

# Physical Education and Sports Curriculum at Teachers Colleges in Tanzania: An Appraisal of Its Implementation (Sports and Development in Tanzania)

Salvatory Flavian Mhando

Assistant Lecturer St Augustine University of Tanzania-Mbeya Centre

## Abstract

The paper focuses on implementation of physical education and sports curriculum at teachers colleges. Specifically it assessed the present status of physical education and sports, challenges faces the implementation of the curriculum as well as strategies of improving the implementation of physical education and sports at teachers colleges. A descriptive case study design was employed in this study and used a mixed method approach to collect both qualitative and quantitative data. Face to face interviews, checklist, direct observation, questionnaire, and focus group discussion were employed to collect the information related to this study. Purposive and stratified sampling techniques were used to obtain two teachers college and fifty respondents. Descriptive statistics were used to analyse the quantitative data while qualitative data were subjected to content analysis to determine the common themes. The results revealed that, physical education in colleges is implemented as a compulsory curriculum in few colleges, but the status affected by time reduction in teaching physical education whereby time allocated for physical education and sports were not enough due to the nature of the discipline. Also there were gender inequalities in the enrolment in physical education and sports course as well as shortage of professional experts who implement the physical education and sports. However, the other findings revealed that, the topics related to swimming, hockey, table tennis were affected due to lack of respective facilities and equipment. Furthermore, this study found that there was a negative attitude to administrators and managers towards physical education and sports discipline in teachers colleges. To improve the implementation of physical education and sports it was suggested for improvement of facilities and equipment, increasing the enrolment rate of teachers and teacher-trainees, using local facilities and improvisation of surrounding environment, reviewing the implemented physical education and sports syllabus. Finally it was suggested to the education administration and management to conduct the workshop and seminar to teachers as well as in-service training. The study concludes that, though physical education and sports have been implemented in only twelve teachers colleges out of thirty four public teachers colleges. The educational management should implement the course in the remaining public teachers colleges as well as the private owned teachers colleges.

**Keywords:** physical education and sports, Appraisal of curriculum implementation, Tanzania

## Introduction

Physical Education (PE) is an organized instruction in motor activities that contributes to physical growth, health, and body image of an individual, where as sport is an activity involving exertion and skills in which individuals or teams compete for entertainment (Siedentop, 2007). The curriculum of physical education and sport are very dynamic in nature and have to be monitored at regular interval of time for sustainable development in motor skills, cognitive as well as affective domain. Researches indicate that, there is a link between physical fitness and students' academic achievements (Jensen, 1998). This makes physical education and sport to be an integral part of Teacher education curriculum. It also indicated by researchers that, for a school or a college to build quality physical education programme, qualified tutors, opportunities for ongoing teacher training, planned sequential curricula, daily scheduling of physical education classes, manageable class size, time for authentic assessment, appropriate equipment and adequate indoor and outdoor facilities as well as inclusion of technology are of paramount importance (Graham, 2008). Taking consideration that, physical education and sport are newly curriculum introduced in twelve selected teachers colleges in Tanzania (MoEVT, 2010). This paper aims at examining the implementation of physical education and sport curriculum in selected teachers colleges.

## Background to the problem

The history of physical education and sport in the world give a clear indication that, physical education and sport are beneficial to trainees as they help in discovering and developing children talents. A number of conducted researches in this area have revealed that, there are positive correlation between learner's physical activities and learning ability in classroom setting. For instance, Jensen, (1998) revealed that, a part of a brain that processes movement is the same part that processes learning. In addition, physical education programmes help to prepare students for classroom instruction and make them healthier mentally and socially (Chan, 1998). Similarly, it has been found that, physical education and sports have positive impact on students well being especially in

realization of his or her own objectives, having a good physical fitness, self image, creative expression and good mental as well as social wellbeing (Fabricius, 1971). Having recognized the importance of physical education and sports, UNESCO in 1978 in its charter, declared that every human being has a fundamental right of access to physical education and sport for the development of his or her personality (UNESCO, 1978). Thus in addressing issues related to Education for All (EFA) UNESCO required all countries worldwide to integrate physical education in their general education policies (UNESCO, 2005). In response to this, various countries including Tanzania have been implementing physical education and Sport as part of their general education policies. In the U.S.A for example, the perception towards physical education and sport was intended to stimulate educational reform and promote academic achievement and accountability in curricula. And the acts of No Child Left behind in Elementary and Secondary Education (NCLB) Act acknowledged that, there is a link between health, physical activity and academic performance (Keyes, 2004). Thus there are several strategies of improving physical education curriculum in United States of America which includes the establishment of Physical Education Curriculum Analyst Tools (PECAT) that assessed the written quality PE curriculum (Hadman, 2002).

In England where the curriculum remains as a compulsory foundation subject within the modified national curriculum for children aged 5-16 years as well as adult learners. The government has been allocated for the new National Physical Education Continuing Professional Development (CPD) Programme for teachers which run for a three-year period. The programme has been established to ensure that, teachers in every primary, secondary and special school have the physical education knowledge, resources and confidence to develop quality physical education and school sports (Keyes, 2004).

China puts more emphasis in implementing physical education by teaching it in all education level as well as training enough and qualified teachers because of its importance (Hayhoe, 1999). In South Africa, the government has put more emphasis in bringing back physical education into the general curriculum. For example, the minister of sports in South Africa at the opening of the sports and recreation in South Africa conference in Durban in 2002 reported that "Effort must be done to develop proper strategies to get physical education back into the curriculum of our schools" (Rossouw, 2006). The statement revealed that there is a lot of effort towards reviving of physical education and sports in South Africa.

In Tanzania, efforts have been made to ensure that, physical education and sports are effectively implemented in all educational levels including teachers colleges. However the curriculum of physical education and sport in Tanzania was inherited some aspects from western countries and is practiced in primary and secondary schools (Mafumiko and Pangani, 2008). The curriculum fostered at developing students' physical fitness, building and promoting the attitude of self reliance both mentally and physically, maintaining discipline among students as well as building and promoting cultural well being in the societies (MoEC, 1969, 1985, 1987, 1996, 2003).

In teachers colleges, physical education and sport curriculum has been in place since 1985. It is only implemented at Butimba teachers colleges where the certificate courses were offered. In 2003, diploma course were introduced in Butimba teachers college (MoEC, 2003). Since then, the government has been making efforts to ensure effective implementation of physical education and sports curriculum specifically in teachers colleges. For instance, in 2003 the government made several curriculum reforms at all levels of education including teacher education. The reforms aimed at improving quality of education (MoEC, 2003). The reforms also aimed at improving the implementation of physical education and sport that was initially offered at Butimba teachers college and in 2009 extended to other eleven colleges. The introduction of physical education and sports to other eleven teachers colleges aiming at producing tutors to teach in primary and secondary schools in Tanzania as one of such initiatives (MoEC, 2003). Currently, twelve teachers colleges out of thirty four public teachers colleges are offering physical education and sports courses at diploma and certificate levels. Researches focusing on physical education and sports curriculum have been conducted in different education levels, such as, in secondary school (Pangani, 2007; Peter, 2007; Kazungu, 2010). Generally the findings indicated that, in most of the secondary school physical education and sports was taught as an optional curriculum and there was a shortage of physical education and sport facilities, equipment, as well as teachers in the area of primary school. The Government of Tanzania has implemented several initiatives to support the curriculum such as; to establish the personality and sport in certificate level in teachers colleges as a compulsory subject and expansion of physical education and sport curriculum for diploma level in twelve's teachers colleges and introducing personality and sport for primary learner as a compulsory curriculum (ETP, 1995). As physical education and sport curriculum is recently being offered in twelve teachers-colleges in Tanzania, there is need of study that focus on the appraisal of the implementation of physical education and sport curriculum in teachers-colleges in Tanzania. The appraisal intend at improving the implementation process as well as ensuring quality physical education and sport programme in teachers colleges in Tanzania.

### **Statement of the problem**

Basing on the present historical overview of physical education and sport implementation in schools and colleges

in Tanzania and given the fact that physical education and sport curriculum is new in teachers colleges. The appraisal of the curriculum will facilitate effective implementation of the curriculum focusing on physical education and sport in general and in teachers colleges in particular (Kazungu, 2010). Thus, this study intended to examine the implementation of physical education and sport curriculum in selected public teachers colleges in Tanzania and focused on the status and implementation of the physical education and sport content. It also dealt with facilities and equipment used in implementation of physical education and sport curriculum, challenges as well as the strategies for improving the implementation of physical education and sport curriculum.

### **Research Objectives**

The research objectives are expressed into main and specific objectives

#### **Main objective**

The Main objective of this study was to examine the implementation of physical education and sport curriculum in selected teachers colleges in Tanzania and appraised its implementation focusing on the content, facilities, equipment, challenges as well as strategies to improve its implementation.

#### **Specific objectives**

The study had the following specific objectives:

- I. To assess the current status of physical education and sports curriculum in teachers colleges
- II. To determine challenges facing the implementation of physical education and sports curriculum in teachers colleges
- III. To identify strategies of overcoming the challenges facing the implementation of physical education and sports curriculum in teachers colleges

### **Research questions**

Consistent with objectives of the study the following research questions were set to guide the study.

- I. What is the current status of physical education and sport curriculum in teachers colleges?
- II. What are the challenges facing the implementation of physical education and sport curriculum in teachers colleges?
- III. What strategies can be used to overcome the challenges facing the implementation of physical education and sports curriculum in teachers colleges?

### **Significance of the Study**

The study provides a good insight on knowledge and experiences of teachers, tutors, principals, as well as educational administrators in the implementation of physical education and sport curriculum in teachers colleges in Tanzania. The study findings are useful to improve the implementation of physical education and sport curriculum in newly established colleges as well as the current implementing colleges. Furthermore, the study provides some empirical information for policy makers, curriculum developer and other relevant physical education and sports stakeholders in formulation of policies, as well as improvement of teaching physical education and sport curriculum in colleges. As such the study contributes to the existing body of knowledge on physical education and sports curriculum in Tanzania and its current challenges and strategies to improve implementation within Tanzania context.

### **Review of related literature**

Various literatures stress the centrality on status and implementation of physical education and sports curriculum in teachers colleges. In reviewing various literatures the researcher relied on literature related to the status of physical education and sports, its implementation and finally the research gap was identified.

#### **The status of physical education**

A multitude of researches in world expresses clearly that, physical education and sport subject, like other subjects, should form a component of the school curriculum at all educational levels. Although physical education and sport world wide exposed many efforts in its implementation but the status revealed to be marginalized in comparison to other discipline. For instance, In the Berlin Physical Education World Summit held in November 1999 confirmed a marginalization of physical education and sport in education setting in many countries. It was revealed that the curriculum is regarded as an optional in many schools in comparison to other side of curriculum (Hardman and Marshall, 2000).

In U.S.A, physical education and sport revealed to be marginalized, in comparison to other side of curricula. For example the statement from the American President Bush's January 2002 in his act of *No Child Left behind in Elementary and Secondary Education (NCLB) Act*, intended to stimulate educational reform and promote academic achievement and accountability in curricula that are identified as 'core' subject areas, but they neglected in omitting some subjects such as Physical Education and health to address the debilitating condition of the nation's youth (Keyes, 2004). Thus, the Act has created unintended negative consequences diminishing time and resources and has contributed to increased marginalization of physical education in many states in U.S.A.

Also UNESCO in its charter declared that, every human being has a fundamental right of access to

physical education and sport for development of his or her personality (UNESCO, 1978). The response encouraged all members to implement the programme in their countries. The position and its importance of Physical Education and Sport it was also cemented by one famous philosopher known as, Plato said that, a sound mind thrives in a healthy body (Mziray and Kitta, 1996). By this statement, Plato related the importance of physical activities to the health of the mind and the body. Mziray and Kitta, (1996) added that, this philosophy of relating physical activities to overall objectives of general education was also reiterated by other philosophers like John Locke and Rousseau. The philosophy of *mens sane en corpore sano* has been central to physical education and sport educators for centuries and has been the basis for linking physical education and sport activities and the general education. Furthermore it's noted that the basis for physical activities in motor performance is that of stimulating the central nervous system to such an extent that underdeveloped, dead, or dying cells will either be rehabilitated or their function would be assumed by others or there would be newly generated cells (Pangani, 2007). Physical activity employed during physical education and sport classes provides a powerful stimulus to the brain. Thus, it helps students develop knowledge, attitudes, skills, behavior and confidence needed so as to be physically active for life thus provides an opportunity for students to be active during the school day (Mziray and Kitta, 1996). Also it comes into view a clear logical that, physical education and sport ought to be taught from kindergarten to the university level. Physical activities, which are employed in Physical Education and sports create not only healthier and fitter beings but also can enhance a child intellectually, mentally, and socially (Chan, 1998). Furthermore it's commented that a healthy students can be at the advantage of studying effectively in the class (Penney and Evans, 1999).

#### ***The implementation of physical education and sports***

Despite the benefits it has basing on cognitive, psychomotor, and affective domains, implementation of physical education and sport curriculum leaves a lot of discussion in schools as well as colleges in Tanzania. Literature review indicates that physical education and sport is not taught in all schools and colleges like other subjects (Mziray& Kitta, 1996). The argument it revealed that, there are several obstacles hindering the implementation of physical education and sport curriculum. Siedentop (2007) noted that the major concern and issues in the implementation of physical education and sport curriculum are; time, specialist teachers, facilities, developmental appropriate practices. Furthermore, Kazungu (2010) put forwards that facilities and equipment differed in allocation and other obstacles hampered the implementation includes inadequacies of facilities and equipment, shortage of qualified physical education and sport educators, low morale, motivation of teaching personnel, narrowly focused on choices of curriculum activity, inferior role and esteem of the physical educator, financial constraints inhibited curriculum development and delivery together students' perception of physical education as lacking in intellectual and vocational substance (Pangani, 2007). Also Mziray and Kitta (1996) noted that the subject was handled by teachers who were unqualified as Physical Education and Sport teachers. They added (ibid) that the subject was taught by school sports teachers who were taken to be Physical Education and Sport teachers/tutor without physical education and sport knowledge in relation to the level of students' teachers. In addition, Ogundare (2002), noted that in implementing the programme, the pupils-teacher ratio for physical education and sport was 1:797, while the Education and Training Policy of 1995 allocated the ratio to be 1:40-45 in each education institution. Ogundare (2002) stated that.

*Despite the presence of the syllabus on Physical Education and Sport in schools, it is not formally taught and examined like other academic subject in primary school and other secondary school*

The physical education and sport curriculum is designed to be like an optional curriculum in secondary school as well as in teachers college in Tanzania because not all schools examine the syllabus and the situation is the same in teacher colleges". Furthermore, Ogundare (2002) commented that, what is termed as Physical Education is purely play and games and in most schools it is considered to be extracurricular activities. Basing on the facts that, physical education and sport lacks intellectual abilities as well as vocational substance remain in the minds of majority of citizens presumably is because of misinformation and other limitations (Pangani, 2007).

#### **Synthesis and Research Gap**

Studies based on physical education and sport curriculum have been searched for different ways that best characterized the implementation of education change. One way of identifying curriculum implementation is for those engaged in its implementation to understand what is going on in the curriculum (Kerry, 1989). Tutors, student teachers, zonal inspectors, educational directors, curriculum designer are the key factors engaged in curriculum implementation, their knowledge of the curriculum are crucial for its implementation. Kerry (1989) mentioned a number of factors that affect curriculum implementation, which are mainly classified into three groups. The categories are characteristics of the innovation, the local factors of implementers and the external factors (ibid). Local factors are school environments, head of schools, teachers and pupils' voices. External factors include Government agencies, which are policy makers, directors of education, ministerial organs (Fullan, 1991). In this study local factor of implementers and external organs was taken into account. Studies conducted in Tanzania relating to implementation of physical education and sport curriculum indicates that, physical education and sport was introduced in school during missionaries and colonial periods, also was put in the



curriculum just after Independence (Ndee, 2001). The Ministry of Education and culture produced physical education syllabus since 1969. It was reviewed in 1987, 1996, as well as in 2003. However the researches by ( Ndee,2001; Pangani,2008; Kazungu,2010;) revealed that, the subject is rarely in primary and secondary schools, poorly active in few teacher colleges and universities. None of these studies was conducted in teacher colleges in Tanzania in the appraisal of physical education and sport curriculum and its implementation in teachers colleges in Tanzania. This inquiry, therefore, was an attempt to appraise the implementation of physical education and sports in teachers colleges.

### **Research Design and methods**

This is a mixed method approach which involves qualitative and quantitative approach whose framework employed field data on the appraisal of the implementation of physical education and sport curriculum in teachers colleges. Within the framework of mixed approach, the descriptive case study design informed the research procedures. The qualitative research helped the researcher to generate or gather in-depth opinions directly from respondents related to the appraisal of the implementation of Physical Education and sport curriculum in selected teacher colleges through interviews, focus group discussion and observation checklists. Similarly, the quantitative approach, which is number- oriented and statistical procedures, will be used to complement the study. Therefore, the use of both approaches made a researcher in a good position to confirm, cross-validate the findings within a single study (Creswell, 2009). In this respect, the mixed approach was informed by a descriptive case study design.

### **Study Area**

The study was conducted in one educational zone in Tanzania. The zone namely as southern highland zone with: Songea teachers college and klerruu teachers college. In addition, the researcher visited in the teacher education department and Tanzania Institute of Education (TIE) as the Ministry of Education and Vocational Training department supervising the PE and Sport Curriculum in teachers colleges in Tanzania

### **Target Population**

A population is a group of units with one or more characteristics in common that is of interest of the researcher (Best & Kahn, 1998). The targeted population in this study involved students teachers, tutors, principals and education administrators at central offices in all selected teachers colleges, director from teacher education department, education zonal inspector, as well as Physical Education and Sport curriculum director from Tanzania Institute of Education (TIE).

### **Sample and Sampling Procedures**

Sample is the unit or subjects that represent the population (Cohen, 2000). As it was not possible to deal with all of the targeted population the study identify the portion of the population as a sample. With respect to this study, the selection of the samples considered a number of factors such as the information required, purpose of the study and time. Also, the target population size for five selected teachers colleges in all zones is estimated to be 350 student-teachers, 20 tutors, by using a margin error of 5% and confidence level of 95%, of the sample size. Under this ground, a total of three hundred and fifty (50) respondents were involved and five (5) public diploma teachers colleges selected from one zone out of five zone. In particular, the sample includes; one(1) Director from Tanzania Institute of Education (TIE) one (1) Director from teacher education department, two (2) Principals (from each teachers colleges), one(1) Zone School Chief Inspectors, five (5) Tutors, and three hundred (40) student-teachers.

### **Sampling Procedures**

Sampling procedure was used to select an important element of a population in such a way that, they represent actual characteristics of the total population (Cohen et al., 2000). This study employed two types of sampling techniques, namely stratified random sampling and purposive sampling. Stratified random sampling procedure was used in regards to gender, sports categories, and class level that were used to select students' teachers for focus group discussion and questionnaires. Purposive sampling was used to select Directors, Principals, School Inspectors, and Tutors.

### **Methods of Data Collection**

The study used both primary and secondary sources of data and five data collection methods. Sources of data

**Primary data** which relied on interactive methods based on discussions between the informants and the researcher. The setting of primary data varied from one place to another and the researcher collected primary data from the following respondents: Director of teacher education department, Director from Tanzania Institute of Education (TIE), Principals, tutors, as well as student-teachers. The tools used in collection of primary data includes, interview, focus group discussion, questionnaires and observation.

**Secondary data**, on the other hands included the information which has already been collected and compiled for other purposes. These were encyclopaedias, newspapers, journals, books, periodicals and compiled statistical statements and reports. Secondary data are provided by an individual or individuals who may not have directly observed the event, object, or condition (Cohen et al, 2000). These sources were used in order to obtain relevant information that could possibly not be obtained directly from the field. Secondary data was collected through

documentary review.

### **Methods of data collection**

In this study a multitude of methods were used in collection of data. Best and Khan, (1998) commented that the combination of several instruments ensures better results than using a single method. In addition, Shipman (1972) presents the advantage of using a combination of instruments by giving a way that, *no single method is superior over one another*. The used data collection methods in this study were; Documentary review, Focus Group Discussion (FGD), Observation, Questionnaires, and Interview.

### **Data Analysis Plan**

Data analysis plan entails organizing data in ways that allow researchers to see patterns, identifying themes, discover relationships, develop expectations and make interpretations, mount critique or generate theories (Hatch, 2000). In this study, data analysis as an on-going process throughout the data collection phase and thereafter, the collected data sorted and placed in respective categories as per study objectives entails. The analysis involved coding and giving the required statements. Qualitative data was subjected to content analysis and analyzed thematically at the outset of fieldwork in which main themes such as similar responses on the same questions from different colleges was identified, analyzed and presented as compared to the objectives of the study also descriptive statistic was used to analyze quantitatively.

### **Ethical Considerations:**

Ethical Consideration is very important for the researcher to observe in the whole process of any research especially the ones involving human beings. Therefore, in this study, the researcher adhered to all ethical issues related to human rights as well as the national rules and regulations.

**Research clearance letters:** The researcher followed all necessary processes required for undertaking research before and during the study. Before going for data collection, the researcher sought the permission letter from the office of the Vice Chancellor University of Dar es Salaam. The letter introduces him to the respective regional and authorities. Then the Regional Administrative Secretary (RAS) of Ruvuma and Iringa issued an introductory letter to the Principals of teacher colleges who finally provided the permission to conduct this research in their respective areas.

**Confidentiality:** The researcher ensured confidentiality about the information given by respondents. The respondents were assured before hand that the information they provided would be kept confidential and private and would only be used for research purposes.

**Anonymity:** The researcher was also extremely careful in storing the data and in reporting the research findings so as to protect anonymity of the respondents. For example, the researcher used no actual name of any respondents and there was no force in selection of participant and they have a freedom of withdraw at any time.

## **FINDINGS AND DISCUSSION**

Findings resulting from the conversation, critical study of the relevant documents and questionnaires indicated varied views, feelings, and experiences regarding the implementation of physical education and sports curriculum in teachers colleges. In bellow are the findings and discussion being revealed by the researcher in regards to implementation of physical education and sports curriculum in training colleges.

### **Status of physical education and sports curriculum**

The researcher examined the current status of physical education and sports curriculum in teachers colleges. The following are the results showing the present status of physical education and sports curriculum in teachers colleges:

Through documentary review the findings revealed that, physical education and sport curriculum is now offered as a compulsory curriculum in twelve public teachers colleges out of thirty four colleges which is 35.3%. It was also observed that, physical education and sport was allocated in the general college time table and was evaluated in both formative and summative evaluation.

Likewise during interviews, majority of respondents for instance, tutors and principals in teachers colleges under study, and all directors indicated that, physical education and sport was compulsory subject like other compulsory subjects such as Geography, History, Kiswahili and Biology to students-teachers in teachers-colleges. Affirming this for example, a physical education and sport tutor reported that:

*PE and Sport is taught as compulsory subject like other subjects. Student teachers are required to take PE and any academic teaching subject for instance, PE/Kiswahili, PE/ Geography, PE/ Biology etc...*  
[04.03.2012]

Retrospectively during the interview it was revealed that, before year 2010 physical education and sport was taught as an extra curriculum in teachers colleges. Now it was gladly revealed that, beginning year 2010 physical education and sports started to be implemented as a compulsory programme. The Principal said:

*...In fact the implementation of PE and Sport course in my college started to be taught as compulsory in 2010, and this is my first product being examined by NECTA...[29-04-2012]*

Thus, the present finding indicates that, physical education and sport is accorded the same status like other core subjects taught in teachers-colleges. This in turn has made student-teachers who take the subject to study it seriously as it is core subject and it has a future unlike before when it was implemented as an extra-curriculum. Furthermore, the researcher was interested in understanding on the general status of the implemented compulsory curriculum. The respondents commented on time allocated, gender inequalities, inclusion of students teachers with special need care as well as the general perception of administration affected the status of physical education and sports in teachers colleges. The following are the finding in regards to the implemented curriculum:

#### **Time allocated for physical education period**

The researcher examined the time allocated for physical education and sport subject. Through both documentary review and interviews, the findings revealed that time allocated for physical education and sports was not enough and was contrary to what has been proposed in the syllabus. For instance, the syllabus proposed four hours per week for physical education and sports however, in all surveyed colleges' time allocated for physical education and sports ranged from two to three hours per week.

Furthermore, it was noted through the interview held with tutor that, the time allocated for physical education and sports subject was reduced from being four hour per week to two hours per week. On this, one tutor had this to say:

*Time allocated for PE and Sports was reduced and is not enough to cover all aspects. For instance, we are only given two hours per week in the time table as a result we either partially cover the topics or leave some aspects untaught at all...[23.04.2012]*

Similarly, in a Focus Group Discussion with student-teachers one student added:

*The truth is that, we were promised that practical sessions will be conducted after class hours, but neither tutors nor students teachers participate in that hours...in turn instead of doing practical we participate in cleanliness program...I can simply say that practical session is not in place here...[12-05-2012]*

Thus, the findings in the present study indicates that, most of teachers colleges do not allocate enough time for physical education and sport subject as it is required. This has made some aspects particularly practicals to either be taught ineffectively or not taught at all something which denied students opportunity to learn what they were supposed to learn as per syllabus. Studies by Reston indicated that for a quality physical education and sport programme, effort should be done to ensure that, there is instructional period of not less than 225 minutes per week which is equal to (4) four hours per week (Reston, 2003).

#### **Perception on implementation of physical education**

The study investigated the perception of the tutors, student teachers and principals on the establishment of physical education and sport as a new course in their colleges. The findings through Focus Group Discussion (FGD) with students-teachers unveiled that, there was a positive attitude towards PE and sport curriculum in the visited teachers-colleges. Majority of the respondents agreed that physical education and sports curriculum is very interesting and it provides a good future for the graduates. One students-teacher during the discussion said that:

*...I am a student-teacher pursuing diploma in education specialized in PE and Sport and Geography... today I am happy because we are ready informed by the deputy minister of education that we are going to teach PE and Sport in the selected 300 secondary school in Tanzania soon after the completion of the course. Apart from that the subject is motivating due to its nature. [04.03.2012]*

Thus, findings indicate that, students-teachers were assured with employment opportunities. Therefore the findings in this study revealed that the expectation that students-teachers have has lead them to have good perception about PE and Sport curriculum implementation.

#### **Gender equity**

The study examined the situation of equity in the learning physical education and sports curriculum in teachers colleges. The finding through interview held with principals and tutors as well as documentary review revealed that, the issue of equity especially in respect to gender and consideration of students with disabilities was undervalued in all Teachers-colleges under study. It was further noted that females were not adequately represented in sports subject. One tutor in one teachers college had this to say:

*Female are less interested in joining to PE and sport... they were affected by cultural perception that sports are for male...also facilities and equipment are not favored the students-teachers with disabilities... [12-05-2012]*

Through documentary review, the study findings indicated that in both teachers-colleges a number of female participating in the physical education and sports programme were low compared to that of male students. For instance in both colleges a total number of second year female students who were taking physical education and sports was only 14 out of 60 students which is only 23% of all second year students. The main reason for this imbalance was revealed to be a limited number of female applicants.

### **Students with disabilities**

Regarding students with disabilities, the findings indicated that students-teachers with disabilities were not involved in the programme. The respondents through interviews, and focus group discussions indicated that unfriendly infrastructure and lack of facilities were the major barriers towards disabled students involvement in the programme particularly practical sessions. Therefore, students-teachers with disabilities were advised to join in other subjects during first year enrolment. This was put forth by one Principal during interview session:

*...during enrolment applicants with disabilities are normally advised to join in other side of the curriculum since we are lacking some facilities to accommodate them... [12-05-2012]*

Thus, physical education and sports programme in teachers colleges was not well equipped to accommodate all students regardless of gender and disabilities. This is contrary to Education and Training Policy of 1995 which direct that any educational programme should ensure inclusion of all students (MoEC, 1995). Moreover, many studies in the field of physical education and sports support the inclusion of all students in education programme especially in sports (Reston, 2003; UNESCO, 1978).

### **Challenges facing the implementation of physical education and sports curriculum**

The second objective sought to identify specific challenges faced by teachers colleges in the implementation of physical education and sport curriculum. The information related to this objective was collected through focus group discussion conducted to students-teachers, and interview held with tutors, principals as well as school inspectors. The following were the challenges:

**Shortage of funds:** The findings both through interviews and focus group discussion as well as documentary review indicated that, there was critical shortage of funds. The fund received from the Government were extremely small for the colleges to meet all necessities such as purchasing of different facilities and equipment, maintenance of the physical education and sports facilities and infrastructures in particular play grounds. Therefore, financial constraint was claimed to have greatly affected the implementation of physical education and sports curriculum. In supporting this, the interview held by one tutor in one teachers college had this to say in relation to this:

*We are facing a critical financial problem which indeed slowdown the maintenance of courts such as volleyball, netball, badminton...Also, in buying the sports gear for practical session... [23-03-2012]*

The findings thus suggested that, poor facilities and equipment in teachers-colleges was due to the lack of funds from the responsible organs. And it was revealed that this hindered the implementation of physical education and sports in teachers-colleges.

**Lack of modern PE facilities and equipment:** Tutors, students-teachers, principals and directors acknowledged that most of the PE facilities and equipment were outdated and modern facilities were lacking. One Principal in one teachers-college had this to say:

*... Oh' the state of the PE facilities and equipment in our college is outdated... Most of them are in use and but are outdated...Thus we need modern equipment to implement the PE curriculum and to teach all topics without problem... [12-05-2012]*

However, it was revealed that, there were shortages of some important facilities like swimming pools, gymnastic hall, proper athletics field, tables for table tennis, and handball court. It was reported that the state of facilities and equipment more often affected the quality of teaching and learning of Physical Education and Sport in Teachers-colleges. The findings are consistent with the previous findings that lack or shortage of teaching and learning equipment and facilities in schools affected the teaching and learning of Physical Education, especially practical sessions (Kazungu, 2010).

**Lack of qualified and specialized Tutors:** This was one of the challenges that were reported to hinder the implementation of physical education curriculum in teacher-colleges. Respondents admitted that most of the tutors who were used to teach the PE were not specialized in the subject and they were not having general competence in PE and Sport. One student-teacher in one of the teachers-colleges said that:

*...we have only two PE and sport tutors and both are competent in theory not practical. This makes us concentrate more on theory than in practical. This has demoralized us to take PE and sports as our subject of specialization [12-05-2012]*

Likewise during interviews with principals it was learnt that, a tutor for teaching PE and Sport at any teachers college should have minimum of bachelor degree in PE and Sport. The findings are inline with the directives by the Ministry of education that, a tutor in teachers-college should posses a bachelor level of education in the relevant field (MoEC, 1995). However, the findings indicated that majority of the tutors in present study had a diploma in education level.

**Time allocated for PE and Sport:** Research findings revealed that time allocated for PE in both Teachers-colleges was very little and was not in accordance to the time indicated in the syllabus. For instance, only two hours per week was allocated for PE in each surveyed college instead of four hours as suggested in the syllabus. Lack of enough time forced tutors to ignore a number of aspects particularly practical. Having a number of aspects uncovered was reported to affect students' performance as in most cases they sat for examinations with a



number of topics untaught. During an interview one tutor pointed out that:

*...We are given only two hours a week this time is really not enough. For example taking students to the field alone may take a minimum of forty minutes since students must have been given time to put into sport clothes and time for other preparations so how possible then to have practical sessions and classroom teaching only within two hours [23-04-2012]*

The findings indicated that, the time arranged for implementation of physical education and sport programme were not satisfactory and it was advised to add more time for the effectiveness of the curriculum implementation.

**Perceptions accorded to physical education:** The research findings revealed that the majority of people including some principals, tutors as well as students-teachers and some education administrators had negative perceptions on the role and importance of physical education. They perceived teaching of physical education as less important and therefore they did not accord the subject equal priority as other subjects. It was noted due to this perception that, some of political leaders have abolished the teaching of physical education and sports in school. For example, between 1995 and 2005 the then, a Minister of Education and Culture stopped all sport activities in school and colleges under the ministry. Likewise, it has been reported that, some of the parents had been preventing their children to take physical education and even if they were talented and capable of doing it (MoEC, 2000).

### **Strategies for improving the implementation of physical education and sport curriculum**

The third research objective examined the strategies for improving the implementation of physical education and sport curriculum in teachers-colleges. Information related to this research objective was obtained through focus group discussion, as well as interviews. The following were the views

**The PE and Sport Curriculum to be reviewed:** The respondents suggested for the current PE and Sport curriculum to be reviewed so as to accommodate most of the importance aspects in relation to the current situation. For example, the current curriculum for PE and sport being used was last reviewed in 2003 while other curriculum being implemented in diploma teachers college have been reviewed several times for instance, in 2005, 2007 and 2009 (MoEC, 2009). Zonal schools and colleges inspector through interview commented the following in relation to curriculum review:

*It is important to review the PE and Sport curriculum because most of the aspects indicated in the syllabus are not related to the environment where its implemented also other important aspects like ICT, HIV, and other cross cutting issues are not induced in the present syllabus, hence it need s to be review"[23-04-2012]*

The findings indicated that, reviewing the PE and Sport Curriculum is important so as to reform most of the aspects taught in Teachers-colleges in relation to the current situation.

**To increase the enrollment rate of PE and Sport teachers in training institution:** Another strategy to improve the implementation of the PE and Sport curriculum in teachers college was to put more emphasis on training enough tutors who will work in Teachers-colleges in Tanzania as well in other education institutions. For example, through interview one Principal in one of teachers college had this to say:

*In facts, the problem of PE and Sport tutors in my college is due to the problem of shortage of trained experts in this field national wide. The institution used in training the PE and Sport teachers is only University of Dar es Salaam and also the graduates in each year are very few in comparison to the demands in colleges. Hence it is better to increase the enrollment rate at the University and also the Government should encourage even other universities to introduce the PE and Sport curriculum at graduate level. [07-05-2012]*

**Time allocation for Physical Education and Sport:** Time allocation for Physical Education and Sport in teachers-colleges was reported to be the most important aspects of improving implementation of PE and Sport curriculum. The findings indicated that, the time allocated for PE and sport subjects in surveyed colleges is too small. Thus, the findings indicated that one of the strategies to improve the implementation of PE and sport programme is to add more time from being two hours to six hours. The proposed time is because of the nature of the subject which involves practical session as well as theoretical session. For example, one of the students-teachers in a discussion indicated that:

*The time allocated for PE and Sport in general college time table is not enough because we almost use two hours per week in both session theory as well as practical, while the content that our tutor introduce for us are so wide in coverage, so we advice to add time if possible five to six hours in general timetable [24-03-2012]*

**Use of local facilities, equipment and improvisation:** Another suggested strategy to improve the implementation of PE and sport curriculum in teachers-colleges was through use of local facilities and equipment and improvisation of facilities and equipment. The findings indicted that, in teachers-colleges improvisation process was very poor and it was advised by the respondents that, the colleges should use the surrounding environment and local facilities and equipment to teach the topics in which the facilities and equipment are scarce. For example, it was revealed that, the college could teach swimming in lake or ocean instead of swimming pool that were not

available. For example, the zonal school and college inspector through interview said the following in relation to this:

*...The critical problem to our teachers is that, they are not creative... it's my advice that, teachers should use the surrounding environment and local facilities to teach some of the topics. For example they may use lake, ocean and even river in teaching swimming... [23-04-2012]*

Thus, improvisation and use of local facilities and equipment were suggested to be very important strategy in the implementation of physical education and sport programme in teachers-colleges in Tanzania

**Facilities and Equipment:** The provision of adequate physical resources including facilities, equipment and maintenance of the available one, were the strategy that were suggested for facilitating programme success in teachers-colleges. The finding in this study indicated that, Physical Education and Sports Program's learning environment suggests that, facilities and equipment should be proper and available. For example one tutor in one teachers-college had this to say in relation to this:

*Proper facilities and equipment should be available to ensure safety and health of the athletes, in the learning session in teachers-colleges...basic equipment should be provided to all... [12-05-2012]*

Thus it was revealed that, it was important to have the proper and appropriate facilities and equipment in teachers-colleges for better implementation of PE and sport curriculum.

**Training:** In this study the findings suggested that, for improving physical education and sports curriculum implementation, the enrollment of student-teachers, as well as hiring teachers/tutors should focus on high quality teachers and specialized teachers in various discipline. Also it was suggested for improving the in-service training to tutors so as to be updated in relation to the changing global situation in terms of technology and teaching methods. For example in the interview one tutor in one teachers-college had this to say:

*Students teacher enrolled should be interviewed rather than being posted to the colleges...seminar, workshop, for tutors in different topics should be offered, as well as In-service training should be offered as well... [23-04-2012]*

It was argued that for effective implementation of the said curriculum the education administration and management should focus on in-services training and clears all important procedure in the enrolment of the qualified students-teachers in the field of physical education and sports.

## Recommendations

As it was revealed that, facilities and equipment were in short supply and that it has affect in the coverage of the topics, it is therefore recommended to increase funding for equipment and facilities at teachers-colleges. It was also revealed in present study that in-service training was lacking and it affected competencies of tutors in teaching effectively the physical education and sports subject. It is therefore recommended to conduct in-service training of physical education and sport tutors on regular bases. Furthermore, as it was evident that, the curriculum had not been reviewed since in 2003, it is a right time now the curriculum to be reviewed and as it was also indicated in the study, the involvement of the key implementers such as tutors is critically important.

Finally, as the subject is implemented only in twelve teachers-colleges which is 30% of all colleges in Tanzania, training of tutors should be given highest priority so as to implement the curriculum in the remaining teachers-colleges. It is worth-noting that, currently it is compulsory in the colleges that are implementing the curriculum and that principal, tutors, and students-teachers have good perception about the subject, something crucial for its development throughout the country.

## REFERENCES

- Arizona Diocese of Phoenix. (1999). *Physical education curriculum guide*. Phoenix: Catholic Schools Office Diocese of Phoenix.
- Ary, D. (1996). *Foundation of research in education*. London: Harcourt B.C Publishers.
- Best, J. & Khan, J.V. (1998). *Research in education (7<sup>th</sup> ed)*. Toronto: Ally and Bacon.
- Best, J. W. & Khan, J. V. (2006). *Research in education (10<sup>th</sup> ed.)*. Boston: Allyn and Bacon.
- Bloom, B. S. (2001). *All our children learning*. New York: McGraw-Hill.
- Bolin, F., Snyder, J. & Zumwalt, K. (1992). *Curriculum implementation: Handbook of Research on Curriculum*. New York: Macmillan Publishing Company.
- Borich, G. D. (1996). *Effective Teaching Methods (3<sup>rd</sup> ed.)*. New Jersey: Prentice- Hall.
- Chan, K. L. (1998). *Sports and children*. Windsor: Human kinetics.
- Cohen, L. & Manion, L. (1994). *Research methods in education*. London: RoutledgeFalmer.
- Cohen, L., Manion, L., & Marrison, K. (2000). *Research methods in Education (5<sup>th</sup> ed)*. London: RoutledgeFalmer.
- Cooper, H. M. (1989). *Integrating research. A guide for literature reviews*. London: Sage Publication.
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approach (3<sup>rd</sup> ed.)*. Los Angeles: SAGE Publications.

- Dowidar, N.L. (2006). Professional and educational development: Common teaching methods. *Journal of the Medical Research Institute*, 27 (2), 70 –72.
- Fabricius, H. (1971). *Physical education for classroom teachers*. Dubuque, Iowa: William C. Brown Company
- Fullan, M. (1991). *The new meaning of educational change*. London: CASSELL
- Goldberger, M. & Howarth, K. (1993). The National curriculum physical education and the spectrum of teaching styles. *British Journal of Physical Education*, 25 (1), 23-28
- Graham, G. (2008). *Teaching children physical education (3<sup>rd</sup> ed.)*. USA: United Graphics.
- Hardman, K. & Marshall, J.J. (2000). *World-wide survey of the state and status of school physical education: The Final Report to the International Olympic Committee*: University of Manchester, Manchester. 78
- Hatch, J. A. (2002). *Doing qualitative research in education settings*. Albany: State University Press.
- Hendricks, P. C. (2004). *The role of physical education in South Africa primary schools*. Pretoria: University of Western Cape
- Hickson, C. N. & Fishburne, G. J. (2001). *Learning through effective teaching: Research studies in Physical Education: Learning for the Future*. Spetses: Greece.
- Joppe, M. (2000). *The Research process*. Retrieved February 25, 2012, from <http://www.ryerson.ca/~mjoppe/rp.htm>
- Joyce, B & Weil, M. (1986). *Models of teaching (3<sup>rd</sup> ed)*. Englewood Cliffs, NJ: Prentice- Hall.
- Kazungu, J.D. (2010). *Teachers and pupils knowledge of the physical education curriculum contents and instructional practices in Tanzanian primary schools*. Unpublished master dissertation. Dar es Salaam: University of Dar es salaam.
- Kirimbai, R. (1993). *The place of physical education*. Dares Salaam: University of Dar-es- Salaam.
- Mafumiko, F. M. S. & Pangani, I. N. (2008). Physical education in Tanzanian secondary schools: Perceptions towards physical education as an academic discipline. *NUE Journal of International Educational Cooperation*, 3, 51-61.
- Ministry of Education and Culture. (1995). *Physical education syllabus for secondary Schools, Form I-IV*. Dar es Salaam: TIE.
- Ministry of Education and Culture. (2005). *Physical education syllabus for secondary Schools, Form I-IV*. Dar es Salaam: TIE.
- Ministry of Education and Culture. (2003). *Physical education and sport syllabus for diploma teachers college*. Dares Salaam: TIE.
- Ministry of Education and Vocational Training. (2008). *Basic educational statistics in Tanzania*. Dar es Salaam: MoEVT.
- Mziray, S & Kitta, S. (1996). The role and current position of physical education in primary education in Tanzania. *Paper of Education and Development No.17*. 65-75.
- Ndee, H.S. (1997). *The evaluation of the concept of physical education and the Tanzania society: A historical definition*. Stockholm: University of Strathelyde.
- Ndee, S. H. (1993). *Tentative model of planning physical education for primary*. Stockholm: University Institute of International Education
- Ndee, S. H. (2001). *Sport, culture, and society in Tanzania from an African perspective: A study in Historical Revisionism*. Dar es Salaam: Dar es Salaam University Press.
- Njabili, A. (1999). *Public examination: A tool for curriculum evaluation (3rd ed.)*. Dar es Salaam: Muture education publishers.
- Nkongo, J. (1993). *Historical foundation of physical education*. Dar es Salaam: Tanzania Institute of Education.
- Nkuwi, J. (1998). *The Perceptions of grade III A student teachers on physical education and sport in Tanzania mainland*: Unpublished master dissertation. Dar es Salaam: University of Dar es Salaam.
- Ogundare, O. A. (2002). The role of physical education in the total development of the child. *Paper in Education and Development. Vol 22*, 25-32.
- Omari, I. M. (2011). *Education research: A practical guide based on experience*. Dar es Salaam: Delah Educational Publishers.
- Pangani, I. N. (2007). *An appraisal of status and implementation of physical education curriculum in Tanzania secondary schools*: Unpublished master dissertation. Dar es salaam: University of Dar es salaam.
- Penny, D & Evans, J. (1999). *Politics, policy, and practice in physical education*. London. E & F Spon.
- Prewitt, A. (1975). *Some doubts about political socialization research: special issues, education and politics*. USA: University of Chicago.
- Peter, J. (2007). *An appraisal of physical education curriculum implementation. A comparative study between public and private secondary school in Dar es Salaam region*. Unpublished M.A Education Dissertation. Dar es Salaam: University of Dar es salaam.
- Reston, V.A. (2004). *Moving the future: National standards for physical education*. Boston: McGraw Hill.

- Shehu, J. (2001). Indigenous games as counterparts to modern sports. *Paper in Education and Development, Vol. 22*, 65-78.
- Shipman, M. O. (1972). *The limitation of social research*. London: Longman Group Ltd.
- Singer, H. (1976). *Theoretical models and processes of reading*. Newark: IRA.
- Siedentop, A. (2009). National plan for physical education sector. *A Journal of Physical Activities and Health*. (2) 168-180.
- Tellis, W. (1997). *Application of case study methodology: The qualitative report*, 3 (3). Retrieved July 19, 2011, from <http://www.nova.edu/ssss/QR/QR3-3/tellis2.html>
- Trembley, M., Pella, T. and Taylor, K. (1996). The quality and quantity of school based physical education: A growing concern. *CAHPERD, ACSEPLD Journal*.63, 4-7.
- Tremblay, M.S. (2000). The relationship between physical activity, self-esteem, and academic achievement in children. *Pediatric Exercise Science*, 12,312-323.
- Tuckman, B. W. (1978). *Conducting education research*. New York: Harcourt Brace.
- UNESCO. (1978). *The international charter for physical education and sport*. The General Conference, 20th Session, Paris: UNESCO.
- UNESCO. (2005). Seminar on quality of physical education and sport. *Unit of Physical Education and Sport, Porto Novo*, 44(2), 16-19.
- United Republic of Tanzania. (1995). *Education and training policy*. Dar es Salaam: MoEC.
- Wuest, D.A & Bucher, C.A. (1999). *Foundation of physical education and sport (13<sup>th</sup>ed)*.USA: McGraw Company
- Yin, K. R. (2011). *Qualitative research from start to finish*. New York: The Guilford Press.



The IISTE is a pioneer in the Open-Access hosting service and academic event management. The aim of the firm is Accelerating Global Knowledge Sharing.

More information about the firm can be found on the homepage:

<http://www.iiste.org>

### CALL FOR JOURNAL PAPERS

There are more than 30 peer-reviewed academic journals hosted under the hosting platform.

**Prospective authors of journals can find the submission instruction on the following page:** <http://www.iiste.org/journals/> All the journals articles are available online to the readers all over the world without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. Paper version of the journals is also available upon request of readers and authors.

### MORE RESOURCES

Book publication information: <http://www.iiste.org/book/>

Academic conference: <http://www.iiste.org/conference/upcoming-conferences-call-for-paper/>

### IISTE Knowledge Sharing Partners

EBSCO, Index Copernicus, Ulrich's Periodicals Directory, JournalTOCS, PKP Open Archives Harvester, Bielefeld Academic Search Engine, Elektronische Zeitschriftenbibliothek EZB, Open J-Gate, OCLC WorldCat, Universe Digital Library , NewJour, Google Scholar

