

Evaluating Stakeholders' Efforts in Supporting English Language Teaching and Learning in *Day Secondary Schools*: A Case of Bunda District, Tanzania

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Abstract

Despite the expected efforts of stakeholders (teachers, school administrators and education supervisors), learners in day secondary schools continue to show weak communicative competence, implying that stakeholder support is either insufficient, irregular or ineffective. Consequently, the study evaluated the nature of these stakeholders' efforts in supporting English language teaching and learning in Bunda District, Tanzania. Guided by Stakeholder Theory, the study employed an exploratory sequential mixed-methods design involving interviews followed by questionnaires. A total of 142 respondents from four day schools participated, including 128 students, 8 teachers, 4 heads of school, and 2 education supervisors. Quantitative data were analysed using descriptive statistics, while qualitative data were analysed thematically. The findings indicate that support for English language learning exists but remains fragmented and inconsistently offered. Many learners reported participating in classroom activities, but most of them lacked confidence in speaking English independently, revealing a gap between participation and communicative competence. Teachers were expected to support English language teaching and learning by creating opportunities for learners to practise and use English actively. However, the findings revealed that communicative learning activities such as debates, storytelling, and discussions were not implemented consistently across the schools. School administrators mostly used verbal and material encouragement, while formal motivational programmes were rarely implemented. Education supervisors supported English teaching and learning through inspections, resource allocation, and professional support. However, inspections were irregular and had limited follow-up mechanisms. In general, stakeholder efforts were found to operate largely in isolation rather than as an integrated support system. The study concludes that stronger stakeholder coordination, sustained institutional support, and consistent implementation of communicative language activities are needed in the research area. There was also a need for regular school inspections, periodic stakeholder coordination meetings, expanded English-language programmes, and robust monitoring of classroom communicative practices.

Keywords: English Language Learning, Stakeholder Support, Day Secondary Schools, Communicative Competence, Tanzania

1 Background to the study

English serves as Tanzania's official language of instruction from ordinary secondary to tertiary education, highlighting its central role in academic achievement, employment opportunities, and national development (MoEST, 2023). As the medium of instruction for most secondary school subjects, competence in English is essential for learners to access content and perform well academically. Despite the importance of this policy, many students in rural areas of Tanzania continue to experience serious difficulties using English effectively. In Bunda District, in particular, Patrick (2020) found that students struggled with speaking, reading, and writing in English during classroom discussions and examinations and identified the language of instruction itself as a major barrier to academic performance. Similarly, Swai (2023) showed that although learners may have positive attitudes toward English, low proficiency and weak classroom practices continue to limit effective language use in schools.

These challenges are caused not only by learners or classroom instruction but also by broader institutional and systemic factors. Research indicates that learners face anxiety, weak linguistic foundations, and limited exposure to English, which reduce their confidence and participation in communication activities (Sombonah *et al.*, 2024). In addition, classroom assessment practices often emphasise grammar and writing at the expense of speaking skills, thereby limiting opportunities for the development of communicative competence (Maliva, 2025). Although teachers use different instructional strategies, teacher-centred approaches remain dominant in many schools, reducing learner interaction and meaningful language use (Magidanga *et al.*, 2025). At the same time, inadequate resources, weak institutional support, and limited teacher motivation further constrain effective English language instruction (Bamuhiga & Kimambo, 2025). These challenges suggest that improving English language learning depends not only on learners' efforts but also on the quality and coordination of support provided by key educational stakeholders.

Recent literature shows that motivation, leadership support, and stakeholder involvement through structured programmes significantly improve English language learning outcomes (Chen *et al.*, 2025). Likoko and Wu (2025) stress that effective language education depends on collaboration among policymakers, schools, and other stakeholders to align policies with learners' needs. That is, teachers are expected to support English language learning by preparing lessons, using communicative teaching approaches, providing opportunities for language practice, and encouraging learner participation (Reeve, 2024). Meanwhile, school administrators should create supportive learning environments by providing resources, motivating teachers, supervising instructional activities, and establishing school-based English programmes (Bamuhiga & Kimambo, 2025). Moreover, education supervisors are expected to strengthen English language learning through regular inspection, professional guidance, monitoring of instructional quality, and coordination of educational resources and policies (Wenga, 2023). These responsibilities suggest that successful English language learning depends not only on classroom teaching but also on the collective, coordinated efforts of stakeholders across different levels of the education system.

However, there remains insufficient empirical evidence on whether and how teachers, school administrators, and education supervisors fulfil these expected roles in supporting English language learning in rural *day secondary schools*. Most existing studies in Tanzania, including MoEST (2023), Maliva (2025), and Bamuhiga and Kimambo (2025), focus on individual factors such as learner challenges, teaching practices, motivation, or policy issues, providing a limited understanding of stakeholder efforts as a coordinated system. Consequently, little is known about

how stakeholders provide support, how their efforts are coordinated, and how gaps in collaboration affect learners' English language development. As previous studies have not adequately explained this phenomenon, the current study evaluated stakeholders' efforts to support English language teaching and learning in *day secondary schools* in Bunda District, Tanzania. Guided by Stakeholder Theory, the study evaluated how different stakeholders contribute to learning environments and how their coordination influences learner outcomes. The overall goal is to provide insights to improve collaboration and strengthen English language teaching and learning in secondary schools.

2 Empirical literature review

Studies from different contexts show that English language teaching and learning improve when schools provide strong educational support and stakeholders work in a coordinated manner. In Indonesia, Siregar *et al.* (2026) found that student-centred teaching, technology integration, and continuous professional development improved learners' motivation and performance. In Nigeria, Kenya, Cameroon and Botswana, Omidire and Muhammed (2026) showed that multilingual strategies promoted participation, although weak training, limited resources, and insufficient institutional support reduced their effectiveness. Cabashe and Molotsi (2026) found that teachers used practical strategies for technology integration but still required stronger support and peer mentoring.

Evidence from Tanzanian contexts also shows that school leadership and institutional support play an important role in English language learning. In Tanzania, Michael and Mhando (2024) found that the school management team improved students' performance through monitoring, teacher development, and coordination of support services. Issa and Castulo (2026) reported that teacher-centred methods, inadequate resources, and poor classrooms hindered teaching and learning in public primary schools. Barnabas and Prosper (2024) found that although English teachers used several methods to improve writing skills, a substantial number of learners still struggled because of a limited understanding of the purpose of the syllabus. Alfred (2023) found that school administrators used academic camps to boost motivation, attendance, and learning outcomes through meals, accommodation, and mentorship.

Furthermore, studies in the context of Tanzania show that motivation, supervision, assessment, and policy implementation strongly influence English language learning. Bamuhiga and Kimambo (2025) found that teachers' motivational strategies improved pupils' motivation and engagement. Wenga (2023) identified weak institutional support, inconsistent supervision, and limited follow-up as major constraints. Swai (2023) reported positive attitudes toward English but persistent challenges such as overcrowded classrooms and ineffective teaching methods. Abdala and Vuzo (2024) found that assessment practices often neglect speaking, limiting communicative competence.

At the local level, Patrick (2020) found that students in Bunda District struggled with speaking, reading, and writing English despite its importance for academic success. The study also showed that the language of instruction limited performance, and learners used code-switching as a coping strategy. These findings indicate that English language difficulties in Bunda District were persistent and affected learners' ability to communicate effectively. They also suggest that students need stronger support from teachers, school administrators, and education supervisors to improve their English language learning.

Despite this extensive literature on English language learning in Tanzania, most studies examined isolated factors such as teaching practices, learner challenges, assessment, institutional support, or

language policy rather than their interaction as a system. For example, Patrick (2020) and Maliva (2025) focus on classroom issues, while Wenga (2023) and Sombonah *et al.* (2024) address institutional, motivational, and learner barriers. However, they do not explain how teachers, school administrators, and education supervisors coordinate their efforts. Most studies are also urban- or policy-focused, with limited evidence from rural *day secondary schools* such as Bunda. This leaves a gap on whether stakeholder efforts are integrated or fragmented, which this study addresses by examining stakeholder coordination and its influence on learners' English language development. In light of this, Bunda District provided a relevant setting for examining stakeholder support for English language teaching and learning, as it is a rural area with low levels of English language proficiency. The study sheds light on the effectiveness of stakeholder support systems, learners' challenges and the extent to which support systems addressed those challenges.

3 Theoretical framework

This study was guided by Stakeholder Theory. The theory explains how organisations consider the interests of stakeholders and recognises those affected by organisational activities and their influence on business objectives (Gilbert & Rasche, 2008). The theory posits that society supports an organisation if it receives value in return, and that the key task of the focal organisation is to coordinate value creation with and for stakeholders in line with the joint purpose (Freudenreich *et al.*, 2020). The theory emphasises that stakeholder relations are critical for organisational success and directly aligns with this study's focus on examining coordination mechanisms, communication channels, and teamwork among teachers, administrators, and supervisors in supporting English language learning.

Stakeholder Theory provided a framework for identifying stakeholders, examining their roles, and analysing how their interactions influence English language learning. According to Fassin (2009), stakeholders can be classified into three categories: real stakeholders, stakewatchers, and stakekeepers. In the context of the present study, real stakeholders include teachers, learners, and school administrators, who have direct responsibility for instruction, learning, and school management. Stakewatchers include education supervisors and quality assurance officers, who protect learners' educational interests through monitoring and oversight. Stakekeepers consist of the Ministry of Education and other regulatory agencies that influence schools through policies, regulations, and educational standards. The theory also informed the assessment of stakeholder responsibilities, communication, coordination, and support mechanisms in promoting English language learning. It further served as an analytical lens for explaining challenges such as fragmented efforts, weak supervision, inconsistent institutional support, and poor coordination among stakeholders. The theory helped to explain how stakeholder roles shape English language learning outcomes.

4 Methodology

This study was conducted in Bunda District, Tanzania, and focused on four purposively selected *day secondary schools* experiencing challenges in English language teaching and learning. The district was selected based on prior evidence of persistent difficulties with English language use among learners. For instance, Patrick (2020) reported that students in Bunda District struggled with speaking, reading, and writing English despite its importance for academic success, and that the language of instruction itself constrained performance, with code-switching often used as a coping strategy. This made the district an appropriate context for examining stakeholders' efforts to support English language teaching and learning. The study involved 142 respondents, including students,

English teachers, heads of school, and education supervisors. Participants were selected using purposive, convenience, stratified, and simple random sampling techniques, depending on their roles. Student selection ensured balanced representation across schools, classes, and genders through a lottery method.

The study used a mixed-methods exploratory sequential design, with qualitative interviews conducted first, followed by quantitative questionnaires. Data were collected using structured and open-ended questionnaires administered to students and semi-structured interviews with teachers, heads of school, and district education supervisors. To minimise language barriers and enhance comprehension, questionnaires were administered in Kiswahili. Quantitative data were analysed using descriptive statistics, including frequencies and percentages, with SPSS Version 20. Qualitative data were analysed thematically following Braun and Clarke's (2021) six-phase framework, including familiarisation with data, coding, theme development, theme review, theme definition, and reporting. Interviews and open-ended responses were read repeatedly to identify meaningful units of text. Similar statements were coded, compared, and grouped into themes based on emerging patterns. The themes were then reviewed and refined to support interpretation and reporting. Findings were presented using descriptive narratives and statistical tables, with qualitative themes supported by participant quotations.

5 Results

This section presents findings on stakeholders' efforts to support English language teaching and learning in *day secondary schools* in Bunda District. The findings are organised by stakeholder support, showing how teachers, school administrators, and education supervisors each contribute to creating supportive learning environments. Both questionnaires and interviews were used complementarily: questionnaires provided quantitative data on the extent and frequency of stakeholder efforts across the full sample (142 respondents: 128 students, 8 teachers, 4 heads of school, 2 supervisors), while interviews provided qualitative depth explaining why efforts succeed or fail, revealing coordination mechanisms (or gaps), and capturing stakeholder perspectives on challenges. Representative quotes from interviewees are integrated throughout to illustrate quantitative patterns.

5.1 Teachers' support for English language teaching and learning

Teachers played an important role in supporting English language learning by encouraging students to take part in communicative classroom activities. In the data analysis, 53% of the student respondents (38 of 72) reported that their English teachers involved them in activities such as storytelling, debates, essay writing, and letter writing. Meanwhile, 47% (34 of 72) reported not being regularly involved. This suggests that teachers' support for English language learning is present in some classrooms but inconsistent across all schools. Likewise, one English teacher explained that practical speaking activities were not conducted consistently because of the heavy workload and time constraints:

“We employ talking activities, but not always. Sometimes we have many classes, limited time, and, as you know, preparing debate materials takes extra work. So, we focus on what is in the textbook.” (English Teacher, School Upendo)

This response indicates that although teachers recognise the value of practical activities, challenges such as heavy teaching loads and limited time often reduce opportunities for learners to actively

practise English in the classroom. Thus, the findings suggest that nearly half of the learners are not regularly exposed to practical activities that are important for developing English communication skills.

Likewise, 86% (62/72) of learners reported asking and answering questions in English lessons, of whom 81% (50/62) participated willingly. The remaining 19% (12/62) reported participating only when appointed by the teacher. In contrast, 14% (10/72) of learners reported not actively participating in classroom activities at all. Among these non-participating learners, 80% (8/10) stated that they would not participate because they could not speak English comfortably. In the analysis, 90% (9/10) reported remaining silent even when pointed out to contribute to the lesson. One student explained:

“I ask questions when the teacher asks, but I don’t speak freely. I worry about making mistakes and classmates laughing.” (Student, Amani Secondary School)

This statement suggests that the learner’s participation is driven more by teachers’ pointing out than by self-confidence. It also highlights how fear of embarrassment and peer judgement can undermine learners’ confidence, making them reluctant to communicate in English despite understanding the importance of classroom participation. The findings suggest that, although teachers encourage classroom interaction, some learners continue to experience anxiety and low confidence when using English.

Heads of school also acknowledged the importance of improving participation and reported various strategies used to motivate both teachers and learners. These findings suggest that motivation strategies are largely conventional and limited in scope, with fewer schools adopting innovative or competitive language development programmes.

In promoting English-speaking habits, all four heads of school (100%) reported monitoring debates and English-speaking campaigns, while three heads of school (75%) reported monitoring morning talks. In addition, all four schools (100%) reported enforcing punishment for students who did not speak English. This indicates a combination of motivational and punitive approaches. The findings suggest that schools emphasise the use of English, but they may rely heavily on enforcement rather than on purely supportive communicative environments.

Findings from education supervisors reveal significant weaknesses in the school monitoring and support system. It was reported that inspections of secondary schools were irregular and lacked a systematic schedule, particularly at the district level. District inspections were not conducted on a fixed schedule and were primarily triggered by emerging issues. Similarly, zonal inspections would be carried out only every three to four years, depending on inspection plans, thereby limiting continuous oversight. This situation demonstrates a clear gap in consistent monitoring mechanisms within the education system. As a result, many *day secondary schools* are left without regular external evaluation and professional guidance. This weak monitoring structure reduces accountability among schools and limits opportunities for timely instructional improvement. The lack of a structured inspection system may undermine the quality of English teaching and overall school performance.

Findings from education supervisors show that the provision of teaching and learning materials is largely needs-based rather than systematically planned. It was reported that officials first assess the

level of shortage in schools before supplying English textbooks and other instructional materials accordingly. This indicates that material support is largely reactive, with resources provided only after shortages are identified. Although this approach helps in addressing immediate needs, it reveals that a more proactive and well-coordinated system of support is needed to ensure the regular availability of teaching and learning materials across schools. Stronger planning and distribution mechanisms would help schools receive the resources they need in a timely and consistent manner. Consequently, the lack of a systematic supply mechanism may limit learners' access to quality learning materials.

Findings from education supervisors indicate that support for schools and teachers is primarily delivered through formal recognition and professional development. Well-performing schools are awarded certificates, while schools with poor performance also receive certificates indicating their status. In addition, teachers are supported through in-service training courses designed to strengthen professional skills and improve English language teaching. These actions indicate that supervisors provide structured support to encourage performance and build teacher capacity. However, the support appears to be limited in scope, as it does not fully address the wider conditions that influence English language teaching and learning in schools.

5.2 School administrators' support for English language teaching and learning

Evidence suggested that school administrators provided various forms of support for English teaching and learning in the study area. This support included motivating teachers, providing instructional resources, supervising English language activities, and promoting programmes that encouraged the use of English. However, the extent of support was not consistent across schools. While six teachers (75%) reported receiving motivation from their school administrators, two (25%) said they had not, indicating variation in the support offered during the study. This variation was also reflected in interviews, where one head of school explained:

“We give exercise books to A and B students, including English. We also praise teachers publicly. But for competitions, that require money, transport, and coordination with other schools. We do it sometimes, but not regularly.”
(Head of School, Umoja Secondary School)

The response shows that administrators support English learning through motivation, resources, and recognition, but implementation is inconsistent. Financial and logistical constraints limit regular activities, resulting in uneven support across schools.

The findings further reveal that school administrators mainly relied on traditional motivational strategies. All four heads of school (100%) reported providing monetary rewards to high-performing teachers, awarding exercise books to successful learners, and offering words of encouragement and congratulations. These efforts demonstrate administrators' commitment to recognising academic achievement and motivating both teachers and learners. Similar perceptions were reported by all eight teachers (100%), who acknowledged that schools used rewards and recognition as major motivational tools. However, only one (25%) of four heads of school reported organising English-speaking and writing competitions, and only one (25%) reported providing educational field trips. Furthermore, only two (50%) reported ensuring adequate availability of textbooks. The findings suggest that although administrators support English language learning, their efforts are concentrated more on rewards and recognition than on sustained programmes that provide practical opportunities for language use and development.

The findings also show that school administrators promoted English-speaking habits through various school-based activities. All four heads of school (100%) reported organising debates and English-speaking campaigns, while three (75%) reported conducting morning talks. These initiatives provide learners with opportunities to practise English beyond classroom instruction. Consistent with these findings, teachers reported that school administrations encouraged English-speaking programmes, although only two (25%) indicated that such programmes were implemented consistently. Similarly, learners reported engaging in practical activities such as debates, storytelling, essay writing, and letter writing, although only 38 (53%) of 72 confirmed participation in these activities. This suggests that while schools have established mechanisms to promote English language use, the implementation of these activities remains inconsistent across schools and among learners.

Despite these efforts, some administrative practices limited the effectiveness of institutional support. All four heads of school (100%) reported enforcing English-speaking rules by imposing punishments for non-compliance. Although this approach may increase the use of English in school environments, interview findings suggest that it may also create fear among learners rather than confidence. As one teacher explained:

“School has debates and campaigns, yes. But punishment for speaking Kiswahili? That creates fear, not confidence. Students speak English only when monitored, not willingly.” (English Language Teacher, Mshikamano Secondary School)

The observation is supported by learners’ findings, which showed that among ten learners who did not actively participate in English lessons, eight (80%) reported an inability to speak English comfortably, whereas nine (90%) reported remaining silent even when pointed out to contribute. The findings indicate that enforcement measures alone may be insufficient to overcome learners’ anxiety and low confidence.

The findings also revealed concerns about support for English language teaching, including lesson preparation and supervision. Three heads of school (75%) reported that teachers were adequately prepared before conducting English lessons. Six of the eight teachers (75%) reported that they did not make sufficient preparations before teaching. The findings reveal a clear difference between the views of school administrators and teachers: most administrators perceive teacher preparation as adequate, whereas most teachers consider their own preparation insufficient, suggesting weaknesses in monitoring and support for lesson preparation. In support of this, the two education supervisors agreed that lesson preparation and implementation vary across schools. This affects the extent to which communicative activities were effectively facilitated. This inconsistency revealed weaknesses in support due to inadequate preparation.

5.3 Education supervisors’ support for English language teaching and learning

The education supervisors reported that district-level school inspections would be conducted irregularly and usually only when specific issues arose. Meanwhile, zonal inspections were carried out every three to four years, depending on the inspection plan. The education supervisors also revealed that records of earlier inspections were not always easy to access, implying that the supervision system was not consistently organised to ensure regular monitoring and follow-up of English language teaching and learning. One education supervisor explained:

“Inspections happen every three to four years for zonal, district-level, only when issues arise. There is no fixed schedule. We assess shortages first before distributing textbooks. However, English is not specifically prioritised despite being the medium of instruction.” (District Education Supervisor)

The findings revealed that school inspections were conducted irregularly and often depended on specific issues rather than following a structured schedule. The lack of systematic monitoring and follow-up reduces administrators’ ability to identify instructional weaknesses and to support teachers in a timely manner.

The findings further show that both education supervisors (100%) reported assessing the extent of shortages before distributing English textbooks and other teaching and learning materials to schools. This indicates that resource allocation is guided by identified needs, helping schools with greater shortages receive support. Nevertheless, the supervisors’ responses suggest that English language learning does not receive special consideration despite its central role in secondary education. This may reduce the effectiveness of efforts to improve learners’ English language proficiency.

Both education supervisors (100%) reported providing motivation through professional training programmes. They also recognised learners’ academic achievement by awarding certificates to high-performing schools and students. These initiatives contribute to teacher development and learner motivation. However, the findings indicate that supervisory support focuses mainly on training and recognition rather than on strengthening the broader teaching and learning environment. Generally, the findings suggest that while education supervisors supported English language learning through resources, training, and recognition programmes, weak monitoring and follow-up reduced the effectiveness of their support.

6 Discussion

The main objective of this study was to evaluate stakeholders' efforts to support English language learning in *day secondary schools* in Bunda District. The findings showed that teachers, school administrators, and education supervisors all contribute in important ways, but their efforts are weakly coordinated. Learners reported frequent participation in question-and-answer activities, yet many still lacked confidence in spontaneous English speaking. This suggests that participation alone does not produce communicative competence when meaningful practice is limited. This is consistent with Vuzo (2010), who argues that participation must be supported by regular communicative use for language acquisition to develop effectively. From a Stakeholder Theory perspective, the results indicate weak coordination among actors pursuing English proficiency.

The findings also show that stakeholder efforts were present but were not systematically aligned. Teachers attempted to use learner-centred approaches, administrators provided motivation, and supervisors exercised oversight, but these efforts did not function as a single system, resulting in low achievement of the overall objective. This finding is consistent with Kabale *et al.* (2025) who maintain that organisational effectiveness depends on coordinated stakeholder management rather than isolated actions. In this study, inconsistent communicative activities, weak supervision, and limited institutional reinforcement point to fragmented stakeholder implementation. The implication is that stakeholder effort should be judged not only by its presence but also by its consistency, coordination, and impact on learner outcomes.

Teachers' instructional practices were found to be inconsistent, especially in communicative activities such as debates, storytelling, and role-plays. Some teachers reported that heavy workloads and limited preparation time made it difficult to apply these methods regularly. This means that teacher commitment alone is not enough unless it is supported by the school system. The finding supports Vuzo's (2010) view that communicative approaches improve language learning when they are applied consistently. The implication is that improving instructional quality requires both teacher effort and institutional support that reduces workload pressure and strengthens planning.

Learner anxiety and lack of confidence also limited spontaneous English use. Many learners responded when prompted but remained silent when asked to speak freely. This indicates that fear, embarrassment, and low confidence still affect oral participation. This finding is consistent with Nurteteng *et al.* (2024), who reported that deficiencies in confidence and classroom anxiety constrain learners' participation and communication. Sombonah *et al.* (2024) similarly highlight fear of embarrassment as a major constraint. This implies that stakeholder effort should be measured by its ability to create a safe and supportive learning environment.

The findings on school administrators show that motivation was mainly provided through praise, rewards, and recognition, with limited use of structured programmes such as competitions and field trips. While these strategies may improve short-term participation, they are not enough to build lasting communicative competence. In some schools, punishment was used to enforce English-speaking rules, but this may create fear rather than confidence. This aligns with Deci and Ryan's (1985) Self-Determination Theory, which posits that intrinsic motivation grows in supportive, engaging environments rather than through external rewards alone. The implication is that administrative support should move beyond temporary incentives and create sustained opportunities for English practice.

Education supervisors contributed to supporting English language teaching and learning, although their involvement was not always consistent. Findings showed that school inspections and follow-up activities were irregular, limiting monitoring of instructional practices and ongoing support. The respondents also revealed that resource allocation was often reactive, addressing immediate needs rather than being planned in advance, which resulted in uneven support across schools. UNESCO (2016) emphasises that consistent supervision and continuous monitoring are essential for accountability and sustained educational improvement. These findings underscore the need for stronger supervision through regular monitoring, systematic planning, and timely follow-up.

The findings revealed that supervisory training and recognition through certificates did not fully address broader instructional challenges. As a result, inconsistent teaching practices and limited reinforcement of communicative activities continued to be observed in schools. This implies that recognition alone was insufficient to improve classroom practice. From the perspective of Freudenreich *et al.* (2020), this reflected a greater emphasis on compliance and recognition than on comprehensive stakeholder support. Therefore, professional development needed to be accompanied by classroom coaching, monitoring, and follow-up to produce meaningful improvements in teaching practice.

Generally, the results indicated that although each stakeholder group performed some useful roles, their efforts were not integrated into a unified support system. This fragmented approach limited the effect of classroom participation, motivation, and supervision on learner outcomes. Freudenreich *et al.* (2020) describe this as an integration failure, in which stakeholder contributions do not combine effectively toward a shared goal. Hatami and Firoozi (2019) argue that weak stakeholder

relationships reduce organisational effectiveness. Gilbert and Rasche (2008) emphasise the need for active coordination of interests. Improving English language outcomes requires stronger communication, shared planning, regular monitoring, and cooperation among stakeholders.

7 Conclusion

The study evaluated stakeholders' efforts to support English language teaching and learning in four *day secondary schools* in Bunda District, Tanzania. The findings suggest that teachers, school administrators, and education supervisors all contribute to English language education, although their efforts are uneven and only partly coordinated. Teachers show commitment through classroom practices that encourage learner participation, while school administrators support learning through motivation, resources, and English-related programmes. Education supervisors also contribute through school visits and inspections, but limited follow-up reduces the impact of their work. The study shows that stakeholder support exists, but fragmented implementation and weak coordination limit its effectiveness.

The study contributes to Stakeholder Theory by showing that educational outcomes depend not only on the presence of stakeholders but also on the quality of their interaction and shared responsibility. It suggests that isolated efforts are less effective than coordinated action across the classroom, school, and supervisory levels. The study also contributes to the literature by integrating teaching practices, school leadership, and supervision into a single framework. This broader perspective helps explain why support for English language learning may remain limited even where stakeholders are active. In this way, the study extends the theory to a rural Tanzanian context and highlights the importance of system-wide collaboration.

In practical terms, the findings suggest that more coherent support from all stakeholders involved in English language education would be beneficial. Teachers may strengthen learning by maintaining learner-centred and communicative approaches that provide more opportunities for meaningful language use. School administrators may also enhance support by offering more consistent motivation, resources, and structured English-focused activities. Education supervisors could contribute more effectively through regular monitoring, constructive feedback, and follow-up on recommendations. Educational authorities play an important role in ensuring that policies and support systems are aligned and work more cohesively. Such alignment is likely to improve both the consistency and the quality of support for English language learning.

The study also suggests several areas for future attention. Continued professional development could help teachers apply communicative methods with greater confidence and consistency. School leaders may find it useful to place greater emphasis on recognising learner progress and sustaining English programmes over time. Supervisors may improve their impact by maintaining closer contact with schools and supporting practical change after visits. Stronger coordination among teachers, school administrators, supervisors, and education officers may reduce fragmentation and improve learner outcomes. A more integrated approach is likely to create more favourable conditions for communicative competence and overall achievement in English language learning.

In general, the study suggests that stakeholders remain committed to supporting English language teaching and learning, although their efforts are often weakened by inconsistency and limited coordination. This may indicate the need for a more collaborative and sustained approach across teachers, school administrators, supervisors, and education officers. Greater attention to shared responsibility and regular follow-up could strengthen the support system for English-language

education. It is also important for school leaders to recognise incremental improvement among lower-performing learners, including those who remain behind the rest of the class but show progress relative to their previous performance. Such recognition could include appropriate rewards or encouragement, since improvement itself may help sustain motivation and confidence. In this way, support for English language learning would not only focus on high achievement but also on steady progress among all learners. Stronger coordination and more responsive stakeholder support may therefore contribute to more meaningful improvements in learner outcomes.

8 References

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