

MWENGE CATHOLIC UNIVERSITY



# **Influence of Head of Schools in Coordinating Educational Stakeholders for the Implementation of Comprehensive Sexuality Education in Public Secondary Schools in Tunduru District, Tanzania**

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**Abstract:** The study investigated influence of Heads of Schools in Coordinating Educational Stakeholders for the Implementation of Comprehensive Sexuality Education (CSE) in Public Secondary Schools in Tunduru District, Tanzania. The study was anchored on Instructional Leadership Theory developed by Hallinger and Murphy in 1970s. The study employed a convergent research design under the mixed methods research approach. The targeted population of the study comprised of 9,698 of which are 27 public secondary schools, 27 heads of schools, 667 teachers, and 8,977 students from form one to form three, and 27 school counselors. Then, 6 public secondary schools were sampled from 22% of the 27 schools, of which 368 students were sampled through Krejcie and Morgan Table, 66 (10%) of teachers, 6 school counselors and 6 heads of schools were sampled making a total sample size of 446. Stratified random sampling technique was used to sample the teachers and students and criterion purposive sampling techniques was used to sample the heads of schools and the school counselors. The study used interview guides for heads of schools and counselors, and questionnaires for teachers and students, and document analysis guide to collect data. Validity of the research instruments was determined by three research experts specialized with Educational Planning and Administration from Mwenge Catholic University. A pilot study was conducted in 1 public secondary school which was not included in the actual study. The pilot test study comprised of 1 head of school, 1 school counselor, 37 students and 7 teachers making a total sample of 46 respondents. For Reliability of the questionnaires Likert-scale items was ensured by using Cronbach's Alpha coefficient technique, whereby the coefficient of 0.908 for teachers and .962 for students were obtained, while trustworthiness for qualitative data collection instruments was ensured through triangulation and peer debriefing. Descriptive statistics was used to analyze quantitative data with the help of Statistical Package for Social Sciences (SPSS) version 27. The qualitative data were analyzed thematically. The researcher adhered to ethical principles in research, including obtaining informed consent, ensuring confidentiality and anonymity, maintaining data security, promoting transparency, and ensuring voluntary participation, all of which were rigorously

**upheld throughout the study. The study found that effective coordination with key stakeholders' teachers, parents, health professionals, and external partners significantly contributed to the successful implementation of CSE. The Head of Schools facilitate stakeholder collaboration through regular meetings, seminars, joint planning, and information sharing. Based on the findings, the study concludes that stakeholders' involvement plays a vital role in enhancing the implementation and effectiveness of comprehensive sexuality education in public secondary schools in Tunduru District. The study recommends that the Head of Schools should establish structured mechanisms for stakeholder involvement, including regular stakeholder forums, meetings and school invitations so as to foster collaboration and resource sharing for CSE.**

**Keywords:** *Comprehensive Sexuality Education, Coordination Function, Educational Stakeholders, Head of Schools.*

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## I. INTRODUCTION

Education is universally recognized as a fundamental human right and the key driver of sustainable social and economic development. The Universal Declaration of Human Rights (1948) and Sustainable Development Goal 4 (SDG 4) emphasize the provision of inclusive, equitable, and quality education that equips learners with the knowledge, skills, and values required for responsible citizenship and lifelong learning (UNESCO, 2022). During adolescence, secondary school students experience significant physical, emotional, psychological, and social changes that require appropriate guidance to support healthy decision-making and personal development. Consequently, Comprehensive Sexuality Education (CSE) has become an important component of modern education systems because it provides scientifically accurate, age-appropriate information on human development, relationships, reproductive health, gender equality, and life skills. (Ministry of Health Tanzania, 2022). Japan is a country outside Africa that has made significant investments in education, with UNESCO (2022) reporting that Japan spends approximately 3.5% of its GDP on education, resulting in a literacy rate of about 99% among its youth, highlighting its commitment to inclusive and equitable education systems. Japan has made significant progress in implementing (CSE) in secondary schools, with a 2020 government survey indicating that approximately 85% of schools incorporated age-appropriate CSE curricula, emphasizing the importance of teacher training and community involvement to ensure effective delivery (Japanese Ministry of Education, 2020). The effort of enhancing implementation of CSE cannot remain as the task of school's administration only, but have been incorporated by other educational stakeholders. The educational stakeholders are individuals or groups who have an interest in or are affected by the CSE and its outcomes, such as teachers, students, school counselors, parents, health officers, community leaders, all of whom play a role in shaping, supporting, and benefiting from comprehensive sexuality education.

Effective enhancement of CSE, however, depends not only on curriculum plans but also on strong school leadership, particularly the coordination function performed by head of schools in working with teachers, parents, health professionals, education officers, and the wider community.

The background emphasizes the importance of inclusive and quality education, including CSE, which relies on strong school leadership and collaboration with stakeholders for effective implementation, reflecting the global commitment to human rights and sustainable development. The international frameworks such as the Education for All (1990) initiative, the Dakar Framework for Action (2000), and the International Covenant on Economic, Social and Cultural Rights (1966) recognize the importance of life-skills and sexuality education in promoting adolescents' health and well-being. Many countries have integrated CSE into school curricula to reduce risky sexual behaviors, teenage pregnancy, sexually transmitted infections, and gender-based violence while promoting responsible decision-making. However, the implementation remains inadequate due to factors such as cultural factors, lack of educators, insufficient funding, and societal stigma surrounding sexuality education.

Nigeria being an example, despite policy commitment to CSE, cultural resistance and misconceptions about the curriculum has hindered its full integration and effective delivery, leaving many adolescents without access to comprehensive and age-appropriate information World Health Organization (2024). In East Africa, countries such as Kenya and Uganda have incorporated CSE into Life Skills Education and other school subjects, to promote adolescents' health well-being. Despite these efforts, the implementation continues to face significant challenges such as societal stigma surrounding sexuality topics, cultural and local taboos. Additionally, there is a lack of adequate trained teachers who can deliver the curriculum effectively and confidentiality, which affects the quality of education provided. Insufficient resources and infrastructures further hinder the full integration of CSE into school programs. These barriers contribute to inconsistent delivery and limited access to accurate age-appropriate sexual-health information for adolescents, undermining the potential benefits of CSE in promoting responsible behaviors and reducing risky sexual activities UNICEF, (2025).

Similarly, Tanzania has integrated Comprehensive Sexuality Education CSE content into various subjects such as Biology, Civics, and Guidance and Counseling, supported by the development policy frameworks including the Educational and Training Policy (2002, Version 2), emphasized on implementation of CSE in schools. The

National Adolescent Reproductive Health Strategy, and the Head of Schools' Guides (2023). Additionally, recent policy documents such as The Educational Circular No. 4 of 2022, which focuses on strengthening the creation of safe and enabling school environment for teaching and learning, and The Educational Circular No. 6 of 2022, which emphasizes the management of moral within schools, have further reinforced the role of school administrators. These policies assign school leaders the responsibility of coordinating efforts among educational stakeholders and implementing various programs to ensure the effective delivery of CSE.

The implementation of CSE in Tanzania secondary schools exhibits notable regional variability, with gradual progress observed across the country the years 2024-2025. Data from URT (2024, 2025) indicate that, although there has been incremental improvement, overall implementation remains inadequate, with national average below 50%. Specifically, the proportion of schools implementing CSE increased modestly from 25% in 2024 to 28% in 2025, despite the total number of secondary schools rising from 6,800 to 7,100 during this period. At the regional level, Ruvuma experienced growing in the number of secondary schools from 230 to 245, with CSE implementation rising from 22% to 27%, and the number of trained school counselor teachers increased from 120 to 160 which indicates that their not enough compare to the schools capacities. Similarly, in Tunduru District, The number of secondary schools remained constant at 27, yet CSE implementation improved from 22% to 30%, with trained school counselor teachers increasing from 12 to 18, which is still inadequate capacity. These increased in the percentage of schools implementing CSE and the numbers of trained school counselors' teachers are indicative of ongoing efforts to mainstream CSE within the educational system. However, the relatively low overall implementation rate highlights persistent challenges in achieving CSE coverage. Notably, the implementation rate of CSE in Tunduru District was 61.5%, which is lower than the rates observed in Songea Municipal (80%), and Songea Rural (64%) URT (2024: 2025).

The observed increase in percentage implementation reflects incremental progress, which is critical for assessing the effectiveness of policy interventions and resource allocation. Such growth suggests the efforts to enhance teacher training and stakeholders' coordination are gradually translating into improved implementation at the school level. However, the relatively low overall implementation percentage across all levels underscores the need for targeted strategies to address regional disparities and strengthen school-level administrative practices influence the adoption and effective delivery of CSE, thereby informing policies aimed at achieving equitable and Comprehensive Sexuality Education across all regions. Building on this background, the present study investigates the influence head of schools' coordination with educational stakeholders on the implementation of CSE in public secondary schools within Tunduru District, Tanzania. Specifically, the study aims to find how school leaders facilitate collaboration with teachers, school counselors, parents, health officers, education officials, and community members to support the

effectiveness delivery of CSE. The findings off this study research are intended to contribute to the enhancement of school leadership administrative functions, foster improved stakeholder collaboration, and promote the efficient implementation of CSE. Ultimately, this will support better health, well-being, and educational outcomes for students in public secondary schools.

#### ➤ *Statement of the Problem*

In Tunduru District, Implementation of Comprehensive Sexuality Education (CSE) remains low (61.5%) in Tunduru District, which is significantly lower than the 80% observed in Songea Municipal and 64% in Songea Rural (URT, 2024-2025). Despite the modest improvements in CSE implementation from 22% to 30% in Tunduru District and an increase in trained school counselors teachers from 12 to 18, these figures are still insufficient to meet the needs of the overall number of secondary schools and their capacity, which is 27 secondary schools with a total number of 12146 students, (URT 2025). Overall, the national average of CSE implementation remains below 50%, highlighting persistent challenges in addressing critical issues such as teenage pregnancy, early marriages, sexual abuse, school dropouts, Female Genital Mutilation (FGM) and increased risks of Sexually Transmitted Infections (STIs) in the District. This situation shows a gap in head of schools' administrative functions related to CSE enhancement in public secondary schools (Mtolela 2026).

Parents, teachers, community members, students, school counselors and policy makers complain about the inadequate implementation of CSE, which hinders efforts to effectively address critical issues related to adolescent sexual and reproductive health. The reviewed studies have mostly focused on examining general CSE impacts on students' behavior, students' motivation for participating, and how school leadership practices contribute to or constrain the implementation of Comprehensive Sexuality Education (CSE) (Mukanga et al., 2026; Kawonga, 2022; and Mbonde & Nyaisa, 2023). There is a gap in localized evidence, especially within rural contexts like Tunduru District, where the head of schools may exercise administrative functions and management differently from urban areas where socio-cultural pressures and educational limitations converge; also on the key administrative function of the head of schools. The current study, therefore, seeks to investigate the Influence of Head of public Secondary Schools in Coordinating Educational Stakeholders for the Implementation of Comprehensive Sexuality Education in Public Secondary Schools in Tunduru District, Tanzania.

#### ➤ *Research Question*

How Head of Schools' Coordination of Educational Stakeholders Influences the Implementation of Comprehensive Sexuality Education in Public Secondary Schools in Tunduru District, Tanzania.

#### ➤ *Significance of the Study*

The significance of this study lies in its potential to contribute both locally and globally to scholarly and add more information on the influence of head of schools in

coordinating educational stakeholders for the implementation of Comprehensive Sexuality Education (CSE) in secondary schools. The findings of the study will provide Ministry of Education, Science and Technology (MoEST) with evidence-based information to review and strengthen the Comprehensive Sexuality Education (CSE). (Guidelines Policy from the Ministry of Education and Culture 2002 Version2). Additionally, the study benefits educational stakeholders, including head of schools, teachers, students, parents, and other officials by offering practical recommendations to enhance the effectiveness of Comprehensive Sexuality Education (CSE). The findings of the study also demonstrate the applicability the Instructional Leadership Theory (Hallinger and Murphy in the 1970s) by explaining coordination function as an administrative function, which helps to the successfulness on implementation of CSE in public secondary schools. Moreover, this study contributes to the existing body of knowledge and serves as valuable reference to researchers who are interested in school administrative functions and comprehensive sexuality education.

#### ➤ *Theoretical Framework*

The Instructional Leadership Theory, originally developed by Philip Hallinger and Joseph Murphy in the 1970s, provides the theoretical foundation for this study. This theory emphasizes the critical role of head of schools in enhancing teaching and learning through effective instructional management. It posits that school leaders are responsible for defining the school's mission, managing instructional programs, and fostering a positive learning environment that promotes effective curriculum implementation and improved student outcomes, (Smith & Johnson, 2024).

Within the context of this study, the theory explains how head of schools influence the implementation of Comprehensive Sexuality Education (CSE). Specifically, it highlights their roles in coordinating with key stakeholders, supervising teachers, monitoring instructional practices, allocating resources, and creating a supportive school climate that facilitates the integration of CSE into the school curriculum. These leadership functions strengthen collaboration with various stakeholders including teachers, parents, health officers, school counselors, and community leaders thereby enhancing the successful implementation of CSE in public secondary schools in Tunduru District, Tanzania. (Adams & Mwangi, 2024).

The Instructional Leadership Theory is particularly relevant to this research because it underscores the importance of understanding stakeholder dynamics, guiding policy and practice, and facilitating school administrative functions related to educational program coordination and instructional quality improvement. It emphasizes the role of head of school in fostering collaboration, supporting teachers' professional development, and ensuring the effective implementation of educational policies. (Mwangi & Njoroge, 2023).

However, the theory has certain limitations. Primarily, it concentrates on the head of the school as the central agent of change, with less emphasis on the contributions of other stakeholders such as teachers, deputy heads, parents, and community members. This focus offers limited scope for shared leadership and collaborative decision-making, which are especially vital in programs like CSE that require active participation from multiple stakeholders. (Nguyen & Tran, 2024).

Nevertheless, the theory remains an appropriate framework for this study because it explains framework for analyzing coordination roles and also evaluating the impacts of coordination outcomes as an important function of the head of schools can strengthen stakeholders' collaboration and facilitate the effective implementation of CSE in public secondary schools.

Notwithstanding its development in a different context, the Instructional Leadership Theory remains a relevant and appropriate framework for this study. This is because the theory provides a framework for analyzing the coordination functions and roles of school leaders and evaluating the impacts of coordination outcomes, which is an essential function in strengthening stakeholders' collaboration and facilitating the effective implementation of Comprehensive Sexuality Education (CSE) in public secondary schools. The theory's emphasis on the critical role of school leaders in coordinating efforts and promoting effective collaboration among stakeholders is particularly relevant to the context of this study, where the effective implementation of CSE requires the coordination and collaboration of multiple stakeholders.

## II. REVIEW OF EMPIRICAL STUDIES

This section contains review of empirical literature on the influence of head of public secondary schools in coordinating educational stakeholders for the implementation of comprehensive sexuality education.

Kalsarou and Pliogou (2026) conducted a qualitative study in Greece to explore stakeholders' perceptions of Comprehensive Sexuality Education (CSE) implementation, focusing on policy, teacher preparedness, barriers, and content relevance. The study utilized the exploratory and descriptive research designs, samples of the study were the education policymakers, teachers involved in CSE delivery, School administrators, teachers and students. The sampling technique used was purposive sampling and research instruments used were semi-structured interviews and focus group discussions (FGDs). Data analysis was done by theme analysis. Their findings indicated that effective implementation requires addressing interconnected pedagogical, institutional, and sociopolitical challenges. Although stakeholders recognize the importance of Comprehensive Sexuality Education for children's rights and health, limited and fragmented provision persists due to insufficient teacher training and social conservatism.

However, while this previous study offers valuable insights into the interconnected pedagogical, institutional, and sociopolitical challenges associated with comprehensive sexuality education (CSE), its findings are somewhat limited by contextual differences in social, cultural, and educational environments compared to Tunduru District. These differences include distinct educational systems, technological advancements, and sociocultural dimensions that influence implementation. Additionally, the study primarily focused on stakeholders' perceptions regarding policy frameworks, teacher preparedness, barriers, and content relevance. These aspects may vary significantly from Tanzanian educational policies, school administration guidelines, and prevailing school cultures. Furthermore, the study is not clearly examined the specific functions of head of schools as administrators responsible for coordinating educational stakeholders to facilitate effective CSE implementation. Given this gap, there is a clear need to investigate how the coordination roles of school leaders can be enhanced to improve the delivery of CSE within Tanzanian secondary schools. This research aims to deepen the understanding of how head of schools can effectively foster stakeholder collaboration, thereby supporting the successful integration of comprehensive sexuality education in the Tanzanian educational context.

Jeong (2025) in South Korea described the experiences of health teachers delivering sexual health education, emphasizing that coordination with school authorities, teachers, parents, and communities are essential to overcoming challenges posed by cultural and societal norms. A descriptive approach based on grounded theory methodology was adopted. The participants included 23 school health teachers. One to one interviews were conducted with participants. The research designs were the phenomenological and descriptive design. The other samples were the head of schools, teachers, parents and students. The sampling technique was purposive sampling. Research Instruments was semi-structured interview guides, on which, one to one interviews were conducted with participants and classroom observation. The study found that social factors such as patriarchy and cultural misunderstandings hinder effective delivery, but strategic support and stakeholder collaboration can mitigate these issues. The findings suggest that head schools' leadership in coordinating efforts and fostering stakeholder support is crucial for addressing gender-based challenges and ensuring the successful implementation of comprehensive sexuality education.

This study provides valuable insights into how school leaders coordinate personnel and resources to promote gender-sensitive and comprehensive sexuality education, including the active involvement of students as primary beneficiaries. However, critical factors such as social norms, resource availability, cultural attitudes, and the roles of school authorities, teachers, parents, and community members may influence the extent and manner of stakeholder coordination by school heads. These factors may operate differently across contexts, such as between South Korea and Tanzania. Additionally, the previous study employed phenomenological and descriptive research designs, which,

while informative, limit the scope of data collection. In contrast, the current study adopts a mixed-methods approach, thereby enabling more comprehensive insights through triangulation, enhancing validity, and capturing broader perspectives from diverse patterns. This approach also improves the potential for generalizability across larger populations, ultimately contributing to a deeper understanding of the coordination functions of school leaders and their impact on the effective implementation of Comprehensive Sexuality Education in secondary schools.

A study conducted by Chibalange (2024) in Zambia, focused on the influence of transformational leadership on the implementation of Comprehensive Sexuality Education for sustainable outcomes in selected secondary schools of Muchinga Province of Zambia. The research employed qualitative method. It employed descriptive design. Study sample comprised of head of schools, teachers, parents and learners with the total number of 64. It employed the instruments namely; semi structured interviews and observation checklist. The research findings discovered that, learners benefited from Comprehensive Sexuality Education because they gained knowledge on Comprehensive Sexuality Education as revealed by parent respondents, it was also discovered that sexuality cases were reduced from 1457 in 2015 to 453 in 2023 by 1004 in cases of sexuality and in 2014 when the implementation started the total sexuality related cases stood at 1375 which was later reduced to 117 in 2023.

This study is very important to the current study by giving more evidence on the important part of head of school's administrative management for the implementation of comprehensive sexuality education, while the study investigated the influence of the transformational leaders for the implementation of CSE, the current study identifies a gap in understanding how specific coordination functions rather than leadership style employed by head schools enhance Comprehensive Sexuality Education in secondary schools. Again the theoretical framework employed, former study give light to the current study by exploring how different leadership theory which is transformation theory, against instructional theory, influence coordination functions and, consequently, CSE implementation. Moreover, in the geographical and contextual settings the former study was conducted in Zambia, there is a limited understanding of how contextual factors in different countries influence the effectiveness of coordination functions in CSE implementation, suggesting a need for comparative and contextual study. The study identified another gap on the methodological approach, the former study uses a purely qualitative, descriptive designs with semi-structured interviews and observational checklists, there is an unexplored area regarding how different methodological approaches might influence findings on coordination functions and CSE implementation. On the depth of stakeholders' involvement and outcomes measured, the current study seeks to identify a gap in understanding how stakeholders' coordination functions directly impact measurable outcomes in CSE, beyond leadership influences and students benefits. This study significantly contributes to the existing body of knowledge by providing further evidence

on the critical role of school administrators' management functions in the effective implementation of (CSE). While previous research has examined the influence of transformational leadership on CSE implementation, the current study identifies a notable gap in understanding how specific coordination functions beyond leadership styles facilitate or hinder the delivery of Comprehensive Sexuality Education CSE in public secondary schools.

Furthermore, the theoretical framework employed in prior studies, particularly transformational leadership theory, offers valuable insights; however, the current research explores how different leadership paradigms, such as transformational versus instructional leadership theories, influence coordination mechanisms and, consequently, CSE outcomes. Additionally, previous studies were conducted in the context of Zambia, which limits the generalizability of findings across diverse geographical and cultural settings. This underscores the need for comparative and contextual analyses to examine how contextual factors in different countries affect the efficacy of coordination functions in CSE implementation.

Methodologically, earlier research predominantly utilized qualitative, descriptive approaches, including semi-structured interviews and observational checklists. This approach leaves unexplored how alternative methodological strategies such as mixed-methods or quantitative designs might influence findings related to coordination functions and CSE outcomes.

Lastly, while prior studies have addressed stakeholder involvement and the benefits to students, there remains a gap in understanding how specific stakeholder coordination functions directly impact measurable outcomes in CSE, extending beyond leadership influence and student benefits. The current study aims to fill this gap by investigating the direct relationship between stakeholder coordination mechanisms and tangible CSE outcomes.

Emmanuel (2023) in Uganda used qualitative methods to explore support mechanisms for adolescent reproductive health within schools. Research Design were Exploratory and Descriptive Design, the respondents were head of Schools, the teachers in involved in health education, school counselors and parents. A sample size of 30 participants was used. Sampling techniques were purposive and snowball sampling. The research instruments used were Semi-Structured Interviews, focus group discussions and document review. The study found that limited and narrowly focused support systems hinder holistic sexual health education. It emphasized that strong administrative coordination functions with key stakeholders by head of schools is necessary to develop and sustain multifaceted support frameworks, including psychosocial support and inclusive environments. The findings suggest that effective coordination with staffs and stakeholders enhances the impact of Comprehensive Sexuality Education.

Although the previous study primarily concentrated on support mechanisms for adolescent reproductive health

within schools an integral component of comprehensive sexuality education (CSE) in secondary schools it also highlighted the importance of robust administrative coordination functions by school leaders in developing and sustaining multifaceted support frameworks. However, it did not explicitly investigate the role of head of schools' coordination functions in enhancing the implementation of CSE. Therefore, this current study aims to examine the influence of head of schools' coordination activities on the effective delivery of CSE in secondary schools. This study employed a mixed-methods approach to facilitate data triangulation from multiple perspectives, thereby providing a more comprehensive understanding of the research focus. Unlike the previous qualitative-only study, the current investigation incorporated both qualitative and quantitative data, including numerical data, to enrich the analysis. Additionally, the sample size was expanded to involve 446 participants significantly larger than the 30 participants in the previous study. This increase in sample size enhanced statistical power, minimized margins of error, and enabled more detailed subgroup analyses of the impact of head of schools' coordination roles in engaging educational stakeholders for the successful implementation of CSE in secondary schools.

Kamangu et al. (2024) conducted a study examining the perspectives of secondary school-going adolescents and educators in Iringa, regarding the delivery of sexual health in schools. The study employed a mixed-method approach using convergent parallel design to collect both quantitative and qualitative data. Quantitative data were gathered from 372 adolescents through survey questionnaires. While the qualitative data were obtained from focus group discussions with 36 teachers and in-depth interviews with 2 district secondary school officers. The data was analyzed using both descriptive statistics and content analysis. The findings showed that, the sexual health education is delivered in secondary schools within the study areas but its implementation remains limited, inconsistent, and insufficient because of the lack of effective coordination among stakeholders and school administrator to ensure comprehensive delivery that meets the needs of adolescents. While the study emphasizes the delivery of sexual health in schools, the focus on the head of schools as the schools' administrators who ought to coordinate different stakeholders was not well emphasized. The current study investigated how such coordination specifically influences the implementation of comprehensive sexuality education in secondary schools. This study makes a significant contribution to the existing body of knowledge by providing further empirical evidence on the crucial role of school administrators' management functions in the effective implementation of CSE. While prior research has primarily focused on the influence of transformational leadership on CSE delivery, there remains a notable gap in understanding how specific coordination functions independent of leadership style facilitate or impede the successful implementation of CSE in secondary schools.

Building on existing literature, including the transformative leadership theory, this study expands upon previous research by examining the influence of alternative

leadership paradigms, such as the instructional leadership theory, on the coordination mechanisms and, ultimately, the outcomes of Comprehensive Sexuality Education (CSE) in public secondary schools. A comparative approach is undertaken to explain the differential impact of various leadership theories on coordination processes, providing valuable insights that can inform the development and implementation of effective CSE programs. This investigation also seeks to address a significant limitation of prior investigations, which were predominantly conducted within the context of Zambia, and thereby limit the generalizability of findings. By exploring the impact of different leadership theories on CSE outcomes in various settings, the study aims to contribute to the existing body of knowledge in this area, ultimately informing evidence-based policies and practices that can promote effective CSE delivery and better meet the needs of diverse student populations. The reviewed literature, Greece, South Korea, Zambia, Uganda to Tanzania, indicates that head of schools' coordination function is very essential in the implementation of comprehensive sexuality education in secondary schools. Despite the increasing volume of research on the implementation of Comprehensive Sexuality Education (CSE), several significant gaps remain that hinder a comprehensive understanding of the factors influencing successful delivery. Existing studies, such as those by Joeng (2025), Emmanuel (2023), and Kamangu et al., (2024), tend to focus on specific context and employed qualitative, descriptive, or exploratory research designs. While valuable, these approaches limit the ability to generalize findings across different settings and restrict the capacity to establish causal relationships between school leadership, stakeholder coordination, and CSE outcomes. For example, Kalsarou and Pliogou (2026) conducted a study in Greece, highlighting the need for broader comparative analyses across diverse contexts. Additionally, many studies tend to focus on stakeholder perceptions, leadership styles, or support mechanisms without explicitly investigating specific coordination functions such as resource mobilization, stakeholders' engagement, and communication strategies that are critical for effective CSE delivery. There is also limited research examining how different leadership paradigms, such as instructional leadership in contrast to transformational leadership, impact coordination processes and, CSE outcomes. The lack of comprehensive stakeholders' engagement analysis further restricts understanding of how various factors such as teachers, parents, health professionals, and community members, contribute to or hinder the implementation process. Addressing these gaps is essential for developing more nuanced understanding of how schools' coordination roles can be optimized to improve the quality, sustainability, and cultural appropriateness of CSE programs across different contexts. Therefore, the study aims to investigate the influence of head of schools in coordinating educational stakeholders on the implementation of CSE in public secondary schools in Tunduru District, Tanzania, with a focus on explaining specific coordination functions and their impact on the program's success.

### III. RESEARCH METHODOLOGY

The study investigated influence of Heads of Schools in Coordinating Educational Stakeholders for the Implementation of Comprehensive Sexuality Education (CSE) in Public Secondary Schools in Tunduru District, Tanzania. The study was anchored on Instructional Leadership Theory developed by Hallinger and Murphy in 1970s. The study employed a convergent research design under the mixed methods research approach. The targeted population of the study comprised of 9,698 of which are 27 public secondary schools, 27 heads of schools, 667 teachers, and 8,977 students from form one to form three, and 27 school counselors. Then, 6 public secondary schools were sampled from 22% of the 27 schools, of which 368 students were sampled through Krejcie and Morgan Table, 66 (10%) of teachers, 6 school counselors and 6 heads of schools were sampled making a total sample size of 446. Stratified random sampling technique was used to sample the teachers and students and criterion purposive sampling techniques was used to sample the heads of schools and the school counselors. The study used interview guides for heads of schools and counselors, and questionnaires for teachers and students, and document analysis guide to collect data. Validity of the research instruments was determined by three research experts specialized with Educational Planning and Administration from Mwenge Catholic University. A pilot study was conducted in 1 public secondary school which was not included in the actual study. The pilot test study comprised of 1 head of school, 1 school counselor, 37 students and 7 teachers making a total sample of 46 respondents. For Reliability of the questionnaires Likert-scale items was ensured by using Cronbach's Alpha coefficient technique, whereby the coefficient of 0.908 for teachers and .962 for students were obtained, while trustworthiness for qualitative data collection instruments was ensured through triangulation and peer debriefing. Descriptive statistics was used to analyze quantitative data with the help of Statistical Package for Social Sciences (SPSS) version 27. The qualitative data were analyzed thematically using the seven-step framework of Cress-well and Cress-well, which are organizing, transcribing and translating, coding, cleaning, sorting and categorization generalizing five themes and finally developing narrative interpretations. The researcher adhered to ethical principles in research, including obtaining informed consent, ensuring confidentiality and anonymity, maintaining data security, promoting transparency, and ensuring voluntary participation, all of which were rigorously upheld throughout the study.

### IV. RESULTS AND DISCUSSIONS

This chapter presents, interprets, and discusses the findings of the study based on data collected from the field. The study aims to investigate the influence of Head of Schools in coordinating educational stakeholders for the implementation of Comprehensive Sexuality Education (CSE) in public secondary schools in Tunduru District, Tanzania. Data were collected from Head of Schools and school counselors through interview guides, while teachers and students provided information through questionnaires. In

addition, a document analysis guide was used to obtain relevant information from school documents and other related records. The collected data were analyzed and the findings are presented and discussed in relation to the research question. The presentation and discussion of the findings are organized according to the themes that emerged from the research question. The findings are interpreted in relation to the focus of the study and relevant literature to provide a comprehensive understanding of this theme.

➤ *Influence of Head of Schools in Coordinating Educational Stakeholders for the Implementation of Comprehensive Sexuality Education in Public Secondary Schools in Tunduru District, Tanzania*

To ensure respondent confidentiality and maintain institutional anonymity, all participating individuals and schools were assigned alphanumeric pseudonyms. Data collection involved qualitative methods, including interview guides and document analysis. Specifically, the head of schools in the district were designated as HoSA, HoSB, HoSC, HoSD, HoSE, and HoSF, while the school counselors were identified as SCA, SCB, SCC, SCD, SCE, and SCF. Data were collected from teachers and students using a Likert scale strategy. The Likert scale employed a five-point response format, with the following coding: 1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Undecided (U), 4 =

Agree (A) and 5 = Strongly Agree (SA), consistent with Celestin (2025). The data analysis involved calculating frequencies (F), percentages (P), and mean scores. Interpretation of the responses was based on the scale proposed by Celestin (2025), where the percentage distributions were categorized according to Taufique et al., (2023): 0–20% = extreme minority; 21–49% = minority; 50–59% = moderate; 60–69% = majority; 70–89% = very high majority; 90–100% = extremely majority. Mean scores were interpreted as follows: 1.00–1.79 indicating strong disagreement; 1.80–2.59 indicating disagreement; 2.60–3.39 indicating neutrality; 3.40–4.19 indicating agreement; and 4.20–5.00 indicating strong agreement. The perceived influence of head of schools in coordinating educational stakeholders for the implementation of Comprehensive Sexuality Education (CSE) in public secondary schools within Tunduru district was assessed accordingly. Based on these criteria, the influence was deemed very high.

Furthermore, the strength of the head of schools' influence on stakeholder coordination for CSE implementation was categorized as follows: Strong Disagree (M = 1.00–1.80), Disagree (M = 0.81–2.60), Neutral (M = 2.61–3.40), Agree (M = 3.41–4.20), and Strongly Agree (M = 4.21–5.00), as outlined by Eman et al. (2023). The results are presented in Table 1 for teachers and Table 2 for students.

Table1 Teachers' Responses on Head of Schools Coordination Functions on the Implementation of Comprehensive Sexuality Education (n=66)

| S/N  |                                                                                                                                                           | SD |     | D |     | U  |      | A  |      | SA |      | Mean |
|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----|-----|---|-----|----|------|----|------|----|------|------|
|      |                                                                                                                                                           | f  | %   | f | %   | f  | %    | f  | %    | f  | %    |      |
| I    | The Head of School facilitates collaboration with teachers to enhance the delivery of Comprehensive Sexuality Education.                                  | 4  | 7.5 | 3 | 5.7 | 3  | 5.7  | 21 | 39.6 | 22 | 41.5 | 4.02 |
| ii   | The Head of school encourages teachers to work collectively when addressing topics related to Comprehensive sexuality education                           | 2  | 3.8 | 2 | 3.8 | 7  | 13.2 | 17 | 32.1 | 25 | 47.2 | 4.15 |
| iii  | The Head of School coordinates counseling services with classroom-based instruction on comprehensive Sexuality Education                                  | 0  | 0.0 | 2 | 3.8 | 9  | 17.0 | 23 | 43.4 | 19 | 35.8 | 4.11 |
| Iv   | The Head of School actively involves parents in programs related to comprehensive Sexuality Education                                                     | 4  | 7.5 | 2 | 3.8 | 8  | 15.1 | 17 | 32.1 | 22 | 41.5 | 3.96 |
| v    | The Head of School collaborates with health professionals to support and strengthen Comprehensive Sexuality Education programs                            | 1  | 1.9 | 2 | 3.8 | 10 | 18.9 | 23 | 43.4 | 17 | 32.1 | 4.00 |
| vi   | The head of the school maintains effective communication with teachers concerning the development and implementation of comprehensive Sexuality Education | 0  | 0.0 | 1 | 1.9 | 7  | 13.2 | 29 | 54.7 | 16 | 30.2 | 4.13 |
| vii  | The headed of the school organizes meetings to include discussions focused on sexuality education programs.                                               | 4  | 7.5 | 4 | 7.5 | 3  | 5.7  | 24 | 45.3 | 18 | 34.0 | 3.91 |
| viii | The Head of School organizes campaigns and seminars on sexual health education to promote awareness and understanding                                     | 0  | 0.0 | 4 | 7.5 | 6  | 11.3 | 25 | 47.2 | 18 | 34.0 | 4.08 |
| ix   | The head of the school collaborates with school counselors to improve the delivery and effectiveness of Comprehensive Sexuality Education                 | 0  | 0.0 | 4 | 7.5 | 5  | 9.4  | 28 | 52.8 | 16 | 30.2 | 4.06 |

|                   |                                                                                                                             |   |     |   |     |   |     |    |      |    |      |             |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------|---|-----|---|-----|---|-----|----|------|----|------|-------------|
| x                 | The Head of School coordinates with other community leaders to support and promote CSE programs within the school community | 1 | 1.9 | 4 | 7.5 | 5 | 9.4 | 23 | 43.4 | 20 | 37.7 | 4.08        |
| <b>Grand mean</b> |                                                                                                                             |   |     |   |     |   |     |    |      |    |      | <b>4.05</b> |

Source: Field Data (2026) Key: f=number of respondents, %=percentage, SD=Strong Disagree, D=Disagree, U=Undecided, A=Agree, SA=Strongly Agree, M=Mean scores

Data in Table 2 presents students' responses regarding Head of Schools' coordination functions for the implementation of Comprehensive Sexuality Education (CSE) in public secondary schools. The responses were measured using a five Likert scale ranging from Strongly Disagree (SD) to Strongly Agree (SA), with a total of 368 students participating in the study. The table focuses on various coordination functions, including facilitating

Counseling services, promoting CSE-related education during school assemblies, collaboration with external partners and health professionals, involving parents and community leaders, and working with the school counselors. The mean scores are presented to indicate the overall level of students' agreement with each statement, with a grand mean of 3.02.

Table 2 Students' Responses on Head of Schools Coordination Functions on the Implementation of Comprehensive Sexuality Education (n=368)

| S/N               | Statement                                                                                                                         | SD  |      | D   |      | U  |     | A    |      | SA   |      | Mean        |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------|-----|------|-----|------|----|-----|------|------|------|------|-------------|
|                   |                                                                                                                                   | f   | %    | f   | %    | f  | %   | f    | %    | f    | %    |             |
| i                 | The head of the school encourages teachers to provide counseling services to students regarding sexual health issues              | 8   | 2.4  | 108 | 32.0 | 19 | 5.6 | 89   | 26.3 | 114  | 33.7 | 3.57        |
| ii                | The head of school emphasizes the use of morning and evening assemblies by teachers to educate students about CSE -related topics | 96  | 28.4 | 19  | 5.6  | 12 | 3.6 | 107  | 31.7 | 104  | 30.8 | 3.31        |
| iii               | The head of the school cooperates with external partners to support and promote Comprehensive Sexuality Education programs        | 4   | 1.2  | 102 | 30.2 | 15 | 4.4 | 95   | 28.1 | 122  | 36.1 | 3.68        |
| iv                | The head of the school plans and organizes seminars and campaigns aimed at raising awareness about CSE programs                   | 111 | 32.8 | 22  | 6.5  | 32 | 9.2 | 27.2 | 82   | 24.3 | 19   | 3.04        |
| v                 | The head of the school involves parents in programs related to Comprehensive Sexuality Education                                  | 111 | 32.8 | 22  | 6.5  | 31 | 9.2 | 92   | 27.2 | 82   | 24.3 | 3.04        |
| vi                | The head of the school invites Health professionals to occasionally educate students on sexual health topics                      | 119 | 35.2 | 26  | 7.7  | 20 | 5.9 | 66   | 19.5 | 107  | 31.7 | 3.05        |
| vii               | The head of the school does not organize meetings to address not address issues related to students' sexual behavior or health    | 145 | 42.9 | 105 | 31.1 | 22 | 6.5 | 38   | 11.2 | 28   | 8.3  | 2.11        |
| viii              | The Head of School cooperates with school counselors to guide students on sexuality-related matters                               | 71  | 21.0 | 40  | 11.8 | 25 | 7.4 | 95   | 28.1 | 107  | 31.7 | 3.38        |
| ix                | The head of the school organizes parents' meetings to discuss important issues, including CSE                                     | 20  | 5.9  | 105 | 31.1 | 24 | 7.1 | 83   | 24.6 | 106  | 31.4 | 3.44        |
| x                 | The head of the school coordinates with other community leaders to support and implement CSE programs                             | 70  | 20.7 | 49  | 14.5 | 32 | 9.5 | 95   | 28.1 | 92   | 27.2 | 3.27        |
| <b>Grand mean</b> |                                                                                                                                   |     |      |     |      |    |     |      |      |      |      | <b>3.02</b> |

Source: Field Data (2026) Key: f=number of respondents, %=percentage, SD=Strong Disagree, D=Disagree, U=Undecided, A=Agree, SA=Strongly Agree, M=Mean scores

Data in Table 1 on whether the contribution of collaboration of head of schools with teachers to enhance the delivery of Comprehensive Sexuality Education (CES) in secondary schools indicate the majority of the teachers

(81.1%) agreed with the statement while an extreme minority (5.7%) was undecided and another extreme minority (13.2%) disagreed, reflecting an overall agreement perspective. The mean score of 4.02 indicates that the contribution of

collaboration of head of schools with teachers to enhance the delivery of comprehensive sexuality education in secondary schools was very high.

Data in Table 2 regarding the contribution of collaboration of head of schools with teachers to enhance the delivery of Comprehensive Sexuality Education (CSE) in secondary schools indicate the majority of the students (60%) agreed with the statement while an extreme minority (5.6%) was undecided and another minority (34.5%) disagreed, reflecting an overall agreement perspective. The mean score of 3.57% indicates that the contribution of collaboration of head of schools with teachers to enhance the delivery of Comprehensive Sexuality Education in secondary schools was high.

Teachers mean score was 4.02 and students' mean score was 3.57 have limited awareness or understanding of the collaborative efforts between head of schools and teachers in delivering Comprehensive Sexuality Education (CSE). Additionally, students might perceive the collaboration's impact differently, possibly due to less direct involvement or communication about these initiatives. This discrepancy could also reflect differences in perceptions of effectiveness, where teachers, being directly engaged in the collaboration process, view its contribution more positively. Moreover, students' perspectives might be influenced by their personal experiences or awareness levels regarding the support they receive. Therefore, the variation in scores highlights the need to enhance communication and awareness among students about collaborative efforts in sexuality education.

These quantitative data are supported by qualitative data from face-to-face interview with Head of School E, who reported, *"I promote collaboration with teachers to enhance Comprehensive Sexuality Education (CSE) by coordinating curriculum implementation and encouraging the sharing of best practices."* Head of school E further noted that, *"As a head of school, I support peer collaboration and professional development, which help align instructional strategies and ensure consistency in CSE delivery"*. (Face-to-face interview with HoSE, 6<sup>th</sup> May 2026).

Similarly, Head of school "C" reported during a face-to-face interview that, *"as the head of school, I promote collaboration with teachers by encouraging team teaching and joint lesson planning"*. HoSC" explained that, *"these collaborative approaches improve coordination among teachers and strengthen their understanding of CSE content"*. Furthermore, Head of school "C" stated that, *"such practices enhance instructional quality and improve students' comprehension of CSE concepts"* (Face-to-face interview with HoSC, 8<sup>th</sup> May 2026).

The responses from the Head of school B and school D consistently indicated that the promotion of collaboration with teachers by head of schools plays a significant role in strengthening the implementation of CSE in public secondary schools. Head of school HoSD observed that collaborative practices provide a structured framework for integrated and comprehensive CSE activities, thereby promoting curriculum

coherence and facilitating resource sharing. Head of school "D" further explained that head of schools' support teamwork and joint curriculum development, which contribute to consistency and quality in CSE program implementation. Likewise, Head of school "D" emphasized that promoting teacher collaboration supports continuous professional development and fosters a shared commitment to the effective delivery of Comprehensive Sexuality Education (CSE).

These findings are consistent with data obtained from a face-to-face interview with School Counselor "D". Who explained that, *"promoting collaboration among teachers through joint lesson planning and team teaching creates a cohesive learning environment, thereby enhancing the effectiveness and comprehensiveness of CSE delivery"*. (Face-to-face interview with School Counselor D, 13<sup>th</sup> May 2026).

These findings are in line with those of Smith, & Johnson, (2025), who emphasized that the head of schools promote collaboration among teachers in enhancing Comprehensive Sexuality Education (CSE) by fostering a culture of teamwork and shared responsibility, which supports effective implementation and evaluation of CSE programs. This collaborative approach leads to improved student engagement and the sustainability of sexuality education initiatives.

These findings are also consistent with the Instructional Leadership Theory developed by Hallinger and Murphy (1970s), which emphasizes that effective instructional leadership, involves setting clear instructional goals, monitoring teaching practices, and fostering professional collaboration. As a result, such leadership significantly contributes to the enhancement of CSE in secondary schools and promotes continuous improvement and sustainability of sexuality education programs.

Data in Table 1 on whether the head of schools coordinating counseling services with classroom-based instruction on Comprehensive Sexuality Education (CSE) indicate that, the majority of the teachers (79.2%) agreed with the statement while an extreme minority (17%) was undecided and another extreme minority (03.8%) disagreed, reflecting an overall agreement perspective. The mean score of 4.11 indicates that the Head of Schools coordinate counseling services with classroom-based instruction on implementing the Comprehensive Sexuality Education in secondary schools was very high.

Data in Table 2 on whether the head of schools coordinating counseling services with classroom-based instruction on Comprehensive Sexuality Education (CSE) indicate that the majority of the students (60%) agreed with the statement while an extreme minority (5.6%) were undecided and another minority (34.4%) disagreed, reflecting an overall agreement perspective. The mean score of 3.57 indicates that the contribution of collaboration of head of schools with teachers to enhance the delivery of comprehensive sexuality education in secondary schools was high.

The mean score for the teachers was 4.11 and for students were 3.57; this difference could be due to teachers having more direct involvement and awareness of efforts made by head of schools coordinate counseling services with classroom-based instruction, whereas students have limited insight into these coordination activities. Teachers are likely to perceive the coordination as highly effective because they participate in or observe the implementation process firsthand, leading to higher ratings. In contrast, students' perceptions may be influenced by their personal experiences or awareness level, which could be less comprehensive regarding the coordination efforts. Additionally, students might not fully recognize or understand the extent of the counseling services integrated into their curriculum, resulting in comparatively lower scores. Therefore, the disparity in scores highlights the importance of improving communication and awareness strategies to ensure students recognize the collaborative efforts in delivering Comprehensive Sexuality Education (CSE).

➤ *These Quantitative Data are Supported by Qualitative Data Collected from Face-to-Face with Head of School A, Who Stated that:*

I coordinate counseling services with classroom teaching of Comprehensive Sexuality Education (CSE) by aligning counseling sessions with curriculum content and reinforcing key instructional messages. Head of school HoSA further reported that as a head of school I support the provision of confidential and accessible counseling services while integrating psychosocial support with information dissemination. According to Head of school HoSA, this coordinated approach ensures that students' emotional and informational needs are addressed, clarifies stakeholders' responsibilities, and enhances student engagement and the overall effectiveness of CSE implementation. (Face-to-face interview with HoSA, 4<sup>th</sup> May 2026).

Similarly, Head of school HoSC reported during a face-to-face interview that, *"in my schools as the head of the school I always coordinate counseling services with classroom teaching to enhance the clarity and continuity of CSE messages"*. Head of school HoSC explained that, *"this coordination improves students' understanding and application of CSE concepts by creating a safe environment for discussion, supporting students' holistic development, and strengthening their decision-making skills"*. (Face-to-face interview with HoSC, 8<sup>th</sup> May 2026)

➤ *The Responses from Head of School "A" and Head of School "C" Consistently Indicate that:*

Coordinating counseling services with classroom instruction is a key strategy employed by head of schools to strengthen the implementation of Comprehensive Sexuality Education in public secondary schools. Head of school "A" observed that integrating counseling with classroom teaching provides consistent educational messages and psychosocial support, thereby fostering students' trust, participation, and engagement in CSE learning. Head of school "A" further explained that this integrated approach promotes the effective delivery of CSE content while supporting the long-term sustainability of CSE programs. Likewise, Head of school

"C" emphasized that effective coordination between counseling services and classroom instruction enhances the quality of CSE delivery and contributes to the development of students' essential life skills.

➤ *The Findings are Consistent with Data Obtained from a Face-to-Face Interview with School Counselor "B", Who Explained that:*

Integrating counseling services with classroom instruction provides a holistic approach to Comprehensive Sexuality Education by addressing both the informational and psychosocial needs of students. According to the counselor, this integration reinforces students' understanding of CSE concepts while promoting their psychological well-being and life skills development (Face-to-face interview with School Counselor B, 6 May 2026).

The findings are also consistent with those of Johnson, & Kim, (2025), who emphasized that the head of schools' coordination of counseling services with classroom teaching of CSE supports the effective implementation, monitoring, and evaluation of sexuality education programs, leading to improved student knowledge, attitudes, and behaviors related to sexual and reproductive health.

These findings also align with the Instructional Leadership Theory developed by Hallinger and Murphy (1970s), which emphasizes that effective instructional leadership, involves coordinating instructional and support services, facilitating professional collaboration, and supporting teachers in curriculum delivery. As a result, such leadership significantly contributes to the enhancement of CSE in secondary schools and promotes the sustainability and effectiveness of sexuality education initiatives.

Data in Table 1 on whether the head of schools collaborate with health professionals to support and strengthen Comprehensive Sexuality Education programs in secondary schools indicate that, the majority of the teachers (75.5%) agreed with the statement while extreme minorities (18.9%) were undecided and another extreme minority (5.7%) disagreed, reflecting an overall agreement perspective. The mean score of 4.00 indicates that the Head of Schools collaborate with health professionals to support and strengthen Comprehensive Sexuality Education in secondary schools was very high.

Data in Table 2 on whether the head of schools collaborate with health professionals to support and strengthen Comprehensive Sexuality Education (CSE) programs in secondary school indicate that a moderate number of students (51.2%) agreed with the statement while an extreme minority (5.9%) were undecided and another minority (42.9%) disagreed, reflecting an overall agreement moderate perspective. The mean score of 3.05 indicates that the contribution of collaboration of head of schools with teachers to enhance the delivery of CSE in secondary schools was high.

The mean score for teachers was 4.00 and for students was 3.05; this difference could be due to teachers having more

direct involvement and awareness of the collaboration between head of schools and health professionals in supporting and strengthening CSE programs, whereas students may have limited knowledge of these partnerships. Teachers are likely to perceive the collaboration as highly effective because they are more engaged in or aware of the efforts to integrate health professionals into the education process, leading to higher ratings. In contrast, students' perceptions may be influenced by their personal experiences or lack of awareness of the extent of such collaborations, resulting in comparatively lower scores. Additionally, students might not fully comprehend the collaborative efforts aimed at enhancing their education, which could contribute to the score gap. Therefore, this disparity underscores the need to improve communication and awareness among students regarding the collaborations that support their education.

➤ *These Quantitative Data are Supported by Qualitative Data Collected from Face-to-Face Interview with Head of School "D," Who Said that:*

According to our school, we collaborate with health professionals to strengthen the implementation of Comprehensive Sexuality Education (CSE) programs by coordinating health services, counseling, and awareness activities for students. According to Head of school "D", this collaboration enables schools to provide accurate sexuality education information, promote student safety, and improve the overall quality and comprehensiveness of CSE implementation. Head of school "D" further noted that these collaborative efforts contribute to improved student learning outcomes (Face-to-face interview with HoSD, 13 May 2026).

Responses from Head of school "D" confirm that the head of schools' collaboration with health professionals plays a crucial role in enhancing CSE in public secondary schools. Furthermore Head of school "D" also observed that, *"Such collaboration helps to establish resource networks for CSE activities, so as to manage the implementation process effectively. The head of schools' support for collaboration with health professionals promotes effective teaching of CSE topics and sustainability of CSE programs in secondary schools."*

Similarly, Head of school "F" reported during a face-to-face interview that, Collaboration of head of schools with health professionals plays a significant role in strengthening the implementation of Comprehensive Sexuality Education in public secondary schools. Head of school "F" observed that; *"such collaboration establishes resource networks that support the effective planning, coordination, and implementation of CSE activities"*. Head of school D further explained that, *"partnerships with health professionals enhance the quality of CSE instruction and contribute to the sustainability of CSE programs in secondary schools"*. Likewise, Head of school F emphasized that, *"collaboration with health professionals strengthens communication between schools and healthcare providers while facilitating the integration of health services into school-based CSE programs, thereby contributing to the successful implementation of CSE initiatives."* (Face-to-face interview with HoSD and HoSF, 11<sup>th</sup> and 13<sup>th</sup> May 2026).

➤ *These Findings are Consistent with Data Obtained from a Face-to-Face Interview with School Counselor C, Who Explained that:*

Collaboration with health professionals expands the availability of educational resources, provides schools with expert knowledge, and supports the effective delivery of accurate and relevant Comprehensive Sexuality Education content. According to the counselor, these collaborative efforts enhance the quality and effectiveness of CSE implementation in secondary schools. (Face-to-face interview with School Counselor C, 8<sup>th</sup> May 2026).

The findings are similar to with those of Lee, & Patel, (2025), who emphasized that the head of schools' collaboration with health professionals to support CSE programs facilitates resource mobilization and program coordination, hence enhancing the quality and reach of sexuality education.

These findings are also consistent with the Instructional Leadership Theory developed by Hallinger and Murphy (1970s), which emphasizes that effective instructional leadership involves building strategic partnerships, coordinating resources, and supporting teachers and staff. As a result, such leadership significantly contributes to the enhancement of CSE in secondary schools and ensures the sustainability and effectiveness of sexuality education programs.

Data in Table 1 on whether the head of schools actively involve parents in programs related to Comprehensive Sexuality Education (CSE) indicate that the majority of the teachers (73.6%) agreed with the statement while extreme minority (15.1%) were undecided and another extreme minority (11.3%) disagreed, reflecting an overall agreement perspective. The mean score of 3.96 indicates that the contribution of collaboration of head of schools with teachers to enhance the delivery of comprehensive sexuality education in secondary schools was high.

Data in Table 2 on whether the head of schools actively involve parents in programs related to Comprehensive Sexuality Education (CSE), indicates that the moderate of students (51.5%) agreed with the statement while an extreme minority (9.2%) were undecided and another minority (34.5%) disagreed, reflecting an overall agreement perspective. The mean score of 3.04 indicates that the contribution of collaboration of head of schools with teachers to enhance the delivery of comprehensive sexuality education in secondary schools was moderate.

The mean score for teachers was 3.96 and for students was 3.04; this difference could be due to teachers having greater awareness and involvement in efforts of head of schools to actively involve parents in CSE programs, whereas students may have limited knowledge or perception of these parental engagement activities. Teachers are more likely to recognize and appreciate the collaboration efforts because they are directly engaged in or informed about parental involvement initiatives, leading to higher ratings. Conversely, students' perceptions may be influenced their personal

experiences or lack of awareness regarding parental participation in these programs, resulting in comparatively lower scores. Additionally, students might not fully understand the extent to which parental involvement supports sexuality education, which could contribute to the score discrepancy. This difference highlights the importance of enhancing communication and awareness strategies to better inform students about parental involvement efforts in comprehensive sexuality education.

These quantitative data are supported by qualitative data collected from face-to-face interview with Head of school “A” who that, *“my teachers and I effectively engage parents in the implementation of Comprehensive Sexuality Education (CSE) to strengthen coordination between school-based instruction and students' learning experiences at home”*. According to Head of school “A”, parental engagement facilitates the sharing of best practices, aligns instructional strategies with parents' support at home, and ensures the consistent delivery of CSE content. Head of school “A” further noted that, *“active parental involvement promotes stakeholder participation in the implementation process and contributes to improved student learning outcomes both at school and within the wider community”*. (Face-to-face interview with HoSA, 6<sup>th</sup> May 2026).

➤ *Similarly, Head of School “C” Reported During a Face-to-Face Interview that:*

I planned an active strategy to engage parents so as to enhance the implementation of Comprehensive Sexuality Education by conducting parents' meetings and using media platforms. Head of school “C” explained that parental engagement supports effective teaching of CSE and assists in guiding students' behavior, thereby improving students' understanding of and engagement with CSE lessons. Head of school “C” further stated that collaboration between schools and parents helps coordinate school activities with home-based life skills education, ensuring consistent reinforcement of CSE content in both the school and home environments (Face-to-face interview with HoSC, 8<sup>th</sup> May 2026).

The responses from Head of school “B” and Head of school “C” consistently indicated that effective parental engagement is a key strategy employed by head of schools to strengthen the implementation of Comprehensive Sexuality Education (CSE) in public secondary schools. Head of school “B” observed that, *“strong communication and collaboration between schools and parents create effective partnerships that support the planning and implementation of CSE activities”*. Head of school “B” further explained that, *“continuous communication with teachers and parents enhances the quality and sustainability of CSE programs.”* Likewise, Head of school HoSC emphasized that, *“effective parental engagement promotes the active participation and commitment of all stakeholders, thereby supporting the successful implementation and continuity of CSE programs while contributing to students' positive behavioral and emotional development”*.

➤ *These Findings are Consistent with Data Obtained During Face-to-Face Interview with School Counselor “D”, who Explained that:*

Involving parents through regular communication and engagement activities promotes consistency in sexuality education messages between the home and school environments. According to the counselor, such collaboration reinforces students' learning experiences and enhances the effectiveness of Comprehensive Sexuality Education implementation in schools. (Face-to-face interview with School Counselor F, 11<sup>th</sup> May 2026).

The findings are in line with those by Martinez, & Nguyen, (2024), who emphasized that effective communication between schools and parents regarding the enhancement of Comprehensive Sexuality Education (CSE) by head of schools' supports for teamwork, different experiences, and continuous feedback, leading to long-term sustainability of sexuality education programs in secondary schools.

These findings also are consistent with the Instructional Leadership Theory developed by Hallinger and Murphy (1970s), which emphasizes that an effective instructional leader involves communicating a clear vision, facilitating collaboration with different educational stakeholders such as students and parents, and encouraging collaborative teamwork. As a result, such leadership contributes significantly to the enhancement and sustainability of CSE in secondary schools and promotes a consistent approach to sexuality education delivery.

Data in Table 1 on whether the Head of Schools organize campaigns and seminars on sexual health education to promote awareness and understanding of comprehensive sexuality education in secondary schools indicate that the majority of the teachers (81.2%) agreed with the statement while an extreme minority (11.3%) were undecided and another extreme minority (7.5%) disagreed, reflecting an overall agreement perspective. The mean score of 4.08 indicates that the contribution of collaboration of head of schools with teachers to enhance the delivery of comprehensive sexuality education in secondary schools was very high.

Data in Table 2 on whether the head of schools organize campaigns and seminars on sexual health education to promote awareness and understanding of comprehensive sexuality education in secondary schools, indicate a moderate number of students (51.5%) agreed with the statement while an extreme minority (9.25%) were undecided and another minority (39.3%) disagreed, reflecting an overall agreement perspective. The mean score of 3.04 indicates that the contribution of collaboration of head of schools with teachers to enhance the delivery of comprehensive sexuality education in secondary schools was moderate.

The difference in mean scores between teachers 4.08 and the students 3.04 is likely occurs due to variations in their respective levels of engagement and perceived involvement in the implementation of CSE. Teachers, being directly

responsible in delivering educational content, may have a more favorable perception of their collaboration with head of schools, reflecting a higher level of participation and perceived effectiveness. Conversely, students may have a more limited perspective on the collaborative efforts, which could result in a moderate rating of the contribution, possibly due to their indirect experience or less awareness of the initiatives. Additionally, teachers might possess a greater understanding of the organizational and pedagogical aspects involved in such campaigns, influencing their ratings. Overall, these differences underscore the potential disparity in perceptions of collaboration effectiveness between educators and learners within the educational environment.

These quantitative data are supported by qualitative data collected from face-to-face interview with Head of school “A” who explained that:

In our school academic calendar we planned to conduct seminars on reproductive health and Comprehensive Sexuality education (CSE) matters twice per term where I invite an expert from outside the school or within the school. We have different campaigns on the sexual health education to the students and the staff members of which it helps to improve students’ reproductive health and total human well-being in the schools and outside the school compound. (Face-to-face interview with HoSA, 04<sup>th</sup> May 2026).

➤ *Similarly, HoSF Explained During Face-to-Face Interview that:*

The head of schools’ coordination of campaigns and seminars on sexual health education supports curriculum relevance, stakeholder collaboration, and capacity building, which are critical for achieving better learning outcomes. It helps in coordinating activities, ensuring curriculum relevance, and promoting consistent delivery of CSE content. (Face-to-face interview with HoSF, 18<sup>th</sup> May 2026).

➤ *Responses from Head of School “A” and Head of School “F” Confirm that:*

The head of schools’ coordination of campaigns and seminars on sexual health education plays a crucial role in enhancing the quality and sustainability of comprehensive sexuality education in public secondary schools. Head of school “A” observed that this coordination helps to provide structured platforms for addressing challenges in CSE implementation, which enhances program effectiveness. The

head of schools’ leadership in coordinating these activities supports resource mobilization, stakeholder engagement, and the institutionalization of CSE, thereby ensuring its continuity and long-term impact. Similarly, Head of school “F” emphasized that such coordination supports curriculum fidelity, stakeholder participation, and effective monitoring, leading to improved student outcomes and sustainability of CSE programs.

These findings are in line with the views of the with the school counselor who during face-to-face-to-face interview noted that, “*Organizing school campaigns and seminars on sexual health educates students; mobilize resources, and raises awareness, which are essential for effective CSE implementation*”. (Face-to-face interview with School Counselor A, 04<sup>th</sup> May 2026).

These findings align with those of Johnson et al. (2025), who emphasized that the head of schools’ coordination of complaints and seminars on sexual health education supports curriculum alignment, stakeholder collaboration, and sustainable program delivery.

Furthermore, these findings are consistent with the Instructional Leadership Theory developed by Hallinger and Murphy (1970s), which posits that effective instructional leadership involves setting clear goals, providing instructional support, and fostering a collaborative environment. Such leadership practices significantly contribute to the enhancement of CSE in secondary schools, thereby promoting better student health outcomes and the long-term sustainability of sexual health education programs.

These quantitative data were further supported by qualitative responses from the open-ended questions in the teachers’ and students’ questionnaires, as shown in Tables 3 and 4 below. Thus, during open-ended question, teachers were asked to indicate the contribution of head of schools on the following aspects, coordinating cooperation between parents and teachers, organizing regular meetings with teachers, ensuring the availability of teaching and learning materials for CSE and coordinating school clubs. The functions reflect the practical responsibilities of head of schools in the implementation of CSE. Table 3 presents the frequency and percentage distribution of teachers’ responses regarding administrative functions which employed by head of schools.

Table 3 Responses of Teachers in Open-Ended Question Items (n=66)

|                                                                      | Responses |              | Percent of Cases |
|----------------------------------------------------------------------|-----------|--------------|------------------|
|                                                                      | N         | Percent (%)  |                  |
| Coordinating cooperation between parents and teachers                | 17        | 27.4         | 60.7             |
| Organizing regular meetings with teachers                            | 11        | 17.7         | 39.3             |
| Ensuring the availability of teaching and learning materials for CSE | 12        | 19.4         | 42.9             |
| Coordinating school clubs                                            | 22        | 35.5         | 78.6             |
| <b>Total</b>                                                         | <b>62</b> | <b>100.0</b> | <b>221.4</b>     |

Source: Field Data (2026); Key. N=Number of respondents, Percentage (%), Percentage of cases, n=Number of teachers.

The findings as shown in Table 3 reveal that teachers in Tunduru District predominantly see school coordination

efforts for implementing Comprehensive Sexuality Education (CSE) as centered on managing school clubs, which was the

most frequently mentioned role (35.5% of responses; 78% of cases). This indicates that clubs serve as key platforms for engaging stakeholders and delivering CSE activities. Collaboration between parents and teachers was also considered important, with 27.4% of responses (60.7% of cases), highlighting the emphasis on fostering strong home-school partnerships. Additionally, ensuring the availability of teaching and learning materials was noted by 19.4% of responses (42.9% of cases), reflecting the need for adequate resources to support effective CSE delivery. Organizing regular meetings with teachers was less prominent but still regarded as significant (17.7% of responses; 39.3% of cases), primarily for discussing challenges, planning activities, and monitoring progress. Overall, teachers view stakeholder coordination as mainly aimed at strengthening school-based

structures, enhancing parent-teacher collaboration, and securing necessary resources for successful CSE implementation.

Furthermore, during open-ended question, students were asked to indicate the contribution of head of schools on the following aspects, strengthening consistent messaging to learners, improving parental involvement, enhancing teacher capacity through partnerships, creating a supportive school environment, and promoting community ownership of CSE programs. The functions reflect the roles of the head of schools in enhancing the implementation of CSE. Table 4 presents the frequency and percentage distribution of teachers' responses regarding administrative functions which employed by head of schools.

Table 4 Responses of Students in Open-End Questions Items (n=368)

|                                                 | Responses  |              | Percent of Cases |
|-------------------------------------------------|------------|--------------|------------------|
|                                                 | N          | Percent      |                  |
| Strengthening consistent messaging to learners  | 74         | 19.1         | 47.1             |
| Improving parental involvement                  | 50         | 12.9         | 31.8             |
| Enhancing teacher capacity through partnerships | 57         | 14.7         | 36.3             |
| Creating a supportive school environment        | 87         | 22.4         | 55.4             |
| Promoting community ownership of CSE programs   | 120        | 30.9         | 76.4             |
| <b>Total</b>                                    | <b>388</b> | <b>100.0</b> | <b>247.1</b>     |

Source: Field Data (2026); Key. N=Number of respondents, Percentage (%), Percentage of cases, n=Number of teachers.

Data 4 reveal that students perceive stakeholder coordination as vital for effective CSE implementation, with the most emphasized strategy being promoting community ownership of CSE programs (30.9% of responses; 76.4% of cases), highlighting the importance of engaging the wider community. Creating a supportive school environment was also highly valued (22.4% of responses; 55.4% of cases), indicating that a safe and inclusive climate enhances students' learning experiences. Additionally, students recognized the significance of consistent messaging (19.1% of responses; 47.1% of cases) and strengthening teacher capacity through partnerships (14.7% of responses; 36.3% of cases), which help ensure accurate information and improve teaching quality. Although parental involvement was less frequently mentioned (12.9% of responses; 31.8% of cases), students still acknowledged its role in reinforcing sexuality education outside school.

Overall, successful CSE delivery relies on broad coordination that involves communities, parents, teachers, and external partners, fostering a supportive environment, improving communication, and mobilizing resources to enhance learner well-being. Both teachers and students highlight that effective stakeholder collaboration, whether within schools or beyond, is essential for the successful implementation of CSE in Tunduru District secondary schools.

Additionally, the document analysis guide for the school committee meeting minutes, parent teacher meeting reports, guidance and counseling records, and documents of partnership agreements, correspondence files, and reports of school health programs revealed that most schools have

established coordination mechanisms to facilitate the implementation of Comprehensive Sexuality Education (CSE). The reviewed documents indicated that head of schools actively coordinated the involvement of educational stakeholders, including teachers, parents, school counselors, health professionals, community leaders, and partner organizations, in planning and implementing CSE activities. The documents further showed evidence of collaborative meetings, stakeholder consultations, referral mechanisms, and joint awareness programs aimed at strengthening the delivery of CSE. Such coordinated efforts promoted effective communication, shared responsibilities, and collaborative decision-making, thereby enhancing the implementation of CSE within the school setting.

In contrast, the document review revealed that schools with weak stakeholder coordination, characterized by limited collaboration with parents, irregular engagement of health professionals and external partners, inadequate communication with implementers, and the absence of formal coordination structures, demonstrated only a moderate or low level of CSE implementation. These findings suggest that effective coordination by head of schools is essential for fostering stakeholder collaboration, mobilizing complementary expertise and resources, and creating a supportive environment for the successful implementation of Comprehensive Sexuality Education in public secondary schools in Tanzania.

## V. PRESENTATION OF FINDINGS

Quantitative Findings: The analysis yielded mean scores of 4.05 for teachers and 3.02 for students regarding

coordination functions. These results suggest that coordination activities conducted by school head among educational stakeholders significantly enhance the implementation of Comprehensive Sexuality Education (CSE) in public secondary schools. Qualitative Findings: The qualitative data indicate that coordination functions positively influence the implementation of CSE by fostering community ownership of CSE programs and improving teachers' capacity through partnerships. However, several challenges hinder effective implementation. These include increased obligations and administrative workload for school heads, limited financial resources, an overcrowded school calendar with numerous activities, and a lack of skills among school counselors. Overall Summary: Both quantitative and qualitative findings converge to demonstrate that coordination functions performed by school head play a crucial role in promoting the successful implementation of CSE in secondary schools. Nonetheless, these efforts are constrained by several factors, such as administrative overload, insufficient funding to meet diverse school needs, an overcrowded schedule, limited resources and personnel, and a deficiency in counseling skills.

## VI. CONCLUSION

The implementation of Comprehensive Sexuality Education (CSE) in public secondary schools of Tunduru District, Tanzania, is strongly enhanced by the coordination functions undertaken by school head. However, the application of these coordination activities was inconsistent across different schools. These findings are consistent with Smith et al (2025) and instructional leadership Theory of Hallinger and Murphy, which underscore the importance of instructional leadership in promoting collaboration, instructional support, and effective program implementation. Therefore, the study concludes that head of schools who are effectively coordinate diverse stakeholders create a collaborative and supportive environment that improves the quality, effectiveness, and sustainability of Comprehensive Sexuality Education in Public Secondary Schools.

## RECOMMENDATIONS

Based on the conclusion, the researcher draws the following recommendations:

### ➤ Recommendations of the Study for Action

The study recommends that the Head of Schools should establish structured mechanisms for stakeholder coordination, including regular stakeholder forums, to foster collaboration and resource sharing for CSE. The Head of Schools should continue fostering coordination and team work with teachers, parents, school counselors, health officers, community leaders and external partners. This ongoing commitment to coordinate different stakeholders strengthen the enhancement of comprehensive sexuality education and support continuous students' emotional, social, cognitive and total health well-being.

### ➤ Recommendations of the Study for Further Studies

Based on the findings of this study, the following recommendation for further studies is proposed. Comparing the implementation of Comprehensive Sexuality Education (CSE) in Public Secondary Schools and Private Secondary Schools: A comparative study could be conducted to examine the differences for the implementation of Comprehensive Sexuality Education (CSE) in Public and Private secondary schools in Tunduru District, Tanzania. This could involve a mixed-method approach to investigate how school head, teachers, school counselors, and students perceive and experience CSE programs in both types of schools, and what factors influence the implementation of CSE in private schools.

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