

PLANNING STRATEGY EMPLOYED BY HEADS OF SCHOOLS TO ENHANCE STUDENTS ENROLMENT IN CATHOLIC OWNED SECONDARY SCHOOLS IN ULANGA AND KILOMBERO DISTRICTS IN MOROGORO TANZANIA

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ABSTRACT

This study was conducted to investigate how planning strategy enhance students enrolment in Catholic owned secondary schools in Ulanga and Kilombero Districts in Morogoro Tanzania. The study was guided by administrative management theory developed by Henry Fayol, (1841-1925). The study employed a quantitative approach under which a cross-sectional survey design was used. The target population was 12 Catholic secondary schools, 12 heads of schools, 165 teachers and 2000 students making the total of 2189. Probability sampling techniques were used to select the study sample of 312 respondents. Questionnaires, interview schedule and document analysis schedule were used to collect data. The reliability of the instruments was determined by using Cronbach Alpha method. Descriptive and inferential statistics were used to analyze data. The findings revealed that planning strategy employed by heads of schools were considered positively to enhance the enrolment by teachers and students. The study concluded that heads of Catholic secondary schools, were able to improve students' enrolment. The common hindrance to the strategies included; lack of proper budget to facilitate students' enrolment and shortage of frequent advertisement through Medias. The study recommended that, schools administrators should advertise their schools through different Medias frequently and establish school website so as to raise awareness to community.

KEY WORDS; Planning, Heads of schools, Catholic owned secondary schools, Variation of students enrolment.

Introduction

Catholic secondary schools are schools which are owned by Catholic Church for the purpose of providing quality education to both Catholic and non-Catholic students. The focus of education is knowledge, success, values, right attitudes required for employment and formation of the whole person. The most important task of a teacher is to prepare students to be social beings. This task presupposes enrolment of students into schools. The enrolment of students specifically in Catholic owned secondary schools has experienced ups and down world-wide. The enrolment differ from one setting to another. A study done in USA by Demi, Coleman-Jensen & Snyder, (2010) unveiled a scenario whereby enrolment growth was experienced in rural schools while decline was experienced in non-rural schools. These enrolment demographics underscore the significance of the number of youth attending rural schools in Pennsylvania and elsewhere due to certain resource deficits shared by schools located in rural communities because there is higher number of students who are coming from poor families.

According to Endekov (2019), enrolment in developed countries especially in Australia in Catholic secondary schools has been on the slight downward trend from 2016 with a loss of 1,798 students in the last two years. The decrease could be due to the fact that Catholic schools in Australia are religious values oriented while most of the Australian families are identified as having no religion and those with a Catholic affiliation have decreased from 30% to 27% respectively.

UNESCO (2018) reported that, Tanzania like other countries has made tangible efforts and commitments on secondary education. One of the efforts includes the development of the Education and Training policy 2014 replacing the former Education and Training policy of 1995. This policy was developed as a key policy for encouraging universal secondary Education. The government made commitment that from January, 2016 pupil will enjoy compulsory 11 years free basic education from standard 1 to form 4.

The Secondary schools managed by the Catholic Diocese of Mahenge in Ulanga and Kilombero Districts started to emerge before Tanzania got its independence. In 1967 the government nationalized all Church owned school except Seminaries. When the government allowed: the establishment and registration of Catholic: secondary schools in the mid 1970's to accommodate the large number of children who completed the primary school level, the Diocese decided to build secondary schools for both sexes: In 2012 Pope Benedict XVI created a new Diocese of Ifakara from Mahenge Diocese. Data from Secretariat of Mahenge and Ifakara Dioceses, (2020) indicate that, from 2010 up 2015 enrolment in Catholic secondary schools in Ulanga and Kilombero districts increased. However from 2016 up to 2020 there is fluctuation of enrolment of students in Catholic secondary schools in Ulanga and Kilombero Districts because of drastically weak economy among the parents and the implementation of free fees secondary education by the government of United Republic of Tanzania. Table 1: gives the trend of enrolment from 2010 to 2020 in Ulanga and Kilombero Districts.

Table 1 Students' Enrolment in the Catholic Secondary schools in Ulanga and Kilombero Districts from 2010-2020

Secondary education	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
School A	600	612	615	620	650	500	410	310	285	275	251
School B	300	300	290	295	315	270	250	215	160	145	140
School C	230	285	361	340	351	354	241	275	171	189	109
School D	300	310	315	320	321	300	270	260	245	225	200
School E	100	150	160	155	200	150	130	120	80	75	60
School F	110	130	170	240	250	230	220	170	120	80	70
School G	120	140	150	180	200	200	180	185	180	170	160

Source: Data from Secretariat of Mahenge and Ifakara Dioceses (2020)

Table one indicates that the number of students' enrolment in Catholic Secondary School in Ulanga and Kilombero Districts increased from the year of 2010-2015 due to Development Program initiated in 1997, which is linked to Primary Education Development Program (PEDP) 2001 and Secondary Education Development Program (SEDP) 2003. The program introduced great improvements in the education system in Tanzania. For school A in ten years (2010-2020) there is a decreased enrolment of 349 students which is about 58.2%. These kinds of variations trigger a lot of complains by school administrators from Catholic secondary schools because running of the schools depends very much on what is collected from various sources. Decline in the general number enrolment means decline in the fund to be collected annually. From the year of 2015-2016 there was immediate drop of students in school A with loss of 20 students, school B loss of 13 students, school C loss of 27 and school D loss of 5 students. Hence the fluctuation of students' enrolment affect the financial situation of Catholic secondary schools as they fail to meet their expectations and budgetary estimates. From the year of 2016-2020, the number of students' enrolment declined due to introduction of free fee secondary education by the government of United Republic of Tanzania. In this case there is a need of identifying planning strategies for improving students' enrolment in Catholic secondary schools in Ulanga and Kilombero Districts.

Statement of the Problem

The presence of variation in the students' enrolment threatens the efforts to promote access of education in secondary schools. There are many complaints about variations: in the students' enrolment in Tanzania particularly in Catholic secondary schools in Ulanga and Kilombero Districts; majority school administrators and other educational stakeholders are not satisfied with the number of students enrolled in Catholic secondary schools (Data from secretariat of Mahenge and Ifakara Dioceses, 2020).

As displayed in Table 1 from the year of 2016 up to 2020 and 2010 to 2020 respectively there have been fluctuations in the enrolment of students in Catholic secondary schools in Ulanga and Kilombero Districts which could be due to the introduction of free fees secondary education by the government of United Republic of Tanzania and economic hardship among the parents. The issue of variation in the students' enrolment in Catholic owned secondary schools has been dealt with by various researchers for example; Endekov (2019), UNESCO (2018), Demi, Coleman-Jensen & Snyder (2010).

Although these studies addressed the problem on students' enrolment in Catholic secondary schools, two were conducted outside Tanzania (Endekov, 2019, Denni, Coleman and Snyder, 2010): and a study done in Tanzania (UNESCO, 2018) did not address the problem of students' enrolment

in Catholic secondary schools in Tanzania fully and more so, none of these studies were conducted in Catholic secondary schools in Ulanga and Kilombero Districts.

Hence the current study focused on how planning strategy enhance students enrolment in Catholic owned secondary schools in Ulanga and Kilombero Districts in Morogoro Tanzania.

Research Question

This study was guided by the following research question

- i. How does the planning strategy enhance students' enrolment in Catholic secondary schools in Ulanga and Kilombero Districts?

Theoretical Framework

Administrative Management Theory

This study was guided by the Classical scientific management theory by Henry Fayol a major contributor to scientific management thought (1841-1925). The theory calls for a formalized administrative structure, a clear division of labour and delegation of power and authority to administrators' relevance to their areas of responsibilities. This theory stipulates five functions of managers namely planning, organizing, commanding, coordinating and controlling. Planning force managers to set goals of an organization, look forward, anticipate change, consider the impact of change and develop appropriate responses. Therefore a manager must evaluate future contingencies affecting the organization and shape the future operational activities of the organization. Also managers have responsibility to observe and report deviations from plans and objectives and find ways of correcting those deviations. According to administrative management theory if the head of school plan activities, organize well the school resources, supervise subordinates in line with school standards, and control the school according to the national educational policies, the school enrolment would be improved.

Strength of the theory

This theory proposes that job activities should be divided into specialized units. This reduces inefficiencies through less wastage, increased output and simplifying the task of job training for current employees and new recruits. It enables managers to make the best use of human resources, practice fairness, justice and develop the staff on clear career paths. Fayol advises managers to encourage their employees to work together, plan their activities and organize them in proper way to achieve goals of an organization.

Weaknesses of the theory

Administrative management theory does not give much attention to the problems of the workers who are not effective in performing their duties. Also administrative theory ignores emotional needs which encourage Heads of schools to perform their duties effectively including improving students' enrolment.

Relevance of the theory to the study

The theory was useful to the researcher since it touched on the secondary school managers' involvement in fostering and maintenance of proper enrolment of students in their secondary schools. The theory emphasized managers to set goals of an organization, identify resources, formulate policies and monitor the implementation of all activities for achieving goals of an organization. Hence it needs continuous improvement in terms of management planning strategy.

Review of Empirical studies.**How Planning Strategy Enhance Students Enrolment**

Adelaide Catholic Education office (2015) carried out study on the strategy for Leading Catholic Education in South Australia. The findings revealed that the most effective plans schools administrators employ to improve enrolment of students are promotion and marketing plan. The current study findings were based on the use of proper planning strategies to improve students' enrolment.

Anyieni, Abel, Areri & Damaris (2016) did a study on Factors Influencing the Implementation of Strategic Plans in Secondary Schools in Kenya. The study findings revealed that, the best strategy is not the end in itself but the ultimate result which will only be realized once the plan is successfully implemented.

Ayesha, Savera & Saba (2016) conducted a study on Marketing of Education in Pakistani. The study focused on advertisement and creativity. The school management fail to conduct proper advertisement due to lack of cooperation and good communication with other stakeholders.

Shaohua & Akhtaruzzaman (2017) study on the effectiveness of marketing techniques of recruiting international students, New Zealand sought to extend knowledge of market techniques in recruiting International students. The findings suggest that many international students are not satisfied with the service provided by agent hence they need trust and correct information from school administrator.

The studies reviewed in this section were carried outside Tanzania and they concentrated: on retention and enrolment, marketing and creativity, promotion and marketing plan. The current study capitalized on how planning strategy can enhance enrolment of students in Catholic secondary schools in Ulanga and Kilombero Districts in Tanzania.

Methodology

The study employed a quantitative approach under which a cross-sectional survey design was used. The target population was 12 Catholic secondary schools, 12 heads of schools, 165 teachers and 2000 students making the total of 2189. Probability sampling including simple random sampling and stratified sampling techniques were used to determine the study sample that consisted of 6 Catholic secondary schools, 6 heads of schools, 60 teachers and 240 student making the total of 312 respondents. Questionnaires for teachers and students, interview schedule for heads of schools and document analysis schedule were used to collect the required information. The reliability of the instruments was determined by using Cronbach Alpha method which in fact measures the internal consistency of the items in the Likert scale ($r = 0.892$ for teachers' questionnaire and $r = 0.937$ for students questionnaire). The content validity of the instruments was determined by expert from MWECAU. The researcher pilot-test the instrument by using 1 school where by 1 head of school, 10 teachers and 16 students were involved.

Presentation and Discussion of findings**The way Planning Strategy Enhance Students Enrolment**

The focus of this section is to determine the way planning strategy enhance students enrolment in Catholic secondary schools in Ulanga and Kilombero District. The respondents were Teachers, students and Heads of schools. The responses from the teachers are summarised in table 2

Table 2. Teachers' Responses on the Planning strategy to enhance students' enrolment (n=60)

STATEMENT	SD f (%)	D f (%)	U f (%)	A f (%)	SA f (%)
My head of school state clear vision and mission of the school and keep on emphasizing teachers to work effectively to enhance students' enrolment.	1(1.7)	6(10)	2(3.3)	20(33.3)	31(51.7)
My head of school involves teachers to prepare financial plans and procedures to enrol students using variety of venues as meetings, school promotional and procedural materials to reach the school community and outside community	6(10)	17(28.3)	4(6.7)	19(31.7)	14(23.3)
My head of school makes efforts to keep education affordable and accessible to more families thus attracting students' enrolment.	3(5)	4(6.7)	5(8.3)	24(40)	24(40)
My head of school trust decisions made about instructions, content and strategies by teachers who are giving instructions	1(1.7)	4(6.7)	2(3.3)	29(48.3)	24(40)
My head of school cooperate with teachers in identifying needs of students' enrolment	2(3.3)	3(5)	--	23(38.3)	32(53.3)
School administrator provides opportunity for educational programs to meet students' interests and needs.	2(3.3)	5(8.3)	3(5)	24(40)	26(43.3)
My school head supervise teaching and learning process every day	1(1.7)	3(5)	2(3.3)	23(38.3)	31(51.7)
My school head advertise our school through different media for several times to attract or recruit students.	3(5)	12(20)	2(3.3)	22(36.7)	21(35)
Schedules of activities and events are well prepared and displays at school.	2(3.3)	4(6.7)	--	28(46.7)	26(43.3)
Job descriptions for school management, teachers and students are well prepared and understood to everybody.	1(1.7)	8(13.3)	3(5)	26(43.3)	22(36.7)

Source: Field data 2020

Key: SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree, SD=Strongly Disagree, F=Frequency and %=Percentages.

The data in table 2 show that proper planning strategy enhance students' enrolments whereby 91.6% of teachers agreed that head of school cooperate with teachers in identifying needs of students' enrolment while 8.3% disagreed with the statement. The data in table 2 agreed with human relation theory by Elton Mayo (1920), which says that treating employees with value and respect; their individual and quality increases to support the organizational goals. The study revealed that heads of schools cooperate with teachers in planning different activities concerning students' enrolments while some heads of schools did not show good cooperation.

The study indicates that 88.3% of the teachers agreed that, heads of schools trust decisions made by teachers about instructions, content and strategies and 90% agreed that most head of schools supervise teaching and learning process every day, however, 8.4% of teachers said that some heads of school don't trust teachers' decisions and 6.7% of teachers showed that some heads of schools did not supervise teaching and learning process every day. Nagar & Cohen (2016), showed that learning strategies are significant way of motivation and a sense of academic achievement. Hence supervising teaching and learning can create awareness and punctuality of teachers knowing that at any time the head could come, this can lead into proper use of resources and time for achieving goals of an organization and improve students' enrolment in Catholic secondary schools.

The data in table 2 indicate that 80% of teachers agreed that job descriptions for school management, teachers and students are well prepared and understood to everybody while 5% of teachers were undecided and 15% of teachers disagreed with the statement. Hence proper description of job and responsibilities encourages employees to understand their duties and perform them with confidence. The findings also indicate that 55% of teachers agreed that heads of school involve teachers to prepare financial plans and procedures to enrol students using variety of venues as meetings, school promotional and procedural materials to reach the school community and outside community while 38.3% of teachers disagreed. This implies that teachers were not fully involved in preparing financial budget for advertising the school. Furthermore, 80% of teachers indicated that head of school made efforts to keep education affordable and accessible to more families thus attracting students' enrolment. This strategy enables parents to be aware that the

values of their children to learn in Catholic secondary schools is not only for knowledge gain but also for making them competent in decision making and making the whole person a real social being.

Furthermore, majority of teachers about 71.7% said that some heads of schools advertised their schools through different Medias while 25% of teachers reported that other heads of schools did not advertise schools through different Media. This implies that some parents did not register their children in Catholic schools because they did not get more information about the schools.

This scenario is a waking call for schools administrators to raise awareness to the community through advertising in Televisions and in newspapers indicating different activities performed by students in Catholic schools. Adelaide Catholic Education office (2015) reveals that, the most effective plans schools administrators employ to improve enrolment of students in Catholic schools leading to new levels of excellence are promotion and marketing plan for the Catholic schools that encourage parents to send their children in Catholic schools.

In order to triangulate the information from the teachers with regards to the contribution of planning strategy towards students' enrolment in Catholic secondary schools, the researcher sought for students responses. Table 3 summarises the responses from the students.

Table 3 Students' Responses on the Planning strategy to enhance students' enrolment (n=240)

STATEMENT	SD	D	U	A	SA
	F (%)	F (%)	F (%)	F (%)	F (%)
My head of school state clear vision and mission of the school and keep on emphasizing students to work effectively in achieving their goals.	12(5)	6(2.5)	8(3.3)	33(13.8)	181(75.4)
My head of school involve students to prepare school song and other events conducted at school for advertising the school and attracting parents to send their children.	39(16.3)	23(9.6)	13(5.4)	65(27.1)	100(41.7)
My school head makes efforts to keep education affordable and accessible to more families.	20(8.3)	17(7.1)	11(4.6)	71(29.6)	121(50.4)
My head of school involves students in decision making about enrolment of students	22(9.2)	12(5.0)	15(6.3)	75(31.3)	116(48.3)
My head of school recognises strength and weaknesses of students and find ways of helping them.	16(6.7)	11(4.6)	8(3.3)	59(24.6)	146(60.8)
My school head provides opportunity for educational programs to meet students' interests and needs.	35(14.6)	13(5.4)	6(2.5)	66(27.5)	120(50)
My school head supervises teaching and learning process every day	10(4.2)	7(2.9)	6(2.5)	71(29.6)	146(60.8)
My school head advertise our school through different media for several times to attract or recruit students.	46(19.2)	22(9.2)	12(5)	60(25)	100(41.7)
Schedules of activities and events are well prepared and displayed at school.	20(8.3)	15(6.3)	4(1.7)	73(30.4)	128(53.3)
My head of school emphasises students to perform their responsibilities and follow school rules.	3(1.3)	--	5(2.1)	43(17.9)	189(78.8)

Source: Field data 2020

Key: SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree, SD=Strongly Disagree, F=Frequency and %=Percentages.

The data from table 3 show that 96.7% of students agreed with the statement that head of school emphasises students to perform their responsibilities and follow school rules while, 2.1% disagreed and few students (2.1%) were undecided. This revealed that good implementation of school rules encourages students to behave well and achieve their goals effectively hence attract parents to send their children in Catholic schools. Ndeto and Annamaria (2015) in their study of effectiveness of rules and regulations revealed that students were positive about schools rules and regulation. The findings in this study is in agreement with teachers responses, most teachers agreed that heads of schools supervise well teaching and learning process this making the discipline of students good. The data also indicate that 90.4% of students agreed that school head supervises teaching and

learning process every day while 7.1% disagreed and 2.5% of students were undecided. This implies that both teachers and students agreed that supervision of teaching and learning process was good.

The data from table 3 indicate that 83.7% of students responded positively that heads of schools stated clear vision and mission of the school and keep on emphasizing students to work effectively in achieving their goals while 7.5% of students disagreed and 3.3% were undecided. These data are supported by total quality management theory by William Edward Deming in 1954, which emphasized that everyone must understand the vision, mission and guiding principles as well as the quality policies, objectives and critical processes of the organization in order to positively influence students' enrolment. This implies that the achievement of organizational goals improve students enrolments.

Generally proper planning of different activities performed by schools administration is very important for improving students' enrolment in Catholic secondary school. School administrators are required to identify activities, prepare enough resources and involve all members in an educational institution for more improvement of students' enrolment in Catholic secondary schools. Apart from the questionnaires that were administered to the teachers and students the researcher also employed document analysis schedule. This involved checking on the documents concerned with planning activities of students' enrolment. The aim was to gather different recorded information concerning students' enrolment and outcomes summarised in Table 4.

Table 4 Document analysis schedule on planning activities of students' enrolments (n=6)

DOCUMENT	INFORMATION REQUIRED	Available f (%)	Not available f (%)
Job description of teachers	Participants, their qualifications, subjects taught and responsibilities of teachers are well displayed	5(83.33)	1(16.67)
Daily routine of the school	Well prepared and placed in notes boards. Time for general cleanliness, assembly events, classes' hours and manual work are displayed clearly.	6(100)	-
Parents teachers meeting file	Agenda for meeting were; improving performance and supervising students. No agenda for students enrolment	4(66.66)	2(33.33)
Attendance register book and class journals	Checking attendance of students in class.	6(100)	-
School developmental plan	Plan activities on students enrolment checking if advertisement is conducted and budget is prepared; The responses are: i. Budget of students enrolment prepared ii. Advertisement is done but not frequently	2(33.33) 3(50)	4(66.67) 3(50)

General timetable of the school	Available at school and well displayed. Checking reporting time, assemble time, classes' hours, remedial classes, short breaks for breakfast and lunch.	6(100)	-
Students' academic scores in examinations	Performance was good, keep on improving academic excellence.	6(100)	-
Indiscipline cases recorded	Involvement of parents, punishment for small mistakes is given at school but if the mistake is big the student is suspended for one week and come back to school with his or her parents.	6(100)	-

Source: Field data 2020

The data from table 4 indicate that 5 schools had teachers' job description with clear responsibilities based on their qualification and experiences. This enabled teachers to be familiar with their responsibilities. This implies that the schools with clear job descriptions perform their duties thoroughly and focus on achieving their goals to improve enrolment of students in Catholic secondary schools. This statement concur with teachers statement that heads of schools define clear job and responsibilities. One school did not have clear job description which could be a reason of employees not performing their duties clearly this leading to fluctuation of students' enrolment. Nakalyakaani & Bisaso (2020) indicates that there is need for improving responsiveness and creation of conducive learning climate.

The data from table 4 show that all 6 schools placed daily routine of the school in the notes board with clearly time for general cleanliness, assembly events, classes' hours and manual work. This enabled teachers and students to be punctual in performing their duties hence improve enrolment of students. The study also indicates that 4(66.67%) schools had parents teachers meeting file with the agenda of performance improvement and students 'supervision in their daily activities, however there was no agenda for students enrolment in the full whereas 2 schools did not have parents teachers meeting file. This suggests that school involvement of parents in matters concerning students' enrolment was not well conducted. This concur with responses from teachers that, teachers were not fully involved in preparing financial budget for advertising the school that could be a reason that hinder frequent advertisement of students' enrolment. Hence school administrators have responsibility of involving parents to improve students' enrolment.

The data from table 4 indicate that all 6 schools involved in this study had attendance register book and class journals. This is a likely an indication that school administrators had good monitoring system of classroom activities. The data from table 4 indicate that, in all 6 schools, the general school time table was available, well displayed, with clear reporting time, assemble time, class hours, remedial classes, time for breakfast and lunch. This suggests that punctuality was well maintained, classes were well conducted, teachers supervised daily activities effectively and goals of an organization were achieved for improving students' enrolment. Nagar & Cohen (2016), showed that learning strategies are significant way of motivation and a sense of academic achievement. In all 6 schools performance was good and they kept on improving academic excellence for attracting parents to send their children in Catholic secondary schools. When heads of schools were interviewed about the use of planning strategy in running their activities most of them responded positively. Table 5 summarises the information.

Table 5 Heads of schools responses on Planning strategy to enhance students' enrolment (n=6).

STATEMENT	RESPONSES FROM HEADS OF SCHOOLS	f (%)
What is the Vision and mission of your school	-To produce well educated, confident and qualified candidates who are sought for employment or further studies	4(66.7)
	-To produce and improve quality secondary education for marginalization girls to meet the challenges of life	2(33.3)
Where do you display school motto	-On school log, notes board, joining instruction	4(66.7)
	-On Posters	1(16.7)
	-On staffroom and students' notice boards.	1(16.7)
How do you use school vision and mission	-Leading light of each member of the school make efforts to achieve organisation goals	1(16.7)
	-Emphasizing students to study hard and improve performance of the school	5(83.3)
Do heads of schools used school motto to remind parents to enrol students	-YES,' we use school motto to remind parents to enrol their children in Catholic secondary schools''	6(100)
Which resources do heads of schools have at their schools	-Human, physical and financial resources are enough	1(16.7)
	-Human and physical resources are enough but a financial resource is not enough.	5(83.3)
How do you Monitor progress of school activities	-Making follow up and get feedback from heads of departments	2(33.3)
	-Cooperate together with employees and delegate power	3(50)
	-Making proper time table of school	1(16.7)
How heads of schools inform parents and teachers.	-They inform through meeting there is no media	4(66.7)
	-Used oral announcement in churches and radio announcement	2(33.3)
Who prepare Expenditure budget for students enrolment	-Prepared by academic and approved by school financial committee	1(16.7)
	-Few teachers, school bursar and Heads of the schools are involved	4(66.7)
	-No budget of students enrolments	1(16.7)
Which Criteria do heads of schools used to enrol students	-Heads of schools used scores of entrance test and oral test. Those scored the average of above 50 were selected to join in the school.	6(100%)

Source: Field data 2020

The data from table 5 indicate that, all the heads of schools were able to state vision and mission of their school clearly. 66.7% of the heads of schools responded that their vision and mission was to produce well educated, confident and qualified candidates for employment or further studies while

33.3% said that their vision and mission was to produce and improve quality secondary education for marginalization girls to meet the challenges of life. These findings echo the responses of teachers and students which pointed out that vision and mission of the schools were stated clearly by heads of schools. This implies that heads of schools formulated all activities of an organization for the purpose of achieving organizational goals and improve enrolment of students. Anyieni, Abel, Areri & Damaris (2016) indicate that the best strategy is not the end in itself but the ultimate result which will only be realized once the plan is successfully implemented. The study shows that 100% of the heads of schools use school motto to remind parents to enrol their children in Catholic secondary schools. This enables students to understand their goals and the goals of an organization. The data from table 5 show that, 50% of the heads of schools responded that, they monitored progress of activities through cooperation with employees and delegate power while 33.3% make proper follow up and 16.7% make proper time table of the school. This implies that heads of schools perform their duties well and encourages teachers to work in team spirit in achieving goals of an organization. This concur with teachers and students responses that heads of schools cooperated with teachers in performing different activities of the school and students were involved in preparation of school song for advertising the school.

The study suggest that 83.3% of the heads of schools responded that, they had enough human and physical resources but financial resources were not enough for running activities of an organization hence it was very difficult for them to advertise schools through different media. Teachers' responses revealed that, heads of schools did not involve teachers in preparing budget of the students' enrolment a thing that could be a reason for the difficult faced in advertising the schools. Wodon (2019) revealed that the focus of Catholic secondary schools is driven by the fact that, they are the largest network of faith based schools globally. It is clear that, many issues faced by Catholic schools are also faced by other faith-based schools.

The data from table 5 indicate that all heads of schools used scores of entrance test and oral test to enrol new students to join in the schools whereby those who scored the average of above 50 were selected to join in the school. This implies that heads of schools' responsibility was to make better result of students, prepare children to become competent, groom the moral behaviour of students to be social being and responsible citizen in the society.

The study is an indication that, most school advertisements are not well conducted by school administrators due to shortage of financial resources. This information is in agreement with Auer (2018) who said that private and alternative schools struggle to increase enrolment but enrolment in private schools is down across the country hence they are not financially stable.

Administrative management theory is very much applicable in this study. Data from table 2, 3, 4 and 5 indicate that there is continuous improvement in terms of management strategies and enrolment process. Fayol advises managers to encourage their employees to work together and plan their activities. Most heads of Catholic secondary schools found in Ulanga and Kilombero Districts identify activities of an organisation, delegate power to employees, involve parents, students and teachers in decision making about matters concerning students enrolment, and focus on achieving better result of an organization goals. Their involvement in decision making about all matters concerning school, make them participate fully towards implementation of mission and vision of the school hence improve enrolment of students.

In real practical situation the study revealed that, planning strategy is used by school administrators of Ulanga and Kilombero Districts to identify needs of an organization, prepare required resources for controlling behaviour of students, improve performance and enrolment of students in Catholic secondary schools. This information echo Shayo (2018) who said that, the administration of

Catholic schools: continue to emphasize Catholic values and spirituality but still remain open and flexible for those who may not be Catholic but who are seeking strong academic program.

Conclusion

The findings show that planning strategy employed by heads of schools was confirmed positively by teachers and students as good. It can be concluded that heads of Catholic secondary schools, were able to play their roles in improving enrolment of students by identifying activities of an organization, monitor the progress of activities through cooperation with employees, delegate power and make proper time table of the school; advertise schools through different Media, state clear vision and mission of the school and keep on emphasizing students to work effectively in achieving their goals.

The study established that the common hindrance to the planning strategies employed by heads of schools included; lack of proper budget to facilitate students' enrolment, shortage of fund and shortage of frequent advertisement through media. Fee free education policy by the government of the United Republic of Tanzania is also among the challenges in Catholic secondary schools for it has attracted parents to send their children to public schools than private one. These problems could be hindrance to proper implementation of students' enrolments. In this case, heads of schools are called upon to identify activities, prepare enough resources, advertise schools through different Medias for several times, maintaining good discipline, improve students' performance and establish school website so as to raise awareness to the community. Hence increase enrolment in private secondary schools particularly Catholic owned schools.

Recommendations

From the discussion and conclusion, the following recommendations are made:

- Heads of schools are required to advertise schools through different Medias for several times to attract and recruit students, state clear vision and mission of the school and keep on emphasizing students to work effectively and behave well.
- School administrators must ensure that they have schools website so as to raise awareness to the community about Catholic secondary schools enrolment requirement.

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