Partnerships ($r = 0.58$, $p < 0.01$) suggests that effective leaders are particularly important for mobilizing these resource types.

The finding also aligns with Akeyo's (2021) identification of the school principal as a critical factor in resource mobilization efficacy. Proactive, entrepreneurial, and stakeholder-engaged leadership appears to be a key differentiator between schools that successfully mobilize community resources and those that struggle. The regression analysis confirmed that School Leadership and Management was the strongest additional predictor among intervening variables ($\beta = 0.308$, $p < 0.01$).

From a Social Capital Theory perspective, school leaders serve as the primary bridge between the school as an institution and the community's social networks (Putnam, 2000). Leaders who are skilled at building trust, communicating effectively, and demonstrating accountability are better positioned to activate the community's social capital for the benefit of the school. Nakibuuka and Ssenyonga (2023) specifically identified trust as a mediator in the relationship between partnership structures and resource mobilization outcomes,

concluding that formal partnership structures alone were insufficient without the presence of relational trust between school leadership and community members.

The finding that Communication Methods were rated highly ($\mu = 4.01$, $SD = 0.80$) and showed strong correlations with partnerships ($r = 0.59$, $p < 0.01$) and resource mobilization underscores the importance of effective communication as the conduit through which partnerships operate. This supports Kamya's (2021) observation that strategic communication is a measurable component of the partnership variable that directly affects outcomes.

The high-rating for-communication methods suggests that schools in Kiryandongo recognize the importance of keeping communities informed and engaged. This aligns with Korir and Tanui's (2022) finding that schools which proactively communicated their needs, successes, and financial transparency to the community were more successful in achieving sustainable mobilization, fostering a sense of shared ownership and long-term commitment among partners.

The correlation between Communication Methods and Material and Infrastructural Partnerships ($r = 0.54$, $p < 0.01$) was particularly strong, suggesting that effective communication is especially important for mobilizing physical resources and community labor. This finding is consistent with Kiprotich and Chebet's (2023) observation that schools which effectively framed their needs as communal development projects, rather than just school problems, successfully mobilized labor for infrastructure development.

From a theoretical perspective, communication serves as the mechanism through which social capital is activated. As Barrera and Bifulco (2023) noted, trust and reciprocity, key elements of social capital are built and maintained through ongoing, transparent communication. Schools that invest in robust communication systems are essentially investing in the relational infrastructure that makes partnerships possible.

The finding that the Policy and Regulatory Environment received the lowest rating among contextual factors ($\mu = 3.86$, $SD = 0.75$), though still at a moderately high level, and showed the weakest correlations with partnerships ($r = 0.61$, $p < 0.01$) and resource mobilization is noteworthy. This suggests that the current policy framework is not optimally supporting school-community partnerships in Kiryandongo.

This finding aligns with Mugisha and Tugume's (2024) analysis of Uganda's Education (Pre-Primary, Primary and Post-Primary) Act, 2008. They found that in districts where local

governments actively trained School Management Committees on their roles in resource mobilization, partnerships were more structured and effective. The moderate rating for the policy environment in Kiryandongo suggests that such active implementation may be lacking.

The finding that the Policy and Regulatory Environment showed a correlation of $r = 0.52$ with Financial Partnerships ($p < 0.01$) indicates that policy frameworks do have some influence on financial mobilization. This supports the work of the Agency for Development (2022), which found that in countries with tax incentives for businesses and individuals who donated to schools, there was a significantly higher flow of financial resources.

The unique policy context of Kiryandongo as a refugee-hosting district adds another layer of complexity. As Okello and Namara (2023) documented, the presence of refugee settlements creates both challenges and opportunities for resource mobilization in the education sector. The moderate rating for the policy environment may reflect that current policies do not adequately address the unique dynamics of refugee-hosting contexts.

5.1.4 Theoretical Implications

The findings of this study provide strong empirical support for the integrated theoretical framework combining Resource Dependency Theory and Social Capital Theory.

5.1.4.1 Support for Resource Dependency Theory

The finding that schools actively and strategically seek community support and that this support is crucial for survival and growth provides direct empirical support for Resource Dependency Theory's core premise. Organizations in resource-constrained environments must engage with their external environment to secure essential resources (Pfeffer & Salancik, 1978).

The strong correlation between partnerships and resource mobilization ($r = 0.82$) validates RDT's prediction that organizations that effectively manage their external relationships will be more successful in securing needed resources. Schools that have developed stronger partnerships across all three dimensions are indeed mobilizing more resources.

The finding that Financial Partnerships emerged as the strongest predictor of resource mobilization ($\beta = 0.312$) is particularly consistent with RDT. Financial resources represent the most flexible and fungible form of capital, and organizations that can secure diverse financial streams reduce their dependency on any single source. As Nambwaya and Mutebi

(2024) found in Ugandan private schools, headteachers actively engage in strategic boundary-spanning activities to secure resources and manage dependencies.

5.4.1.2 Support for Social Capital Theory

The finding that trust-building and relational quality are important correlates of successful resource mobilization provides empirical support for Social Capital Theory. Partnerships are not merely transactional arrangements but are embedded in networks of trust and reciprocity (Putnam, 2000).

The finding that community members actively serve on School Management Committees and Boards of Governors ($\mu = 3.78$) reflects the institutionalization of social capital in formal school structures. This aligns with Barrera and Bifulco's (2023) observation that schools embedded in strong social networks can leverage these relationships for resource access.

The strong correlations between Communication Methods and partnerships ($r = 0.59$) support the Social Capital perspective that communication is the mechanism through which networks are activated and trust is built. As Ayebale and Musinguzi (2023) demonstrated, schools with strong social networks in their communities were more successful in mobilizing diverse resources, and trust and reciprocity were critical factors in sustaining community contributions.

5.1.4.3 Theoretical Integration

The findings support the integrated theoretical framework that guided this study. Resource Dependency Theory explains *why* schools seek partnerships, the need to manage external resource constraints. Social Capital Theory explains *how* partnerships are activated and sustained, through networks, trust, and norms of reciprocity.

The significant role of leadership as an intervening variable bridges these two theories. Effective leaders are those who can both recognize the strategic necessity of partnerships (RDT perspective) and build the trusting relationships that make partnerships effective (Social Capital perspective). The finding that leadership explains additional variance beyond partnership structures alone ($\beta = 0.308$, $p < 0.01$) supports this integrative view.

5.1.5 Comparison with Existing Literature

The findings of this study both confirm and extend existing literature on school-community partnerships and resource mobilization.

5.1.5.1 Confirmatory Findings

Several findings align closely with previous research:

1. The positive relationship between partnerships and resource mobilization confirms findings by Mugizi and Matsiko (2020) in Wakiso District and Nakiyingi and Musisi (2024) in Central Uganda.
2. The importance of financial transparency and formal partnership structures in sustaining resource mobilization is confirmed, supporting the work of Kato and Namuli (2021) and Nabbosa and Kiva (2024).
3. The critical role of school leadership echoes findings by Mwesigye and Tumusiime (2024) and Akeyo (2021).
4. The effectiveness of community labor in infrastructure development aligns with Kiprotich and Chebet's (2023) observations in East African communities.
5. The role of communication as a critical intervening variable supports the work of Korir and Tanui (2022) and Kamya (2021).

5.1.5.2 Extending the Literature

This study makes several unique contributions that extend existing literature:

1. Context-Specific Findings for Kiryandongo District: While previous studies have examined partnerships in Ugandan schools generally (Mugizi & Matsiko, 2020) or in specific regions like Western Uganda (Mwesigye & Tumusiime, 2024), this is the first study to provide detailed empirical data on partnership dynamics in Kiryandongo District. The unique characteristics of this district, including its refugee-hosting status and high poverty levels, create distinctive partnership dynamics that this study has documented. As Okello and Namara (2023) highlighted, schools in Kiryandongo employ innovative resource mobilization strategies that differ from those in other contexts.

2. Comparative Analysis of Partnership Types: The finding that material and infrastructural partnerships are most prevalent, while human resource partnerships are least developed, provides a nuanced understanding of partnership patterns that can inform targeted interventions. Previous studies have often treated partnerships as a monolithic construct rather than examining differential development across partnership types.

3. Quantification of Intervening Variable Effects: The hierarchical regression analysis quantifying the additional variance explained by contextual factors (8.8%) provides empirical evidence for the conceptualization of these factors as intervening variables. This extends beyond simple correlation to demonstrate the unique contribution of leadership, communication, and policy to partnership effectiveness.

4. Cross-Domain Partnership Effects: The documentation of significant correlations between different partnership types and different resource types reveals spillover effects that have been underexplored in previous research. This suggests that investments in one type of partnership may yield benefits across multiple resource domains.

5. Reliability and Validity Evidence: The strong Cronbach's Alpha coefficients (ranging from 0.774 to 0.902) provide evidence for the reliability of the partnership and resource mobilization scales developed for this study. These instruments can be adapted for use in similar contexts.

5.2.4 Overall Conclusion

This study concludes that school-community partnerships are a vital strategy for resource mobilization in private secondary schools in Kiryandongo District. In a context characterized by high poverty, limited public funding, and the presence of refugee communities, partnerships enable schools to access financial, physical, and human resources that are essential for their survival and growth (Okumu, 2022).

The effectiveness of partnerships, however, is not automatic. It depends on the strategic choices schools make about which partnership types to develop, the quality of school leadership, the effectiveness of communication strategies, and the supportive (or constraining) role of the policy environment. Schools that approach partnerships strategically,

invest in relationship building, and develop institutional capacity for partnership management are more successful in mobilizing the resources they need.

The findings support the integrated theoretical framework combining Resource Dependency Theory and Social Capital Theory. Resource Dependency Theory explains why schools in resource-constrained environments must engage with their communities to secure essential resources (Pfeffer & Salancik, 1978), while Social Capital Theory explains how the networks, trust, and norms of reciprocity within communities enable effective partnerships (Putnam, 2000).

The gaps identified in this study, particularly in human resource partnership development, volunteer engagement, and the policy environment, represent opportunities for targeted interventions. By addressing these gaps, schools, communities, and policymakers can enhance the effectiveness of partnerships and strengthen the resource base of private secondary education in Kiryandongo District.

5.3 Recommendations

Based on the findings and conclusions of this study, the following recommendations are made for different stakeholder groups:

5.3.1 Recommendations for School Administrators and Leaders

1. Develop Formal Partnership Strategies and Sustainability Plans

School administrators should move beyond ad-hoc, reactive partnership approaches to develop formal, written partnership strategies. These strategies should include clear articulation of partnership goals aligned with school development plans, identification of priority resource needs and corresponding partnership opportunities, designation of staff responsibilities for partnership coordination, and development of sustainability plans that address partnership lifecycle management (Nakiyingi & Musisi, 2024). The finding that financial partnerships lack clear long-term sustainability plans indicates an urgent need for capacity building in this area.

2. Strengthen Human Resource and Expertise Partnerships

Given the relative underdevelopment of human resource partnerships ($\mu = 3.54$), school leaders should prioritize conducting community asset mapping to identify available skills and

expertise, developing formal volunteer coordination systems with clear roles and support structures, and creating alumni engagement programs that build long-term relationships with former students. The success of such programs in other contexts (Namukasa & Ssemakula, 2024; Njeri & Wambui, 2023) suggests significant potential for enhancing curriculum relevance and student motivation. The particularly low rating for volunteer engagement (μ = 3.00) indicates this should be a priority area.

3. Enhance Communication Strategies

School leaders should invest in developing more robust, dialogic communication strategies that diversify communication channels to reach different community segments, increase frequency and transparency of communication about resource utilization and impact, establish formal feedback mechanisms that enable two-way dialogue, and develop targeted messaging for different stakeholder groups (Atuhaire & Namukasa, 2024). The high rating for communication methods (μ = 4.01) suggests this is an area of strength that can be further leveraged.

4. Invest in Leadership Development

The critical role of school leadership in partnership effectiveness (β = 0.308) underscores the need for intentional leadership development. School proprietors should prioritize partnership competencies in headteacher recruitment and evaluation. Headteachers should pursue professional development opportunities focused on stakeholder engagement, strategic communication, and entrepreneurial leadership (Mwesigye & Tumusiime, 2024). Leadership teams should engage in regular reflection and planning sessions focused on partnership strategy.

5. Strengthen Financial Transparency and Accountability

The strong correlation between financial partnerships and financial support (r = 0.67) highlights the importance of accountability. Schools should develop and communicate clear financial policies for managing community contributions, provide regular accessible reports on how mobilized funds are utilized, establish community representation on financial oversight committees, and document and share success stories that demonstrate the impact of community contributions (Kato & Namuli, 2021).

5.3.2 Recommendations for Community Stakeholders

1. Expand Engagement beyond Financial Contributions

Community members should recognize the value of non-financial contributions to schools by offering time and skills for school activities, governance, and student support; contributing local knowledge and practical expertise to enrich the curriculum; participating actively in School Management Committees and PTAs; and advocating for school needs within broader community networks (Akankwasa & Tumuhimbise, 2024).

2. Build Sustainable Support Structures.

Community stakeholders should work toward institutionalizing their support by forming and strengthening alumni associations with formal structures and clear objectives, developing community-based organizations focused on educational support, establishing regular giving programs that provide predictable ongoing support, and creating intergenerational support networks that connect current students with community mentors (Katushabe, 2022).

3. Engage in Dialogic Partnership

Community members should move beyond passive recipient roles to become active partners by providing constructive feedback to school leadership on partnership priorities and processes, participating in community meetings and planning sessions, sharing local knowledge and perspectives that can inform school decision-making, and holding schools accountable while also taking ownership of educational outcomes (Korir & Nyadera, 2023).

5.3.3 Recommendations for Policymakers and District Education Officials

1. Enhance Policy Guidance for School-Community Partnerships

The moderate rating for the policy environment ($\mu = 3.86$) indicates a need for stronger policy frameworks. The Ministry of Education and Sports should develop and disseminate clear guidelines for school-community partnerships, including models for different partnership types; provide templates for partnership agreements, MOUs, and sustainability plans; clarify legal and regulatory frameworks governing community contributions, asset ownership, and financial accountability; and address the unique partnership considerations for schools in refugee-hosting contexts (Okello & Namara, 2023).

2. Strengthen District-Level Support and Coordination

District Education Offices should play a more active role in promoting and supporting partnerships by providing training and technical assistance to school leaders on partnership development and management, facilitating networking and learning opportunities among schools to share best practices, recognizing and celebrating successful partnerships to incentivize and inspire others, and coordinating with other district agencies and NGOs to align resources and avoid duplication (Mugisha & Tugume, 2024).

3. Create Enabling Policy Environment for Resource Mobilization

Policymakers should consider measures to incentivize community contributions by exploring tax incentives or recognition programs for businesses and individuals who contribute to educational development, streamlining administrative requirements for school development projects, ensuring that policies support rather than constrain innovative partnership models, and addressing the specific needs and opportunities of refugee-hosting districts in education policy (Agency for Development, 2022).

4. Invest in Leadership Development Systems

The critical role of leadership in partnership effectiveness calls for systemic support. The Ministry of Education and Sports should incorporate partnership and stakeholder engagement competencies in headteacher training and certification requirements, provide ongoing professional development opportunities focused on entrepreneurial leadership and resource mobilization, establish mentorship programs connecting experienced school leaders with those new to partnership development, and include partnership effectiveness in school leadership evaluation frameworks (Mwesigye & Tumusiime, 2024).

5.3.4 Recommendations for Future Partnership Development

1. Adopt an Integrated Partnership Approach

Schools should recognize the interconnectedness of different partnership types and resource domains by developing comprehensive partnership strategies that address financial, material, and human resource dimensions; recognizing that investments in one partnership type may yield benefits across multiple resource domains; building partnership portfolios that balance immediate resource needs with long-term relationship development; and creating synergies between different partnership activities (Epstein, 2018).

2. Focus on Sustainability from the Outset

Rather than treating sustainability as an afterthought, schools should build it into partnership design by developing clear partnership lifecycles with defined phases, milestones, and renewal processes; building institutional capacity for partnership management rather than relying solely on individual relationships; diversifying partnership portfolio to reduce dependency on any single partner or partnership type; and regularly evaluating partnership effectiveness and adapting strategies based on learning (Mugahed & Ahmed, 2024).

3. Leverage Local Context and Culture

Partnership strategies should be grounded in local realities by building on existing community structures, norms, and practices such as "Bulungi Bwansi"; recognizing and addressing the unique dynamics of refugee-host community contexts; adapting partnership approaches to the socio-economic realities of the community; and celebrating and communicating successes in culturally appropriate ways (Tumwesige, 2020; Okumu, 2022).

5.4 Contributions to Knowledge

This study makes several significant contributions to the body of knowledge on school-community partnerships and resource mobilization:

1. Empirical Evidence from an Under-Researched Context

This study provides the first comprehensive empirical data on school-community partnerships and resource mobilization in private secondary schools in Kiryandongo District. The unique characteristics of this district, high poverty, refugee populations, limited public funding for private education, create distinctive partnership dynamics that this study has documented and analyzed. The high response rate (87.5%) and strong reliability coefficients ($\alpha = 0.774$ to 0.902) provide confidence in the findings.

2. Quantification of Partnership-Resource Relationships

The study provides precise quantification of the relationships between different partnership types and resource mobilization outcomes. The regression model ($R^2 = 0.645$) and correlation coefficients ($r = 0.82$) provide robust evidence of the strength of these relationships, while the hierarchical regression quantifies the additional contribution of contextual factors ($\Delta R^2 = 0.088$).

3. Comparative Analysis of Partnership Types

By examining financial, material/infrastructural, and human resource/expertise partnerships separately, this study provides nuanced understanding of how different partnership forms develop and function in resource-constrained contexts. The finding that material partnerships are most prevalent while human resource partnerships are least developed offers important insights for targeted intervention.

4. Validation and Extension of Theoretical Framework

The study provides empirical support for the integrated application of Resource Dependency Theory and Social Capital Theory to educational partnerships. The findings validate the core premises of both theories while also extending understanding of how they interact in practice, particularly through the identified role of leadership as a bridging mechanism.

5. Identification of Specific Partnership Gaps

The study identifies and documents specific gaps in partnership development, including limited volunteer engagement ($\mu = 3.00$), underdeveloped alumni engagement, and inadequate donations of learning materials ($\mu = 3.06$). These specific findings provide clear targets for intervention and capacity building.

6. Policy-Relevant Findings

The study provides evidence-based recommendations for policymakers at school, district, and national levels. The findings on the moderate effectiveness of current policy frameworks and the unique needs of refugee-hosting districts offer concrete guidance for policy improvement (Okello & Namara, 2023; Mugisha & Tugume, 2024).

5.5 Areas for Further Research

While this study provides valuable insights into school-community partnerships and resource mobilization in Kiryandongo District, several areas warrant further investigation:

1. Longitudinal Studies of Partnership Development and Sustainability

The cross-sectional design of this study captured relationships at a single point in time. Longitudinal research tracking the development, evolution, and outcomes of school-community partnerships over multiple years would provide deeper understanding of

partnership dynamics, lifecycle patterns, and sustainability factors. Such research could examine how partnerships evolve in response to changing community demographics, economic conditions, and policy environments.

2. Qualitative Exploration of Partnership Processes

While this study quantified relationships between variables, qualitative research using interviews, focus groups, and case studies could provide richer understanding of the processes through which partnerships are formed, negotiated, maintained, and sometimes dissolved. Such research could illuminate the lived experiences of school leaders, community partners, and other stakeholders, providing insights that quantitative methods cannot capture (Creswell & Creswell, 2018).

3. Comparative Studies across Different Contexts

Comparative research examining partnership dynamics across different types of schools (public vs. private), different regions of Uganda, or different countries would help identify which findings are context-specific and which represent more universal patterns. Particular attention should be paid to refugee-hosting districts as a distinctive context, comparing Kiryandongo with other districts hosting refugee populations (Okello & Namara, 2023).

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Appendices

Appendix A: Consent Form

Title of the study: School-Community Partnerships and Resource Mobilization in Private Secondary Schools in Kiryandongo District.

Student: Cosmas Lennox Adriko

Institution: Gulu University

Introduction

I am Cosmas Lennox Adriko, a master's student at Gulu University with registration number 23/U/0649/MED/PS. The study I'm doing has the title mentioned above. You have been chosen to supply the data needed to finish the research project. You can learn more about the study from this informed consent. Any queries you might have had might have been addressed after the study was discussed. You will be given a copy to retain and asked to sign a consent form when you choose to take part in the study.

Purpose:

This study aims to investigate the connection between resource mobilization and school-community partnerships in Kiryandongo District secondary schools. The study's specific goal is to investigate how different school-community collaborations support the mobilization of resources among Kiryandongo district's secondary schools. In addition to aiding in the completion of the master research project, the study will establish how these elements interact with resource mobilization. Knowing these elements may help build successful interventions and guide the implementation of policies.

Procedures:

Following the proposal's clearance by Research Ethics, Gulu University will provide the lead investigator with an introductory letter. The District Education Officer of Kiryandongo will be shown the letter. Prior to starting the study, the principal investigators will meet with administrators at the secondary schools in Kiryandongo District. Every identifiable responder will receive a detailed explanation of the study's purpose. All participants who volunteered to take part in the study will have their consent secured before the questionnaire is given out. It will take roughly 20 to 30 minutes to complete the questionnaire.

Who will participate in the study?

You were selected for this study because you work as a teacher at the secondary school in Kiryandongo District, a school administrator, a community leader, a BOG member, or a PTA

representative.

Hazards/Uncomforts:

There is no known risk of injury or discomfort associated with taking part in this study. The inconvenience of having to spend time during the interview will be the only source of discomfort.

Benefits:

The study will help enhance the overall mobilization of resources in secondary schools after identifying the difficulties, but there is no direct benefit to the respondent. Additionally, it will strengthen and close the divide between the community, teachers, and school administration.

Confidentiality: Since we will only use codes to identify participants, no one will be able to determine your identity. Only the research team will have access to the information gathered. Hard copy files will be stored under lock and key, while soft copies of the data will be password-protected. Only the lead investigator will have access to confidential material.

Alternatives:

If you are not interested in this study, you are under no obligation to participate. If you choose not to participate, you won't lose any advantages.

Cost

There won't be any extra expenses related to taking part in this study.

Questions:

As a research participant, you can call the primary investigator, Cosmas Lennox Adriko, at 0782906007, with any concerns you may have about the study. Please contact the Uganda National Council for Science and Technology, located at plot 6 Kimera Road, Ntinda, Kampala, at Tel 0414705500, or Dr. Julaina A. Obika, Chairperson of the Gulu University Research Ethics Committee, at Tel: +256772964491; email: j.obika@gu.ac.ug, if you have any questions about your rights or participation in the study.

Voluntary participation:

You are free to choose to participate in the research study; it is entirely voluntary. You are free to leave the study at any moment and won't be penalized.

Statement of consent

……..... has explained to me the procedures, dangers, and rewards of taking part in this study, as well as my rights as a volunteer. I am aware that my choice to take part in this study will not have any consequences for me. My identify will remain hidden while this information is being used. I understand that I could back out at any moment. I am also aware that signing this document only certifies that I have been informed about the research project in which I am willingly participating, not that I have given up any legal rights. I will receive a copy of this form.

Name…… Signature of Participant……. .date…….....

Name…… Signature of Interviewer……..date……

Appendix B: Questionnaire for the respondents

I am Cosmas Lennox Adriko pursuing a Master of education in educational management. I am carrying out a research study on *"School – Community Partnership and Resource Mobilization in Private Secondary Schools in Kiryandongo District".* You have been identified as an important stakeholder to participate in this exercise. Your feedback is very important and your inputs will be strictly used for academic purposes. I will greatly appreciate if you could take a few minutes to provide me with relevant information for this study. Your response will be kept confidential and it will not be divulged to any person or institution outside this research agenda.

Thank you for your consideration.

Section A: Background Information

Instructions: Indicate with a tick [√] in the space(s) provided.

1. Sex: (a). Female ☐ (b). Male ☐

2. Age: (a) 18-25 ☐ (b) 25-35 ☐ (c) 35-40 ☐ d) 41 years and above ☐

3. Education Level

(a) Primary ☐ (b) Secondary ☐ (c) Diploma ☐ (d) Bachelor's Degree ☐

e) Post Graduate Degree ☐ f) Others (Specify) ----------

4. How long have you been working in this school?

(a)Less than 1 year ☐ (b) 1 – 3 years ☐ (c) 3-5 years ☐ (d) More than 5 years ☐

Section B: School-Community Partnerships

Based on your opinion please select the response which best represents it using the scale SD=Strongly Disagree, D= Disagree, NS=Not Sure, A=Agree, SA=Strongly Agree.

(Please tick √ in the box for preferred option/s matching your response

Statement Of Inquiry	SD	D	NS	A	SA
Financial Partnerships					
Our school actively and strategically seeks financial support from the community.					
Financial partnerships with the community are crucial for the survival and growth of private schools in Kiryandongo.					
Parent-Teacher Associations (PTAs) in our school are a reliable source of extra funds for development projects.					
Projects funded through community financial partnerships have directly improved the quality of education for students.					
Our school has a clear plan for sustaining financial partnerships with the community in the long term.					
Material and Infrastructural Partnerships					
The school has significantly benefited from community labour in activities like farming the school garden, cleaning, or fencing.					
Our school receives donations of books, textbooks, or other learning materials from the community.					
Contributions of farm produce from the school garden or local farmers support the school's feeding program.					
Infrastructural projects achieved through community partnerships (labour & materials) have improved the learning environment for students.					
With better mobilization and coordination, the community could contribute more effectively to the school's infrastructural needs.					
Human Resource and Expertise Partnerships					
Parents and community members regularly volunteer their time to support non-teaching activities at the school (e.g., supervision, cleaning, and gardening).					
Our school has a formal or informal system for identifying and inviting community experts to share their knowledge.					

The knowledge shared by community experts makes the school curriculum more relevant and practical for students.					
Community members actively contribute their skills and time by serving on the School Management Committee or Board of Governors.					
Alumni of the school contribute their professional expertise and time to support its development					

Section C: Resource Mobilization

Financial Support	SD	D	NS	A	SA
The school has been able to acquire essential teaching and learning materials using funds mobilized from the community.					
The school is less vulnerable to financial shocks because of the diverse sources of income mobilized from the community.					
Our school has sustainable strategies for mobilizing financial resources from the community in the long term.					
The school has a clear and transparent system for managing funds mobilized from the community,					
Fluctuations in the local economy significantly affect the community's capacity to provide financial support.					
Physical Resources					
The school has adequate classroom space to comfortably accommodate all students, thanks to community-supported construction.					
The furniture (desks and chairs) available for students is sufficient and in good condition, largely due to community contributions.					
Contributions of physical resources have directly improved the overall learning environment for students.					
Teachers have the necessary teaching aids and physical resources to effectively deliver the curriculum.					
The community is regularly informed about how their donated materials and infrastructure are being utilized.					
Human Resources					

Mentorship and career guidance from community members have positively influenced students' academic and career choices.					
The volunteer support from the community adequately supplements the school's paid workforce.					
The quality of teaching and learning has improved in areas where community experts have been involved.					
The school has a sustainable strategy for maintaining and growing its human resource partnerships with the community.					
The contributions of community volunteers are formally recognized and valued by the school administration.					

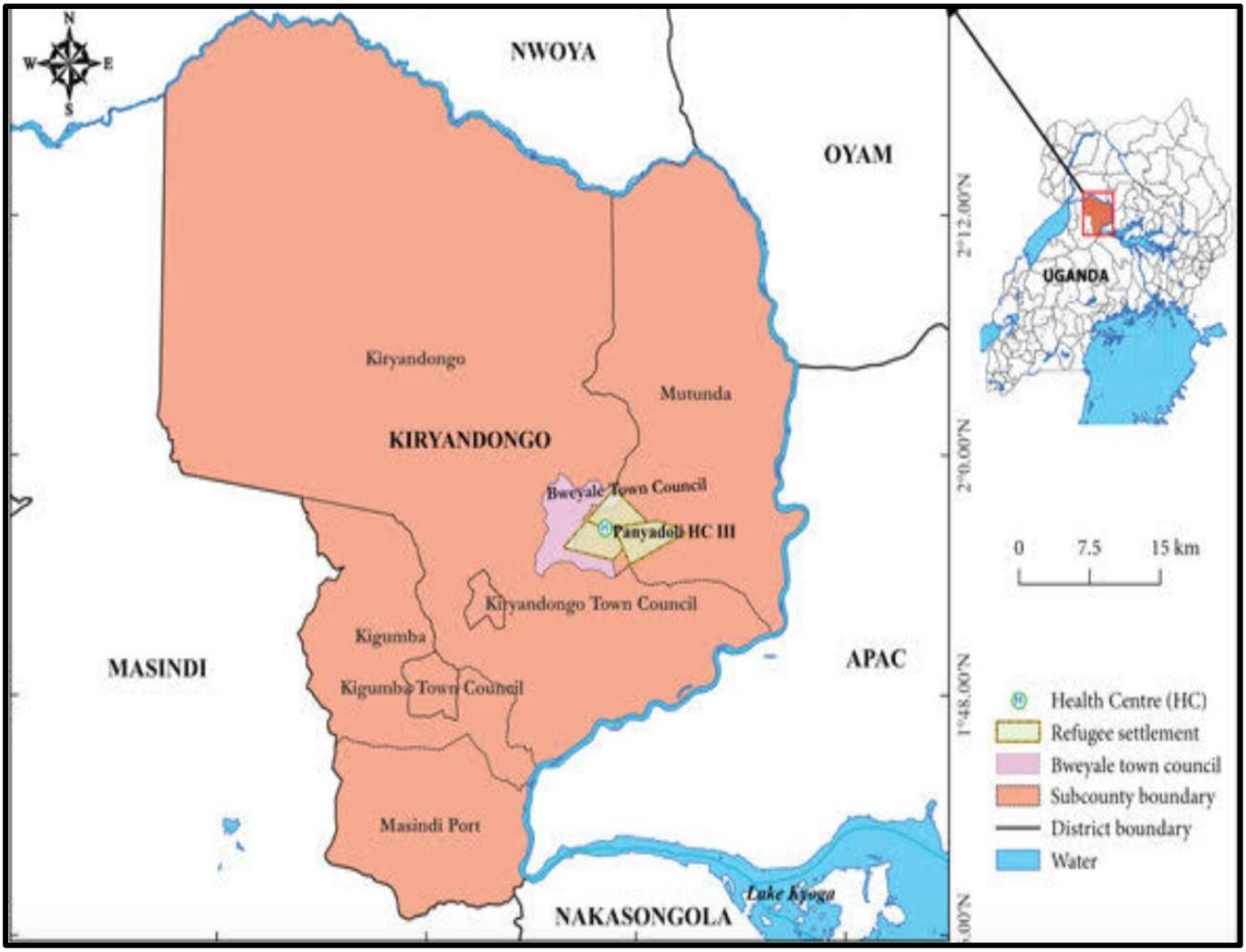
Section C: Intervening Variables

Statement Of Inquiry	SD	D	NS	A	SA
School Leadership and Management					
The school leadership has a clear vision for engaging the community in resource mobilization.					
There is an open-door policy that encourages community members to bring ideas and suggestions to the school.					
The school provides regular updates to the community on projects funded through partnerships.					
There is a designated committee or staff member responsible for managing community partnerships.					
The school management makes a concerted effort to build trust and maintain good relationships with all community segments (including host and refugee communities).					
Communication Methods Used					
The school uses a variety of communication methods (e.g., meetings, letters, phone calls, notices) to reach out to the community.					
The school provides parents and community members with regular updates on student progress and school activities.					
The school leadership is effective at explaining complex issues (e.g., budget shortfalls, development plans) in simple terms to the community.					

Community input gathered through meetings and other channels influences school decisions.					
Community members feel comfortable expressing their opinions during school-community meetings.					
Policy and Regulatory Environment					
Our school administration is clearly aware of the government policies that guide community involvement in schools (e.g., PTA guidelines).					
Policy documents provide sufficient guidance on how schools and communities can collaborate for resource mobilization.					
The Kiryandongo District Education Office actively encourages and promotes school-community partnerships.					
Tax policies or other government levies discourage local businesses from making financial contributions to schools.					
The current policies do not adequately address the unique context of refugee-hosting districts like Kiryandongo regarding resource mobilization.					

Thanks for your participation

Appendix C: Map of Kiryandongo District



Appendix D: Introductory Letter

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OFFICE OF THE DEAN, FACULTY OF EDUCATION AND HUMANITIES

22nd September 2025

TO : WHOM IT MAY CONCERN

This is to introduce to you Mr. Adriko Lennox Cosmas (Reg:23/U/0649/MED/PS) a student pursuing a programme of study leading to an award Master of education Language [illegible] Gulu University, Faculty of Gulu

He is undertaking research on the Topic:

SCHOOL-COMMUNITY PARTNERSHIPS AND RESOURCE MOBILIZATION IN PRIVATE SECONDARY SCHOOLS IN KIRYANDONGO DISTRICT, UGANDA

Which is in partial fulfilment of the requirements for the award.

appreciated.

He is undertaking research on the Topic: [illegible]

GULU UNIVERSITY 24 SEP 2025 FACULTY OF EDUCATION AND HUMANITIES

Yours faithfully,

Dr. Denis Thaddeus Ofoyuru

Dean, Faculty of Education and Humanities