

# The challenges of strategic management in higher education institutions in Tanzania: A narrative review

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## Abstract

This narrative review consolidates existing literature on strategic management in Tanzanian higher education. The review aimed to understand the strategic management challenges and opportunities in higher education institutions. The PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) approach was employed to ensure comprehensive coverage of the literature. The findings show that strategic management practices have been formulated, but funding constraints, human resource shortages, and governance challenges hinder their implementation. The review emphasises the need for additional research to tackle the identified challenges and investigate the opportunities for improving strategic management practices in Tanzanian higher education. The study's limitations may stem from the availability and accessibility of pertinent literature, which could impact the thoroughness of the findings.

**Keywords:** *higher education, strategic management, planning, Tanzania, narrative review*

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## 1. Introduction

Strategic management in the context of Higher Education Institutions (HEIs) is the process of developing, implementing, and evaluating plans in order to achieve an institution's long-term goals, vision, and mission (Kalebar et al., 2024). As described by Inga et al. (2021) and Albon et al. (2016), strategic management in universities is frequently positioned as vital for clarifying future directions, providing a coherent basis for decision-making, establishing priorities, and improving organisational performance. Through strategic management, HEIs can analyse their internal strengths and weaknesses alongside external opportunities and threats within the educational landscape (Kalebar et al., 2024), carefully and thoughtfully aligning an organisation's strengths to the opportunities available in its chosen business environment, looking into the future and identifying trends and issues (Gutterman, 2023). As described by the United Nations (2019), Hall (2013) and Kalebar et al. (2024), strategic management can help HEIs leaders set future goals and objectives to achieve more stable and predictable growth by identifying the actions required to reach these goals.

According to Gutterman (2023), by adhering to strategic management guidelines, HEIs can enhance their initiatives focused on addressing urgent societal challenges. Additionally, Hall (2013) believes that aligning HEIs strategies and programs can better adapt to the evolving needs of their communities and make meaningful contributions to societal progress. On the other hand, Khemesh (2019) and Balobanov and Klyuyev (2002) argue that strategic management attempts to answer how higher education manages change and other factors, particularly the actions of others who make independent decisions and strive to achieve their goals. While strategic management is associated with setting the goals and objectives, its emphasis lies on scanning environmental changes (Favaro, 2012; Godson & Mtallo, 2019; Irfan et al., 2019), allowing organisation to respond flexibly and make timely changes that meet the challenges of the environment, enabling the organisation to survive in the long term and achieve its goals (Kocherbaeva, & Samaybekova, 2022; Negulescu, 2019).

Studies show that implementing good strategic management in HEIs helps them survive and thrive in fierce competition, shifting student demographics, new technology, and an ever-changing regulatory environment (Abdusattorov, 2021; Kalebar, 2024). In addition, it addresses critical areas, including resource allocation, collaborations and partnerships, and managing risk (Kalebar, 2024), enabling organisations analyse environment and identify opportunities and threats (Khalif & Slim, 2024). Hence, organisations that rely on strategic

management to achieve sustainability and continuous growth enhance their ability to adapt to environmental variables and existing challenges (Alshwabkeh, 2021; Amina & Kafi, 2017), implying long-term harmonisation with the external environment (Abdusattorov, 2021). HEIs need well-designed institutional strategic plans (Falkenberg & Cannon, 2020; Jalal & Murray, 2019), whether institution-wide or program-specific (Immordino et al., 2016), to drive the organisation to prosperity (Hall, 2013; Boyless, 2022).

More important strategic management processes have gained increasing significance in HEIs (Mensah, 2020). In Tanzania, HEIs started adopting strategic management between 2005 and 2007 (Raphael, 2020), primarily driven by government directives. However, Ahmad et al. (2012) and Mensah (2020) cite resource constraints, lack of expertise, and resistance to change impeding the implementation process. For example, University of Dar es Salaam's strategic planning implementation has benefited many public organisations; however, the lack of reliable financial resources significantly hinders its expansion (Fussy, 2017; Kanju, 2018). Research indicates that HEIs require robust strategic models to effectively tackle challenges related to financial and human resources and resistance to change (Mensah, 2020; Abdullah & Rahman, 2011). Given the vital role of strategic management in HEIs, this narrative review aims to identify the challenges and opportunities in implementing strategic management processes.

## **2. Theoretical Framework**

Studies show that strategic management model applications can help institutions improve and align the day-to-day work with the strategy (Aleong, 2011; Baldeón Egas et al., 2022). Strategic planning, balanced scorecard (BSC), resource-based view (RBV), and institutional theory are among the approaches and models that deal with the planning and performance assessment of organisations and corporations with a tremendously broad vision. These models guide internal resources such as faculty, infrastructure, and financial assets in attaining a competitive edge, institutional success, and adapting to external pressures, including government regulations, funding constraints, and the labour market (Barney, 1991; Kaplan & Norton, 2005; Kaplan & Norton, 1992; DiMaggio & Powell, 2000). However, this study hinged on two models, Mintzberg's 5Ps for Strategy and the Johnson and Scholes Model of Strategic Planning in order to assess the HEIs in multidimensional setting.

Mintzberg's 5Ps for Strategy defines strategy as a multidimensional concept consisting of plan, ploy, pattern, position, and perspective (Mintzberg, 1987). Applying Mintzberg's 5 Ps in HEIs can help align their strategies both deliberate and emergent to tackle challenges such as resource scarcity, quality assurance, and stakeholder expectations (Maciag, 2021; Eddine & Kettani, 2021; Soliman et al., 2019; Saah, 2017). Other studies indicate that the 5 Ps serve as a framework for HEIs to evaluate the strength of their business strategies. These 5 Ps are not a means for institutions to build their strategies or a way to organize their plans, instead, they are intended as a tool to test and examine the merits of a strategy once it has been developed (de Barros Jerônimo & De Medeiros, 2013; Amalia & Mohammad, 2023; Ngcapu et al., 2020; Ngcapu et al., 2021). As described by Eddine and Kettani (2021), the 5Ps help HEIs identify gaps, areas needing improvement, and aspects that could be refined. In principle, Mintzberg's 5 Ps of strategy challenge institutions to improve their strategies for greater success.

On the other hand, the Johnson and Scholes model (1993) explains the strategic planning process in organisations. The model's theoretical foundation hinged on three main interlinked elements such as strategic analysis, strategic choice and strategic implementation. Johnson and Scholes's model suggests that each of the key strategic planning elements comprises three main variables. This model is based on the assumption that, although each of the key elements might appear to operate in a sequence, in reality, each is likely to interact with others. The model also assumes that the three elements: strategic analysis, strategic choice and strategic implementation are interdependent and maybe. Baumgartner (2014) highlights that strategic analysis in the Johnson and Scholes model includes examining environmental factors to assess the organization's strategic position, analysing resource capabilities, and evaluating organizational culture and stakeholder expectations. Strategic choice involves generating and assessing the various options available to the organization, ultimately selecting the appropriate strategy to meet its future needs. In contrast, strategic implementation focuses on planning and allocating resources, designing an effective organizational structure, and managing strategic change.

### **3. Methodology**

This narrative review follows the PRISMA guidelines to ensure transparency and comprehensiveness in identifying, selecting, and reviewing relevant literature on strategic management in Tanzanian higher education. The use of PRISMA in this narrative review

helped the researcher to combine the flexibility of qualitative synthesis with the rigour of systematic methodologies, ensuring a thorough and credible exploration of strategic management in Tanzanian higher education. The PRISMA framework emphasises four stages: identification, screening, eligibility, and inclusion (Moher et al., 2009, 2010) which were used to guide the review process.

**Data sources and search strategy.** A systematic search of peer-reviewed journals, books, and conference proceedings was conducted. Databases such as Google Scholar, EBSCO Host, and Scopus were used. Search keywords like *strategic planning*, *higher education in Tanzania*, and *management practices* were used to identify sources. The search period covered publications from 2010 to 2024 to capture recent developments.

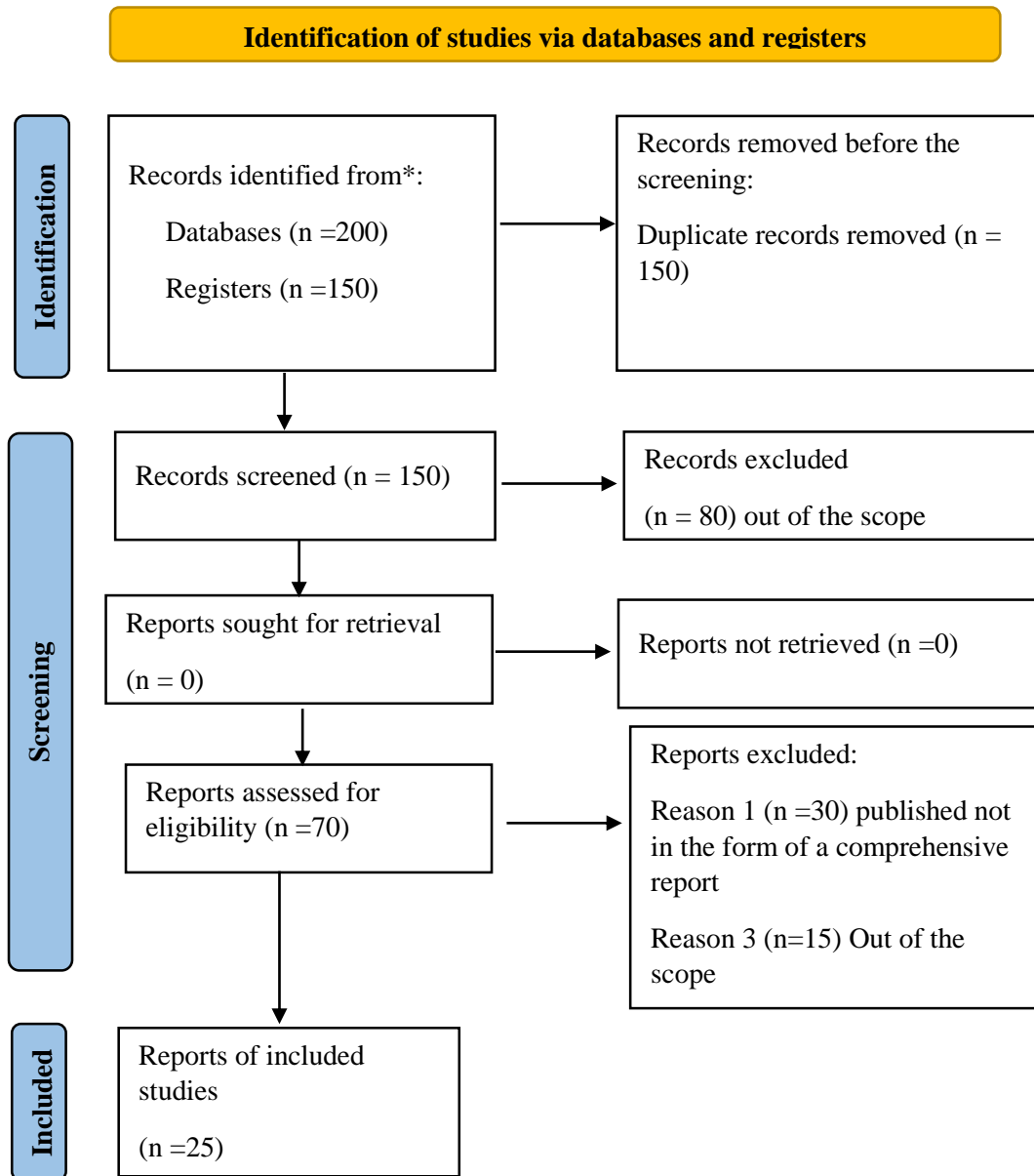
**Screening.** The retrieved articles were screened for relevance based on predefined criteria, such as publication date 2010-2024, relevance to Tanzanian higher education, and focus on strategic planning or management. The screening process helped to filter out irrelevant and redundant data, ensuring that only materials directly aligned with the research focus were retained as detailed in figure 1.

**Eligibility criteria.** Studies were selected based on their relevance and quality, specifically focusing on HEIs in Tanzania. The criteria included addressing issues related to strategic management, planning, governance, financing, or resource allocation, and being published in English between 2010 and 2024. Studies were excluded for several reasons including those that did not specifically address planning and strategic management within the higher education system in Tanzania, those conducted outside of Tanzania, and those that did not provide relevant comparative insights for the Tanzanian context. Additionally, articles not available in English were also excluded. After gathering the full texts from multiple databases and sources, duplicates were identified and removed through manual cross-checking to ensure the study's relevance.

**Study selection process.** The PRISMA flowchart (figure 1) visually represents the study selection process. The identification phase resulted in 200 initial records. After removing duplicates and conducting a title and abstract screening, 70 studies were assessed for full-text eligibility. A total of 25 studies met the inclusion criteria for the narrative review. This number may reflect a lack of literature or strict inclusion criteria focusing on strategic planning and management in Tanzanian higher education.

Figure 1

PRISMA flow diagram



### 3. Findings

#### 3.1 Overview of and Challenges in Strategic Management in Tanzanian HEIs

The strategic management of Tanzanian HEIs has undergone significant changes since the 1960s, transitioning from government-controlled policies to semi-autonomous and autonomous approaches (Ngirwa et al., 2014; Raphael, 2020). Strategic management was introduced in technical HEIs between 2005 and 2007, mainly due to government mandates and

institutional transformation requirements (Kadikilo et al., 2023; Raphael, 2020). Strategic management practices helped higher learning to implement strategic change and renewal and achieve long-term competitive advantage in the contemporary organisational setting (Rodrick, 2024). The literature indicates that Tanzanian higher education institutions increasingly adopt strategic planning and management practices; however, challenges such as inadequate funding, human resource constraints, and governance inefficiencies impede effective implementation (Ishengoma, 2016; Komba & Mwandanji, 2015; Ngirwa et al., 2014).

According to Kadikilo et al. (2023), HEIs must increase research productivity by implementing strategies such as improved research governance, capacity development, and collaboration. On the other hand, financial sustainability is another challenge the public HEIs suffers due to reduced government support, which calls for adopting strategic marketing measures to increase student enrollments, secure project funding, and promote international partnerships (Kikula & Makorere, 2022; Raphael, 2020). Other studies show that although there are budget constraints in several universities, other challenges facing strategic planning implementation in higher education, like inadequate coordination, insufficient environmental scanning techniques, and unstable education policies, are not linked to lack of funds and budget constraints (Nnko, 2023; Sanga et al., 2023). In addition, Raphael et al. (2018) argue that formulating and implementing strategic planning in higher education often lack sufficient staff participation and detailed implementation guidelines. In contrast, Mutune (2016) and Rohini and Pentang (2023) add that staff involvement is essential at every stage of the strategic planning process; effective and measurable implementation is not truly a strategic plan without staff participation. These studies suggest that HEIs must develop strategic plans to effectively respond to challenges and the global competitive environment, involving all stakeholders to accomplish their goals.

### ***3.2 Resource Allocation***

Studies in Tanzania show that resource mobilisation linked with strategic plans remains one of the most significant challenges in Tanzanian HEIs (Mohamed, 2023), although higher education has a five-year strategic plan, implementation is ineffective, indicating poor linkage of budgets, lack of clarity, and inadequate monitoring and evaluation. Similarly, Mohamed (2023) cites that universities fail to make good use of the precious information depicted in the strategic plan document due to a shortage of organisational resources and weak human

resources practices. Other studies show that public HEIs face significant funding challenges, relying heavily on insufficient government support to meet institutional needs (Ishengoma, 2013; Mgaiwa, 2018; Ngirwa et al., 2014). Several studies (Ishengoma, 2016; Kadikilo et al., 2023; Kombo et al., 2023) pointed out that older universities, like the University of Dar Esalam and Mzumbe University, have diversified their income sources by looking at partnerships with Northern institutions and external donors. However, due to inherent structural imbalances and political regimes, these partnerships have not significantly addressed higher education challenges (Ishengoma, 2016; Mkunde & Dachi, 2023; Nnko, 2023). The unreliability and unsustainability of funding sources, coupled with decreasing government budget approvals and disbursements, raise concerns about the quality of higher education in Tanzania (Kipesha & Msigwa, 2013). Additionally, Kipesha and Msigwa (2013), and Mgaiwa (2018) pinpointed that HEIs aggressively seek alternative sustainable funding models by improving internal revenue generation, developmental research projects, and donor funding.

### ***3.3 Governance and Leadership***

Good governance is the structure and process of authoritative decision-making across departments in HEIs. Governance in higher education includes the overall processes that facilitate the functioning of these institutions in terms of making the right decisions and taking action at the right time. As Kuzilwa and Edigheji (2012) explain, stipulated laws, policies, strategies, guidelines, procedures, and practices affect the extent to which higher education proactively and positively responds to internal and external challenges. Studies have shown that well-formulated strategic plans help to enhance accountability, transparency, succession, and service delivery (Kombo et al., 2023; Nnko, 2023; Pandisha et al., 2022). Additionally, Kuzilwa and Edigheji (2012) elucidate that higher education strategic plans acknowledge the extent of power and authority granted to various management bodies and the perception of autonomy about external oversight and the necessary support. However, the rights and responsibilities of staff and students concerning management can vary from one higher education to another, influencing the quality of governance in addressing different challenges.

Studies suggest that HEIs must stick to its strategic planning to manage daily operations, anticipate challenges, and build a stronger future to sustain economic, political, and cultural challenges (Nnko, 2023; Vumilia, 2020). Studies also indicate that a structured strategic plan for HEIs can promote good governance and sustainability interventions by



aligning institutional strategies with research agenda and management processes (Mgaiwa, 2020; Mgaiwa, 2021; Ssekamate, 2021). However, other studies clearly pinpoint that successful implementation of strategic plans requires staff commitment, training, efficient working practices, and regular follow-ups (Msuya, 2022; Nnko, 2023; Pandisha et al., 2022).

### ***3.4 Academic Program Development***

HEIs in Tanzania are regulated and accredited before implementing their academic programs. The aim of accrediting their programs is to align with national priorities and strategic plans, improve global competitiveness, enhance excellence, and compete among universities across the globe (Ishengoma, 2016; Kadikilo et al., 2023; Mgaiwa, 2021; Nnko, 2023; Tanzania Commission for Universities, 2023). The Tanzania Commission For Universities (2023) guidelines for accreditation are meant to ensure quality improvement mechanisms, programme and institutional accreditation, re-accreditation, quality audits, award of double degrees, involvement of professional bodies, efficiency in accrediting academic programmes, need for market surveys in programme development and review, handling complaints and appeals against accreditation decisions, and ranking of universities. As cited by Fussy (2024), reports showed that as of 2023, Tanzania had 488 accredited higher education programs offering bachelor's degrees, 286 master's programs, and 72 PhD programs across 49 institutions, as recognised by the Tanzania Commission for Universities (TCU). In addition, the academic workforce comprised 8,507 members, serving approximately 240,523 enrolled students across various degree programs (TCU, 2023). These statistics highlight that the number of academic personnel is insufficient compared to the student population, exacerbating the disparity in the staff-student ratio.

Studies reveal that universities and colleges' academic programs must provide education that nurtures students on industrialisation for economic transformation on human skills as stipulated in the African Union 2063 Agenda (Deghetto et al., 2016; Fomunyan, 2020; Makoe & Olcott, 2021; Mbithi et al., 2021; Ngenge, 2024; Tanzania Commission for Universities, 2023). They suggest universities and colleges should develop humans with skills revolution, emphasising innovation, science, and technology that can help to address unemployment and foster entrepreneurship and resilience in graduates. HEI's strategic planning has proven effective in enhancing the institution's core mandate despite challenges such as institutional politics, inadequate planning skills, and financial and budgetary

projections (Kanju, 2018; Meigaru et al., 2019). Kaijage (2016) recommends education programmes in universities and colleges geared towards responding to the changing world of science and technology and the corresponding ever-changing needs of the people, their government, industry, commerce, and the environment in general.

According to Vumilia (2020) and Nnko (2023), HEIs have struggled to provide quality education and academic excellence as they aim to advance as world-class universities and contribute to scientific and technological progress. While strategic plans aim to position the universities and colleges in the academic arena and affirm their status as the leading higher education institutions, HEIs grapple with technical, structural, political, and cultural challenges, especially during the COVID-19 (Kanju, 2018; Mwakyusa & Ng`webeya, 2022; Raphael, 2020; Vumilia, 2020). The pandemic has stressed the need for strategic management in higher education institutions, prompting leadership to redefine missions, visions, and strategic plans. Most African universities and colleges struggled with the transition during the COVID-19 pandemic mainly due to a lack of the requisite information and communication technology (ICT) infrastructure, inadequate expertise for online pedagogies and the inability to provide computers to their students and staff (Makoe & Olcott, 2021).

### ***3.5 Research and Innovation***

Tanzanian HEIs increasingly acknowledge the significance of research and innovation in their strategic planning. While they operate under a homogeneous university model, wherein each university is prescribed as a research university (Fussy, 2017), they are also responsible for improving the quality of life in their local communities by searching for social needs through research partnerships (Sima, 2010). However, most HEIs in African Tanzania include, develop, and offer programmes that are neither participatory nor democratic, a situation which leads graduates to become roamers with no jobs because they do not have a focus. Because HEIs are expected to produce high-quality research and train the next generation of researchers for socio-economic development (Fussy (2024), they are also expected to use strategic planning to enhance the performance of its core mandate despite significant financial constraints ((Kanju, 2018), referencing the University of Dar-es-Salaam. While Kamando and Doyle (2013) argue that universities should strengthen community-based research to offer a potential voice for voiceless rural communities in the educational provision, Ishengoma (2016) recommends establishing units to manage international research partnerships, reflecting their

perceived importance in institutional development. Participatory research and partnerships focused on solving a particular problem or achieving a particular goal, such as economic development or workforce development, among many other goals, should be a principal role of higher education in Tanzania (Sima, 2010).

Tanzania's higher education policy environment supports research development but lacks proper mechanisms for implementation and monitoring (Fussy, 2017, 2024). Mkulu (2022) also noted that the country operates under a uniform university model, with each institution designated as a research university, and direct institutional allocation remains the primary funding method. While research culture is cultivated by creating research governance tools, reinforcing desired research behaviours, building research capacity, supporting research dissemination, and promoting research collaboration and networking (Fussy, 2017), HEIs education should also be committed to cultivating a research culture and should prioritise strategies that promote an equitable, transparent, and inclusive research environment that recognises and supports academics as critical thinkers, researchers, educators, and learners rather than simply as producers of measurable research outputs. Despite policies promoting such connections, the link between Tanzanian HEIs and industry, particularly SMEs, remains weak (Kaijage, 2016). Studies suggest reforming national higher education policy to bridge the gap between policy articulations and implementation; ultimately, HEIs need to build research capacity, support research dissemination, and promote research collaboration and networking (Fussy, 2017, 2024; Katambara, 2014; Nnko, 2023).

#### **4. Discussion**

The strategic management of Tanzanian HEIs is confronted with significant challenges, primarily stemming from persistent underfunding and limited capacity to diversify income sources (Fussy, 2024; Mgaiwa, 2018). Public institutions grapple with fragmented planning systems, inadequate coordination, and insufficient environmental scanning techniques, impeding effective strategic planning implementation (Nnko, 2023; Vumilia, 2020). According to Kessy et al. (2018) and Ngirwa et al. (2014), academic leaders in HEIs have an inadequate understanding of management, resulting in poor strategic planning, advocacy, financial planning and management, partnership building, networking, and diversification of funding sources. Conversely, the new changes in the HEI environment require leaders who can thrive despite the challenges and steer the universities to success (Kessy et al., 2018; Mnubi,

2013). In addition, effective HEI leaders are required to develop managerial behaviour and quality to adopt strategies that depart from traditional management approaches, including diversification, network strategies, and internationalisation, to overcome weaknesses (Kessy et al., 2018; Mnubi, 2013; Nnko, 2023). According to Nnko (2023), these challenges call for establishing unique planning systems, enhanced understanding of strategic management, promotion of strategic thinking, and setting measurable goals. However, without addressing funding issues and improving strategic practices, the quality of higher education in Tanzania remains at risk (Kadikilo et al., 2023; Kikula & Makorere, 2022). The funding system has been a contentious issue in the implementation of strategic plans in HEIs. For example, Nnko (2023) stated that inadequate budget allocations, and overreliance on government funding. the removal of Operating Capitation (OC), and competing priorities continue to hinder HEIs' effective implementation of their strategic goals.

As described by Charles et al. (2024) and Maziku, (2021), the Tanzanian Commission for Science and Technology (COSTECH) plays a significant role in coordinating and promoting research and technology development. The agency also manages funding opportunities through the National Fund for the Advancement of Science, a significant portion of which is allocated to HEIs. However, many academic staff in Tanzanian HEIs are not significantly engaged in research activities (Maziku, 2021), primarily due to a lack of collaboration with major research institutions, leading to small-scale research with limited involvement of a substantial number of researchers. According to the reports of the African Union, the New Partnership for Africa's Development (2019), and the UNESCO Institute for Statistics (2018), Kenya and Uganda have 323 and 85 researchers per million people, respectively while Tanzania has only 73 researchers per million people with only 2.22% contribution to research output across the African continent (AU-NEPAD, 2019; Charles et al., 2024; UNESCO UIS, 2018). Charles et al. (2024) highlighted both institutional and individual factors affecting academic research productivity, including inadequate research funding (Ishengoma, 2016; Ngongalah et al., 2018; Ishengoma, 2016; Mgaiwa, 2020; Mulwafu et al., 2022), heavy workloads (Mulwafu et al., 2022), weak collaboration (Mulwafu et al., 2022; Kazoka & Wema, 2020), fragmented research policies (Ngongalah et al., 2018; Ishengoma, 2016; Mgaiwa, 2020), shortage of researchers with strong credentials (Kessy et al., 2018; Ngongalah et al., 2018; Ishengoma, 2016; Mgaiwa, 2020), insufficient databases (Mulwafu et al., 2022), inadequate mentorship (Ngongalah et al., 2018), and lack of formal rewards and

incentives (Mulwafu et al., 2022). To address the challenges, Kessy et al. (2018) and Kikula and Makorere (2022) suggest strategic marketing approaches to enhance financial sustainability including cost-cutting strategies while increasing enrollment and international collaborations. However, effective governance remains a critical challenge, with barriers like government interference and bureaucratic hurdles (Kessy et al., 2018; Kipesha & Msigwa, 2013; Mzenzi, 2022; Nnko, 2023).

The government needs to grant HEIs greater operational autonomy (Kessy et al., 2018; Nnko, 2023) to improve decision-making processes, and enhance accountability within the policy framework. To begin with, establishing appropriate governance structures and securing diverse funding sources (Mgaiwa, 2020; Ngirwa et al., 2014) is imperative for the sustainable development of HEIs in Tanzania. While there are many challenges surrounding HEIs, there are various opportunities available to enhance strategic management (Mensah, 2020; Mgaiwa, 2020; Nnko, 2023). For instance, research suggests regular institutional research capacity building (Kazoka & Wema, 2020), institutional collaboration and internationalisation (Ishengoma, 2016; Nnko, 2023), and North-South partnerships and linkage (Ishengoma, 2016).

## 5. Conclusion

A narrative review based on the PRISMA framework highlights the significant challenges faced by HEIs in Tanzania and offers potential solutions to address these issues. One major obstacle is chronic underfunding and the limited capacity to diversify income sources, which impedes effective strategic management and planning within these institutions. Financial constraints can lead to fragmented planning systems and inadequate governance structures, ultimately affecting the quality of education and research output. However, by diagnosing these challenges, it is possible to develop actionable and feasible recommendations to improve the operational landscape of higher education in Tanzania.

Based on the findings, the study recommends actionable steps. First, establish public-private partnerships (PPPs) both locally and internationally. These partnerships can encourage collaboration between HEIs and private sector entities, leading to joint research initiatives and funding opportunities. By doing so, HEIs can reduce their reliance on government funding and foster innovation. Second, develop alumni networks by creating engaging programs that encourage former students to contribute both financially and through resource mobilization. Third, implement transparent decision-making processes by establishing clear governance

frameworks that promote accountability and involve stakeholders. This will ensure that all voices are heard during the strategic planning process. Fourth, invest in research training programs aimed at enhancing the research skills and capabilities of academic staff. These initiatives should focus on both qualitative and quantitative methodologies. Lastly, create strategic marketing campaigns that showcase the unique offerings of Tanzanian HEIs as a comprehensive marketing strategy that should target both local and international students to boost enrollment.

With the recognition of the limits of this research, a focused agenda for future research can be developed. First, conduct longitudinal studies to evaluate the effectiveness of strategic management practices implemented in Tanzanian HEIs with a focus on their impact on educational outcomes and institutional sustainability. Second, investigate alternative funding models that have proven successful in other contexts, such as social impact bonds or crowdfunding, and assess their applicability within the landscape of Tanzanian HEIs. Third, examine the roles of leadership styles and governance structures in shaping the strategic direction of HEIs, identifying best practices that can enhance institutional effectiveness. Fourth, analyse the factors that facilitate or hinder research collaborations between HEIs and industry, with an emphasis on understanding how to strengthen these partnerships for mutual benefit. Lastly, explore the relationship between student engagement strategies and academic success, identifying effective practices that can be scaled across institutions to improve retention and graduation rates.

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