Are Students Holistically-Developed in Church-Owned Secondary Schools? An Assessment of Realities from Kilimanjaro Region in Tanzania

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Abstract

This paper explores students' holistic development in church-owned Tanzanian secondary schools where Kilimanjaro was used as a case study. The objective of the study was to explore stakeholders' views on students' social development on top of intellectual nurture. A case study design included forty-two (42) informants from different groups. Data were collected by using interview, focus group discussion, documentary review, and observation. Results show that church-owned secondary schools in Kilimanjaro region emphasize students' holistic development on top of academic undertaking, and that the extents to which different aspects are practised differ significantly from one school to another. The Study recommends for another study to be carried out to non-church-owned schools to see whether the results can be generalized.

1. Introduction

The process of managing students' holistic development in schools seems to be difficult to achieve in the contexts where educational processes are geared towards mere academic excellence. Heads of Catholic church-owned secondary schools possess the probability of success or failure of their schools in developing all rounded students. When their leadership is effective, collaborative, and considerate, they tend to be successful (Chua, 2012; Urio, 2012). In the context of self-determination theory, heads of schools' motivation may emerge out of the internally driven mechanisms but rather intervention from outside (Vallerand, Koestner & Pelletier, 2008; Deci & Ryan, 2008; Gagne & Deci, 2005).

Motivation of heads of schools, which was the focus of this study, entails their internal driving force that influences their determination to manage student's holistic development at school, which means, individuals have already determined what course of action is right and ought to be done. Heads of schools are motivated to put much emphasis on students' holistic development and its importance to attain optimal results. This implies that, those heads of schools assign greater priority to persons' formation over other needs (Beach, 2005). Hence, motivation represents the internal force that moves individuals in a certain direction. In the context of this study, motivation is perceived as a situation in which an individual develops feelings of being responsible and takes measures to act in a desirable manner. Thus, heads of schools, being sensitive to students' holistic development, must ensure that their students acquire basic

values in life to the extent of identifying the necessity to live with other human beings in peace and love (Tanzania Episcopal Council [henceforth, TEC], 2019).

The heads of schools commit themselves to the excellence of schooling and students' knowledge. They persuade others to obligate themselves to expert practices that are by their nature educative. They help to create conditions within which teachers and students take responsibility for the quality of their own teaching and learning (Okinyi, *et al*., 2015). Therefore, as instructional leaders as well as caretakers of all activities in schools, heads of schools need to link students' holistic development with the school goals so that they can themselves be effective (Chua, 2012; Urio, 2012). Catholic schools in Tanzania and beyond have served the role of providing education for a long time, tracing back their efforts to missionary societies before formal colonization of Africa (Fehr *et al*, 2015).

Of all the Christian denominations, the Catholic Church has a long history of promoting the welfare of people in social services such as health, education, and general welfare (Mwesiga & Okedo, 2018). The TEC's education policy highlights quality education and liberation of a holistic person as its focus (TEC, 2017). Its objectives include redemption to all people; to implement the national educational policy of training, science and technology; to contribute in provision of quality education in the country through ownership and management of educational institutions; to provide proper formation to the children, youth and adults; and to participate in national development strategies through the establishment of educational institutions. To attain the set objectives, the heads of Catholic schools are expected to possess great leadership skills and managerial competences, including, but not limited to, management of students' holistic development.

The school management in Catholic Church-owned schools follows the Canon laws as well as the present national laws, including their amendments which are done from time to time as needs arise. The Catholic educational institutions employ heads who are qualified, competent, and committed. The Church also ensures that the code of professional conducts for teachers are adhered to (TEC, 2017). While observing the Church's Canon laws; the school heads' motivation towards management of students' holistic development remains one of the critical factors influencing attainment of the overall goals of the Catholic schools. Canon 795 states that "since true education must strive for complete formation of the human person that looks to his/her final end as well as to the common good of societies; children and youth are to be nurtured in such a way that they are able to develop their physical, moral and intellectual talents harmoniously; acquire a more perfect sense of responsibility and right use of freedom; and are formed to participate actively in social life" (Woywod, 1918).

The Catholic Church secondary schools in Tanzania (especially the Ordinary Level), have been performing well. According to data from the National Examinations Council of Tanzania (NECTA) 2017-2019; the results of Ordinary Level Certificate Examinations show that Catholic schools were among the best performers as table 1.1below shows:

Table 1.1: Top ten best performing schools in the Certificate for Secondary Education Examinations for three consecutive years

Year 2017		
S/N	**Name of school**	**Region**
1	St. Francis Girls*	Mbeya
2	Feza Boys	Dar es Salaam
3	Kemoboya	Kagera
4	Bethel Sabs Girls*	Iringa
5	Anwarite Girls*	Kilimanjaro
6	Marian Girls*	Coast
7	Canossa*	Dar es Salaam
8	Feza Girls	Dar es Salaam
9	Marian Boys*	Coast
10	Shamsiye Boys	Dar es Salaam

Year 2018		
1	St. Francis Girls*	Mbeya
2	Kembos	Kagera
3	Marian Boys*	Coast
4	Ahmes	Coast
5	Canossa*	Dar es Salaam
6	Maua seminary*	Kilimanjaro
7	Precious Blood*	Arusha
8	Marian Girls *	Coast
9	Bright Future Girls	Dar es Salaam
10	Bethel Sabs Girls*	Iringa

Year 2019		
1	Kemebos	Kagera
2	St. Francis Girls*	Mbeya
3	Feza Boys	Dar es Salaam
4	Canossa Girls*	Dar es Salaam

5	Anwarite Girls*	Kilimanjaro
6	Precious Blood*	Arusha
7	Marian Boys *	Coast
8	St. Augustine Tagaste*	Dar es Salaam
9	Maua Seminary*	Kilimanjaro
10	Musabe Boys	Mwanza

Source: MoEST (2017-2019)

These results are believed to be associated with motivation that is instilled among heads of schools in the school organisation, although the excellence may not fully explain the aspect of students' holistic development. It may be argued that holistic development requires promotion of all faculties of the human being, including affective, skills and intellectual dimensions (LeBlanc, & Gallavan, 2009; Klaassen, 2012).

1.1. The Influence of Motivation on   Social Development
The aspect of motivation is necessary in any activity. It is applicable in all aspects of life like management, teaching and learning, and social relationships, etc. Individuals can do well in any activities when their motivation is high, and vice versa. Motivation involves assigning greater priority in doing an activity over other activities because an individual believes that there are benefits mounting up from doing something in that way (Vallerand, Koestner & Pelletier, 2008; Deci & Ryan, 2008; Gagne & Deci, 2005). According to the guidelines for ethics and values of the Catholic Church promoted in schools; heads of schools have the obligation to ensure that they manage all academic matters and social development of students. Also, the students must be aware that ethics is an essential part of their life that needs special care in learning from family level to society level. They must be aware that a human being is not an island; he/she needs to be among other human beings for the holistic development of his/her life and others around (TEC, 2019).

1.2. Motivation and Spiritual Development
The Second Vatican II Council of 1965 declared that individuals who teach in Catholic Church schools are charged with facilitating the spiritual growth and integral human formation of their students and themselves. They are called upon to develop and demonstrate some qualities including spiritual dimension (Henning, 2015). Furthermore, students should be aware that physical growth goes hand in hand with intellectual and spiritual development (TEC, 2019). Heads of Catholic Church Schools, therefore, have the role of promoting spiritual development to students whom they take care. This role is, however, not left to those heads of schools alone. It has been entrusted to teachers who must ensure they not only teach students but also promote physical, spiritual, intellectual as well as the social skills to those students according to the Tanzanian teachers' professional codes of conduct.

1.3. Empirical Literature Review
A few studies that relate to the present study include one by (Henning, 2015) in California, United States of America. It focused on Catholic secondary school principals' perceptions on the qualities of effective Catholic secondary school teachers. The study revealed that principals claimed that they were called upon to develop and demonstrate the qualities such as commitment to students' human development in terms of four dimensions namely spiritual, professional, self and others. The results are relevant to the current study as they say nothing regarding school heads' motivation towards management of the holistic development of students in Catholic owned secondary schools in Tanzania.

Another study was done by Rossiter, (n.d) in Australia on Catholic education and values. The study revealed that Catholic schools' values that are emphasized consider desirable values in pupils that a school promotes. Therefore, these values need to be taught and inculcated within the students. Since the Australian experience varies significantly from the Tanzanian experience; the present study focused on Catholic owned schools to explore whether the same applies in Tanzanian context.

Another study undertaken by Rancharla, (2014) in India examined the holistic development and role of human values in higher education. Its results indicated that holistic development involved some important components like right understanding, relationship, and physical facilities in the right order. It is based on the findings from the study that the present study sought to see whether heads of schools' motivation towards management of student's holistic development goes beyond academic performance as the church require them to.

In Kenya, Basome *et al*. (2017) undertook the study on the quest for 3H education, that is, education of the head, the heart and the hand. Its aim was to assess the viability of holistic secondary education in Kenya for the 21st century. Results established that although holistic education was important, it was hampered by the examination-oriented teaching; high pupil-teacher ratio; lack of awareness on the need for holistic education; and negative attitudes among stakeholders. While findings of the study have close relationship with the present study; the present study remains relevant as it was designed to find out how heads of schools, who are important people in education, are motivated to pioneer students' holistic development.

In Tanzania, some studies related to the present study include one undertaken by Urio (2012) which was on effective leadership for quality improvement. It focused on the characteristics, practices and challenges facing public secondary schools in Morogoro. Its findings indicated that effective leadership had a close link with school success in secondary schools, thus recommending the need for promoting effective leaders. However, Urio's (2012) study focused on effective leadership of school heads without highlighting issues of students' holistic development. The present study therefore went further to explore how heads of

Catholic Church schools are motivated to manage students' holistic development in those schools.

Another study in Tanzania was conducted by Mngarah (2008) on the status of moral and humanistic values in the Tanzanian teacher education curriculum. Results established that moral and other affective dimensions were grossly neglected in the teacher education curriculum, as greater attention was paid to cognitive processes. Those findings suggest that the aspect of holistic development needs to be given much of the attention because the curriculum has been biased by emphasizing only on intellectual development. Nonetheless, the study on heads of schools' motivation to promote holistic development among students remains imperative.

Furthermore, Mngarah & Gwajekera (2019) undertook a study that compared in-service and pre-service teachers' promotion of social learning goals in inclusive classrooms in Tanzania. The study intended to find out whether there were differences among the two categories of teachers when it comes to offering of social learning goals. Findings revealed that social learning goals were not a school priority, and that, there were slight differences among the two groups of teachers. Such findings inform that there might be concerns with respect to balancing of the cognitive, psychomotor and affective domains. Although findings from the Mngarah & Gwajekeras' (2019) study are relevant they are not sufficient as they did not consider heads of Catholic schools' motivation towards students' holistic development, making the study at hand important.

Kwambaza's (2015) study focused on the early childhood students' holistic development in Dodoma, Tanzania. It intended to establish whether holistic development was stressed by schoolteachers when they interacted with pre-primary school children. Findings established that the cognitive aspect was highly emphasized. Since Kwambaza's (2015) study based on the pre-primary education sub-sector; the present study remains imperative as it assessed heads of Catholic schools' motivation on holistic development in secondary schools.

A few literatures reviewed have indicated that the topic on Catholic heads of schools' motivation towards holistic management of students remains topical as it has not yet been fully studied, to the best knowledge of the researchers. While those reviewed studies indicated that holistic formation and development of the learner is of importance; they have not shown how heads of schools for Catholic Church schools' motivation influences holistic development of the students. Hence, this study was undertaken to cover that knowledge gap.

2.   Theoretical Perspectives and Methods

2.1. Theoretical Perspectives

The study was guided by the self-determination theory (Vallerand, Koestner & Pelletier, 2008; Deci & Ryan, 2008; Gagne & Deci, 2005). The theory focuses on individuals' passion towards doing actions without intervention from external forces. Self-determination theory has two major arguments: firstly, all individuals possess natural inclination towards psychological growth, internalization, and well-being. Secondly, humans are optimally motivated and experience well-being when they have three basic psychological needs satisfied. These needs, according to Martela and Riekki (2018) are, the need for competence, the need for autonomy, and the need for relatedness. The theory makes an impression that the role of heads of schools in promoting students' holistic development requires them to be internally driven, to feel autonomous when undertaking their roles, and to develop working relationships with authorities, subordinates and students.

2.2 Methodology

2.2.1. Research Approach

The study applied qualitative research approach to explore Catholic Church owned secondary school heads' motivation on management of students' holistic development in Tanzania. This approach was chosen by the researchers to gain an impression of the broad patterns found among a group of participants during the study in their natural environments. According to Hunt, (2011), Nuttall, Shankar, Beverland and Hooper (2011), researchers who opt for this approach mainly strive for a meaningful and sensitive portray of informants' desires, feelings and motivations.

2.2.2 Research Design

This research used case study design where four schools were used. In case study research, the fundamental objective is to explore a programme, event, activity, process, or individuals by collecting in-depth data about individuals or groups using a variety of data collection procedures (Yin, 2014, 2015). The focus of case study is to make an impression of the nature and of an event that is studied and to gain an in-depth understanding of what is studied (Cao & Hoffman, 2011). The design was useful in that using it enabled researchers to assess how individuals make meanings on events, programmes or processes, in a time bound manner in a specific social context.

2.2.3 Study sites

The study was undertaken in Moshi Catholic Diocese in Kilimanjaro region. Researchers selected Moshi Catholic Diocese in Kilimanjaro Region due to outstanding performance of students in its schools for a considerable number of years. Furthermore, the Catholic Diocese of Moshi owns many secondary schools than any other Diocese in the country which also fall in the category of the best performing schools. The aspect of performance was thought to be important because researchers used it in the process of finding out whether it was more emphasized in schools at the expense of other aspects.

2.2.4 Population, Sample Size and Sampling Procedures

The population of this study included Catholic based secondary school heads of schools, teachers, non-teaching staff, the Diocesan Education Secretary as well as Catholic Church-owned schools students in Moshi Catholic diocese. Sample size of the study included forty-two (42) participants; that is, one (1) Diocesan Education Secretary, four (4) heads of school, eleven teachers (11), six (6) supporting staff, and (20) twenty students.

Table 3.1: Sample Composition of the Study

Category	Male	Female	Total
Diocesan education Secretary	1		1
Heads of schools	3	1	4
Teachers	8	3	11
Non-teaching staff	2	4	6
Students	10	10	20
Total	**24**	**18**	**42**

Source: Field data, (2020)

Purposive and convenient sampling procedures were used. Purposive sampling was used to elicit information from informants who had specific roles, such as the diocesan secretary of education, heads of schools and supporting staff who cared for students (matrons, patrons, gardeners, etc). On the other hand, convenient sampling was used to obtain information from both teachers and students who were obtained conveniently based on their availability.

Table3.2: Characteristics of Informants

Education level	Work experience	Total
Higher education	1-15 years	14
Diploma	1-15 years	2
A-Level		7
O-level		13
Primary	1-20 years	2
Others	1-20 years	3
Grand Total		**41**

Source: Field data, (2020)

2.2.5 Data collection methods and instruments

This study employed interview, focus group discussion, observation, and documentary review methods of data collection. In-depth interview was administered to the diocesan education secretary, while heads of schools were interviewed using the semi-structured interviews. Teachers and supporting staff were also interviewed through the semi-structured interviews. Focus Group Discussion was the second method used to gather information from students who were interviewed in groups. The topic was explored through a free and open discussion between group members and researchers. The group involved five students from each of the sampled schools. The researchers

prepared focus group discussion guide containing topics for discussion prior to starting of the sessions. The focus group discussions were open for everyone to say anything as guided by the main points that were prepared beforehand. In each of the sessions, the group elected one of the members to chair the session while researchers wrote down the points discussed.

Thirdly, observation was used to gather data from informants. It is a purposeful, systematic, and selective way of watching and listening to an interaction or phenomenon as it takes place (Ranjit, 2011). Researchers gazed on some instances of interactions between heads of schools and the employees to make an impression of motivation in relation to students' holistic development. It also involved watching students playing various games, engaging in extra-curricular activities as well as watching the school compounds, gardens, and farms to make an impression of students' development holistically. Observation guide helped researchers to prepare aspects to be observed where the aspects observed were noted down in the researchers' notebooks. Lastly, researchers employed documentary review method by asking permission to review diocesan education documents and school files to obtain data on school daily routine, master timetable, students' extra-curricular routine, academic assessments, and other social and spiritual events. Researchers also reviewed empirical studies and policy documents that had connection with the study at hand.

2.2.6 Data Analysis

All data collected from the in-depth interviews, semi-structured interviews, documentary review, observation and focus group discussion sessions were analysed by using Thematic Coding Approach. Coding of themes involves converting the obtained information like words, phrases or gestures, letters into the presentable form of themes (Nowell *et al.*, 2017). Researchers applied coding of themes by following the six steps as suggested by Clarke & Braun (2013) in data analysis. In the first step, researchers familiarized themselves with the collected data through reading and re-reading the data as well as listening to audio recorded data to determine their relevance and noting any initial analytical observation. Second, researchers generated initial codes by labelling important features of relevant data in a meaningful and systematic way that related to research objectives/questions.

In the third step of theme identification, the researchers examined the codes clearly and fitted them together into a theme. The organized themes were those seemed to have something about research questions. In the fourth step, the researchers reviewed and modified the preliminary themes that were identified in the third step and gathered all data that are relevant to each theme. Thereafter, in the fifth step, researchers defined themes through identifying the essence of what each theme was all about, what the theme said, what sub-themes were, and how they interacted and related to the main theme. Finally, in the sixth step, the researchers started writing report after completing data analysis.

3. 0 Results and Discussion

This section discusses views of various stakeholders on students' holistic development, as well as reviewing documentaries about the same aspects, and observation of various aspects of students' holistic practices while at schools.

3.1 Informants' Views on Heads of schools' Management of Social Skills in Catholic schools

This objective was designed to appraise the school heads' promotion of social skills among the Catholic-Church owned schools. Social skills are important in the students' holistic development. The researchers had an assumption that social skills are important in any school but sought to establish the extent to which heads of Catholic schools cherished them. The study employed the interview, focus group discussion, documentary review, and observation methods to generate pertinent data from the informants.

3.1.1 *Educational Secretary's views on how heads of schools manage social skills for students' holistic development.*

The diocesan secretary of education stated that in the Catholic owned schools, heads of schools are emphasized to ensure caring of human beings, to foster good relationship from the personal level up to the community level. Heads of schools are required to ensure that their schools do not isolate themselves from the society, but rather, be an integral part of it in terms of interaction and responsibility. The diocesan education secretary cited sporting and academic competitions among schools as activities that are meant to foster social relationships within and outside the Catholic school settings. Such views indicated that the Catholic heads of schools were ideally responsible for promoting social aspect by means of fostering harmonious life within the school environment and beyond.

3.1.2 *Heads of schools' views on how they promote students' holistic development through social skills.*

Generally, the social aspect was realized to be taken seriously because relationships in some contexts were known to be community based. This is one among other school core values which brought the community members together. Heads of schools stated that all teachers and the supporting staff were required to behave in acceptable manners and were considered as parents and close relatives of students. This indicated that there were efforts to link the social and academic aspects as heads of schools engaged their subordinates in promoting social activities with the focus on academic excellence.

Heads of schools claimed that their schools were made to serve as social units, where teachers and supporting staff members were required to perceive themselves as mothers/fathers, brothers, and sisters to students and therefore, they ought to help them to grow as respectable human beings. Students, likewise, were required to respect everyone and be ready to offer services to their fellow students and any other person whom they met.

During the interview, one head of schools said that:

> It is my responsibility to ensure that students' relationship is developed effectively. They should grow together in spirit of love, compassionate, patriotism and be aware that they are responsible to help others especially the needy like those who do not have soap, exercise books and pens. I also urge them to pay visit to the orphanage centres and the disadvantaged ones. This is developed through seminars, spiritual teachings, and talks. It is not only for students but also to the workers (employees) to help them identify the necessity of teamwork, peaceful and friendly living so as to perform well their duties as parents and guardians. (Personal Communication with the head of school 'B', 7th September, 2020).

The aforesaid comments sounded similar to those made by another head of school who presented the aspect of students and staff social and welfare committees formed in her school by saying:

> The social aspect is very important in our school. I am responsible to ensure that teachers and non-teaching staff have a healthy relationship with students, thus respect must be maintained. We have formed social and welfare committees for all students, teachers, and the non-teaching staff. For students, the committee is responsible to plan, create and organize all kinds of social and entertainment events like sports and games, talent show and the like. But for teachers, such committee identify, plan, create and implement all kinds of social gatherings and entertainments like birthdays, weddings and even during the difficult/sad moments. (Personal Communication with the Head of school 'C', 10th September, 2020).

3.1.3 *Teachers' views on heads of schools' management of social skills' promotion in Catholic-based secondary schools*

Teachers appreciated that the social aspect was emphasized as a way of promoting students' holistic development. They stated that heads of schools had taken several initiatives to ensure that the social aspect was nurtured to students. Teachers provided several examples on how they were involved by heads of schools in social affairs, that they were assigned roles of managing classes and dormitories and therefore were responsible for students' welfare and social life generally. During the interview with teachers the following views were raised:

Teachers are friends to students and not enemies. In this way even the academic aspect is successful because there is positive and healthy interaction between the two parts. In this school, there is a system of class talks once per week. During this occasion, students are free to express their views and teachers listen. Then, for anything that could be recommended on, teachers take note for reflection and implementation (Personal Communication with the teacher in school 'C', 11th September, 2020).

However, there were other teachers who claimed that the social aspect is not as smooth as was reported. The teacher said that some students were difficult to handle and had aspirations that are difficult to attain. The teacher attributed youths' problems that are related to globalization which cause students to misbehave. The teachers claimed that some students lacked social skills and thought that; the most important thing was passing the examinations and proceed to the next levels that would enable them to live lives of the rich without considering the human part of life. This, the teacher claimed, causes frictions with the school authorities.

From another school, one of the teachers said:

From time to time, teachers share with the supporting staff the necessity of being one in the role of nurturing these students. Sometimes, if you are not careful, it might turn to be a deal between some employees and students in terms of bringing forbidden things in the school premises. Therefore, we work as a team from the gate keepers to the class teachers, from the cooks in the kitchen to matron/patrons in the dormitories as well as others who are engaged in various duties like school projects. (Personal Communication with the teacher at school 'A', 28th August, 2020)

Another teacher from the same school added:

The social aspect is very important, and the head of school keeps on reminding us that there should not be a distance or a gap between teachers and students so as to understand and help them effectively. Sometimes we do have matches with students in sports and games. Students are confident and free to express their views and needs. The kind of closeness which is insisted here between teachers, supporting staff and students is the health one that aims at helping students in all aspects, including their academic pursuits. (Personal Communication with the teacher at school 'A', 28th August, 2020)

Generally, the interviewed teachers indicated with examples that the social aspect, as part of students' holistic development, was emphasized, and that, heads of schools played decisive role in promoting the social lives in schools in general, and to students in particular. Findings revealed that heads of schools ensured that the students' social development was important for not only students' welfare and well-being, but also was the cause for students' success in academic life. This explains how the students' holistic development is emphasized by the heads of Catholic Church owned schools.

3.1.4 *Supporting staffs' views on heads of schools' management of students' social skills.*

Supporting staff in Catholic Church schools provided instances of the students' social development as stressed by the heads of schools. They stated that since the first day when they were employed, they were asked to observe the terms and conditions of their jobs, including cooperating with students as members of the school community. The supporting staff stated that, heads of schools had warned them to see that they help students understand themselves and therefore needed to guide and cooperate with students when they were assigned some tasks that those staff supervised. They further claimed that heads of schools ensure any supporting staff guide students properly in doing some roles, and when they failed to interact with students in a desirable manner, they risked their jobs.

One of the supporting staff who served as a watchman from school 'C' said that: "Here, students are forbidden to have unhealthy relationship with anybody within the school compound or outside. Hence, it is my responsibility to ensure that students are safe, so, I do cooperate with other workers in helping them". (Personal Communication with a watchman from school 'C', 12th September, 2020)

Another supporting staff who was the garden caretaker from the same school commented that:

Every time here we are reminded by the school administration to have good relationship among ourselves and with students without crossing boundaries. For example, I am not allowed to be closer to students or bring anything from outside of school for them, such as food, soft or hard drinks and fruits. (Personal Communication with the garden caretaker at school 'C', 12th September, 2020)

Finally, researchers were fascinated by a response from one informant who commended that:

All teachers and the supporting staff have to be role models to students in everything. This is according to the professional code of conduct and employer's needs. Also, we emphasize and ensure students come to know the necessity of abiding to school rules and regulations. In case of any critical situation or event, I share with my colleagues so as to find a means on how

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to overcome or deal with it constructively (Personal Communication with the patron at school 'B', 9th September, 2020).

It can be concluded from the supporting staff views that heads of schools play a significant role in the management of students' holistic management, as far as the social dimensions are concerned. The self-revelations from supporting staff indicated that students' holistic development was something possible to be achieved. On the contrary, other informants' perceptions might add or prove otherwise. The next sub-section presents students' views.

3.1.5 Students' views on heads of schools' management of social skills in Catholic-based secondary schools

Students in the surveyed schools provided some ideas and opinions regarding the social aspects of development as they experienced in their schools. They identified aspects such as debate clubs, students' talk sessions, studying in groups, and participation in sports and games as means for promoting social development. One of the students from School 'C' remarked:

> In our school, we are insisted and are willingly to engage in various gatherings. For example, every week on Wednesday, there are class talks in which students express freely their views on various matters. Also, we have group discussions, social and entertainment clubs. Furthermore, there is a special day for talent show whereby every student with special theme, event or task like designing, singing and acting, uses such an opportunity to express themselves artistically (FGD in School, 'C' 12th September, 2020).

Another idea was raised by a student from school 'D', who said that:

> Though social aspect is viewed as an important aspect for our growth, we need more interaction in terms of inter school debates, sports and games. Apart from that, many students have special gifts/talents that could be identified and developed if they have a chance to demonstrate them. Unfortunately, no such opportunity is provided. (FGD in school 'D' on 14th September, 2020). This quotation implies that students are not satisfied about opportunities given for them

to fully demonstrate their talents in schools, though such a chance is available.

3.1.6 Documentary review on promotion of students' social development

Some documents like school daily routines and master timetable were also reviewed researchers. It was noted that, in each school, there was an element of social aspects regardless of environment and nature of the school where

every school had its own way of implementing social aspects. In one school, for example, during every evening, students have one hour of engaging in sports and games, while other schools had three days per week for such endeavour. Researchers noted from the documents that sporting activities were meant to promote the students' health, physical development, and social interactions.

3.1.7 Observation of students' social development practices

Furthermore, in order to triangulate information; researchers had an opportunity to observe some incidences or indicators and realised that, there was a great link or connection from what was shared by all informants in words and the reality that was observed. From each school, researchers saw playing grounds, and in one school, students were found playing different types of games. Figures 1, 2 and 3 provide photographs of students' participation in sports activities as well as students in the group discussions for academic activities that promoted cooperation.

Figure 1: Students in the play ground at school 'B'
Source: Field data, (2020).

Figure 2: Sports and games at school 'B'
Source: Field data, (2020)

Figure 3: Students in group discussion at school 'A'
Source: Field data, (2020)

The student's view indicated that they appreciated the role played by social aspect to their lives. It is also fascinating to note that views presented by students indicate a link between social, academic, and physical activities-something that shows the domains to be inseparable. Hence, findings suggested that when social, academic, and physical activities are all involved in schools, the possibility of students' holistic development is obvious depending on how each of the school heads facilitates them.

Inference drawn from these findings is that heads of Catholic schools emphasized students' social development in their schools by creating some mechanisms for enhancing students' social development. These findings are supported by several scholars who studied the school social climate and its impact on students' overall learning. For example, Cohen (2006) argues that schools need to create climate that

supports social, emotional, and academic learning. Collie *et al*., (2012) further argue that school climate and social emotional learning are important ingredients for teacher stress, job satisfaction and teaching efficacy. Mngarah and Gwajekera (2019) maintain that social learning goals in schools cannot be left behind in schools as they support students' learning of academic content.

4.0 Conclusion and Recommendations
4.1 Conclusion
The study concludes that the students' holistic development in the studied schools is known and implemented because heads of schools have set in place various mechanisms to have it practiced. However, there were variations from school to another due to lack of clear parameters set to show dimensions to be weighed more than others from time to time. Consequently, it was difficult to establish how each aspect featured most. It is from this conclusion that the study comes up with some recommendations in the next section.

4.2 Recommendations
  i. It is recommended that the Church Education Policy should be made clear to all categories of employees as well as students in Catholic schools. This may increase motivation and commitment to all teaching and non-teaching staff in the promotion of students' holistic development.
  ii. The Government of Tanzania through the Ministry responsible with education and training should provide clear guidance on how to manage students' holistic development through the syllabi so that teachers are well guided. This would enable teachers to focus on holistic development of their students rather than intellectual grooming alone.
  iii. A new study may be undertaken on the same topic of management of holistic development among students in non-Catholic owned schools as well as other levels of education such as primary education, and teacher education.

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