

**AN UNDERSTANDING OF PERCEPTIONS OF SECONDARY
SCHOOL ADMINISTRATORS, TEACHERS AND STUDENTS
TOWARDS SPORTS TALENT DEVELOPMENT IN DAR ES
SALAAM REGION IN TANZANIA**

Alfa Simwanza

**Ph.D (Arts) Dissertation
Jadavpur University
2024**

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TOWARDS SPORTS TALENT DEVELOPMENT IN DAR ES
SALAAM REGION IN TANZANIA**

By

Alfa Simwanza

**A Dissertation Submitted in Partial Fulfillment of the Requirements for the
Degree of Doctor of Philosophy in Arts at Jadavpur University**

**Jadavpur University
2024**

CERTIFIED THAT THE THESIS ENTITLED

An Understanding of Perceptions of Secondary School Administrators, Teachers and Students towards Sports Talent Development in Dar es Salaam Region in Tanzania submitted by me for the award of the Degree of Doctor of Philosophy in Arts at Jadavpur University is based upon my work carried out under the Supervision of **Dr. Asish Paul**.

And that neither this thesis nor any part of it has been submitted before for any degree or diploma anywhere/elsewhere.

Countersigned by the

Candidate: Alfa Simwanza

Supervisor: Dr. Asish Paul (Associate Professor)

Dated:

Dated:

**DECLARATION
AND
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I, **Alfa Simwanza**, declare that this dissertation is my original work under the supervision of **Dr. Asish Paul** an associate professor in the Department of Physical Education at Jadavpur University and that it has not been presented and will not be presented to any other University for a similar or any other degree award.

Signature.....

Date

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DEDICATION

This work is dedicated to my lovely family, my wife Ms Glory William Ezekiel and our son Benaiah Alfa Simwanza for their sacrifices and encouragement during my doctoral journey. This study is also dedicated to my parents, Mr Yohana Simwanza & Mrs Queen Simwanza, who supported me throughout my entire school life and brought me to school for the first time.

ABBREVIATIONS AND ACRONYMS

CIPP	Context Input Process and Product
DAS	District Administrative Secretary
DED	District Education Directors
FGD	Focus Group Discussion
JU	Jadavpur University
MoEST	Ministry of Education Science and Technology
MoEVT	Ministry of Education and Vocational Training
PE	Physical Education
PhD	Doctor of Philosophy
RAS	Regional Administrative Secretaries
SPSS	Statistical Package for Social Sciences
UK	United Kingdom
UMISSETA	Umoja wa Michezo ya Shule za Sekondari Tanzania (Secondary School Sport Competitions in Tanzania).
URT	United Republic of Tanzania

ABSTRACT

Sports talent isn't an aspect to be developed in a single day; it needs to be sustainable and starts from childhood throughout someone's life. Secondary schools are regarded as the vehicles for developing sports talent for students who excel in their lower levels of schooling. At this level, students need to surpass their sports talent. The purpose of this study was to understand the perceptions of secondary school administrators, teachers and students towards sports talent development in secondary schools in Dar es Salaam region. Specifically, the study was guided by five objectives: (1) to determine the sports activities that are found in secondary schools; (2) to identify the critical approaches to the successful conducting of sports talent activities in secondary schools; (3) to evaluate the perceptions of school administrators, teachers and students on the importance of approaches to a successful conducting of sports talent activities in secondary schools; (4) to determine the challenges that hinder the development of sports talent in secondary schools and (5) to determine the strategies to overcome the challenges towards sports talent development in secondary schools. The study employed a mixed-methods research approach with a concurred triangulation research design and guided by a pragmatism philosophical paradigm. The sample comprised 427 respondents, who were sampled through criterion purposive sampling, convenience sampling and stratified random sampling techniques. Data collection methods in this study were questionnaires, interviews, observation schedules and documentary reviews. Validity and reliability were ensured through pre-testing instruments. The trustworthiness of qualitative data was ensured through dependability, credibility, confirmability and transferability. Quantitative data was analysed using descriptive and inferential statistics whilst the qualitative part was subjected to a content analysis strategy. Findings indicated that several sports including football, netball, basketball, volleyball, handball, tennis, table tennis, badminton, gymnastics, athletics, aerobics, hockey and baseball were found in the surveyed secondary schools. To develop sports talent, secondary schools use approaches such as games and sports performance assessment tools, training and visits, student sports talent support, constructivist approach, appropriating resources, early investment in focused intensive training and examining the developmental trajectories of students. It was also found that the applied approaches influenced secondary schools to secure support for competitive sports activities from the population and media, enabled the designing of the programmes that reflect the needs of the sports talent, enabled collaborations with sports associations and federations, enabled school administrators and teachers to review sports talent progress, enabled the following of plans set as a basis for sports talent training and provided an opportunity to form strong and reflective school boards to ensure the running of sports activities. However, various barriers such as large class size, lack of consideration of diverse students, inappropriate sequencing and supervision of sports talent programmes, competitive atmosphere, inadequate resources and limited collaboration with the community members hindered the development of sports talent. It was suggested that secondary schools should highly organise school competitions, interclass competitions and sports festivals as well as sports talent training sessions, maintain and purchase supplies, equipment and facilities as well as deployment of time and human resources for sports talent. It was further recommended that the government should provide enough capitation grants to structure a sustainably funded atmosphere that enhances the identification and development of sports talents. It was additionally recommended that future studies should examine the effect of parental involvement on students' athletic achievement and examine the impact of sustained involvement in sports during secondary education on the development of athletic talent.

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CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

This study aimed to understand the perceptions of secondary school administrators, teachers, and students towards sports talent development in Dar es Salaam region in Tanzania. Secondary schools are regarded as vehicles for supporting the development of sports talents to students through the presence of a comprehensive administration at the school level. Secondary school administrators play a vital role in ensuring that sports talents are developed in their schools. Administrators in schools play a critical role in spotting some talents as the students get the foundation of skills and fitness and adequate opportunities to play and compete (Balyi et al., 2013). Tanzania's Sports Development Policy (URT, 1995b) insists on the need for various sports activities in schools so as to provide a room for students to showcase their sports talents and apply what they learn. This has also been highlighted in Tanzania's Education and Training Policy (URT, 1995a), which enhances sports and games in schools and insists on having sports events. Then, it's the role of school administrators to ensure the implementation of education and sports policies on serving the sports talent development. The enactment process may be affected by the perceptions of school administrators, teachers and students toward sports talent development. Therefore, this chapter presents the background to the study, the statement of the problem, the purpose of the study, the objectives of the study and the research questions. Also, the chapter consists of the significance of the study, delimitations, limitations, theoretical framework as well as the operational definition of the terms used in this study.

1.2 Background to the Problem

The sport industry is growing daily on a global scale. Talent development and identification should be given careful thought in order to find young people who are talented athletes who can meet the demands of society and advance the sport industry in any nation. Playing sports promotes cognitive, physical, emotional, and social growth (Carless & Douglas, 2011; Mabagala, 2002; Prieto-Ayuso et al., 2022).

Sports enhance physical competence, promote moral values and develop lifelong physical skills (Ewing et al., 2002). Some contend that talented students excel academically as well and could gain from applying their athletic self-control to academic settings (Jonker et al., 2009). As a result, developing talented students in sports should receive a lot of attention in order to support their success.

Reilly et al. (2000) place special emphasis on identifying athletes who are currently playing sports and who are seen to possess abilities that could make them excellent athletes. Following the players' identification, a comforting environment should be given to them so they can continue to develop their potential and advance, which ultimately results in talent development. Rasmussen et al. (2014) claim that a country's ability to compete in the global knowledge society depends in large part on how much more emphasis is placed in schools on helping students develop their potential while they are in school.

When talent development is practiced in a community, individuals, especially young people, are given numerous opportunities to demonstrate their skills and abilities in competitive and organised sports. Instead of failing to identify and abandoning their businesses in societies, this enables them to reach their full potential in sports (Nigam, 2010). The entire process of spotting and nurturing young athletes ought to focus on the things that impede both the growth of young athletes and sports in general (Crespo & Mcinerney, 2006). This contributes to societies that are strongly focused on developing young athletes. Identification and developing young talent are essential to the development of any sport.

The demand for identifying and developing talented youth and adolescence is increasing day to day all over the world, just for the sake of ensuring that the sports sector is growing and results to elite performers. There is an increased emphasis on the pursuit of elite international sports achievement, this needs the education system, specifically secondary schools to put this into the subject of consideration and look after appropriate intervention with the government to have elite success in schools (Houlihan, 2000).

In most of the developed countries, such as the UK, Spain, the United States of America, British, and Canada, start the talent search by choosing kids as young as nine or ten years old. To manage and develop sports in the area of talent identification and development, they make use of their sports schools in collaboration with various sports governing bodies (Pankhurst & Collins, 2013). Every nation has a different model for developing sports talent. In recent decades, elite sports have been added as optional academic subjects to national public schools in a few different countries (Kårhus, 2016).

The majority of African nations place less of an emphasis on encouraging secondary school athletics. They claim that because of their lack of perceived academic value in the global community, sports are not included in the core curriculum in some of the countries. As a result, some students become passive and never participate in sports again (Chappelet & Theodoraki, 2006). The importance of coordinating and integrating development across sectors through integration methods is highlighted by the research findings of the African Sports Index. Primary school is the starting point for the emphasis on developing talent from the local to the national levels. Early sports development and nurturing should be given to that talent (Keim & De Coning, 2014). It is obvious that including sports in the national programme is necessary for a nation to succeed in developing its sports sector. However, real sports talent development methods differ from nation to nation.

In Tanzania, given that it is specified in Tanzania's Sports Development Policy (URT 1995b) and Tanzania's Education and Training Policy (URT 1995a) that various sports programmes should be introduced in schools, especially secondary ones, as this is seen as a way for students to demonstrate and hone their athletic skills. Schools are working even harder to provide a broad range of opportunities for students to develop their talents in various areas (Lazaro & Anney, 2016). Despite the wide variety of activities offered in Tanzanian schools, sports are observed to be the most popular and reliable extracurricular activity. Sports take the form of intra- and interscholastic competitions. (Guest, 2020).

Campbell et al. (2019) ascertain that schools are used as a proxy to determine how an athlete's development environment affects the likelihood of achieving an elite performance level. It's the school administrators' responsibility to assign different duties to teachers and ensure that all the duties are performed accordingly for the sake of identifying and developing sports talents for students. Israel and Precious (2022) assert that secondary schools are launched and planned to make provision for sports activities to encourage participation among students.

Chan and Yuen (2013) argue that teachers play a critical role in talent development to sportspersons. The teachers are in schools where the school administrators act as a pillar for sports talent development. Administrators in any institution are responsible for ensuring that things move in the right way. Institutional administrators implement policies and ensure the availability of resources (Watt, 2003). In the domain of sports, resources are dedicated to the development of large groups of athletes who believe in producing elite athletes in the future (Bullock et al., 2009).

Administrators ensure the existence of the institution as well as developing its bonafide members (Emira, 2010). Students are among the members of the schools as institutions, who should be developed in their talented areas, specifically sports. Regarding the matter, students talented in sports should be identified in their sports careers and given opportunities to further their talents. Therefore, the perceptions of school administrators, teachers and students towards sports talent development should be determined, hence, the reason for undertaking this study.

1.3 Statement of the Problem

In Tanzania, it is generally agreed that there is a great number of students who are talented in sports. Sports policy emphasizes that schools are the keystone for nurturing sports talents; secondary schools should be one of the places to identify and develop students who are talented in sports. For example, in the school system, there are various competitions, from school intramural sports to interschool, regional and national competitions. Such sports competitions in secondary schools include “Umoja wa Michezo ya Shule za Sekondari Tanzania” (UMISSETA) - (Secondary School Sport Competitions in Tanzania). Regardless of having all these competitions, there are no

mechanisms to develop students who excel in certain sports during competitions. This means that the end of the competitions does not mark the beginning of nurturing students who showed exceptional sports talents.

Many talented students do not get the chance to further their sports talents because of lack of opportunity for individuals and organisations to detect, identify and develop them regardless of the benefits attained from participating in school PE, games, and sports. The issue of sustainability is not seen as it is possible to detect and identify talents. However, it becomes a challenge to sustain them.

Tanzania's Education and Training Policy of 1995 has stated that one of the strategies employed to enhance access and equity of secondary school education is through enhancing sports and games in schools and supporting annual sports events. Also, Tanzania's Sports Development Policy of 1995 insists on the need to have sports competitions in secondary schools for the sake of maintaining students' talents. Administrators in various institutions are mandated to implement this, but it is not known how they perceive and play their roles in identifying and developing students who are talented in sports. Although there have been some notable successes in some sports, such as athletics, such achievements have resulted from individual and not systematic efforts.

There was a paucity of conducted studies in this area; most of the conducted studies in sports talent areas are situated in primary schools, and those conducted in secondary schools often treat talents generically (Lazaro & Anney, 2016; Sangawe, 2014). This study, therefore, intended to determine the perceptions of secondary school administrators, teachers and students towards sports talent development in Dar es Salaam region in Tanzania.

1.4 Purpose and Objectives of the Study

The purpose of this study was to determine the perceptions of secondary school administrators, teachers and students towards sports talent development in secondary schools in Dar es Salaam region. Specifically, the study sought to:

- i. Determine the sports activities that are found in secondary schools.

- ii. Identify the critical approaches to the successful conducting of sports talent activities in secondary schools.
- iii. Evaluate the perceptions of school administrators, teachers and students on the importance of approaches to the successful conducting of sports talent activities in secondary schools.
- iv. Determine the challenges that hinder the development of sports talent in secondary schools.
- v. Determine the strategies to overcome the challenges towards sports talent development in secondary schools.

1.5 Research Questions

- i. What are the sports activities found in secondary schools?
- ii. What are the critical approaches to the successful conducting of sports talent activities in secondary schools?
- iii. What are the school administrators', teachers' and students' perceptions on the importance of the approaches towards successful sports talent activities in secondary schools?
- iv. What are the challenges towards sports talent development in secondary schools?
- v. How to overcome the challenges of sports talent development in secondary schools?

1.6 The Significance of the Study

The findings help the government to effectively implement its policies concerning sports, more specifically sports talent development, and hence benefit many students who lack the opportunity to be developed. Furthermore, the study adds knowledge, skills, and values on how secondary school administrators should effectively identify and develop sports talent among students.

Generally, the findings of this study stress the role of secondary school administrators in identifying and developing students who are talented in sports. Once it is well practised, it may lead to getting a good start for more sports elites at a national level. The findings of this study also add value to the present literature on the appropriate

approaches to be used by secondary school administrators and teachers in identifying and developing sports talent.

1.7 Delimitations of the Study

This study delimited on determining the perceptions of secondary schools' administrators, teachers and students towards sports talent development. It was conducted in Dar es Salaam region in Tanzania. It correspondingly delimited school heads, assistant heads, academic master teachers, physical education (PE), sports and games teachers, as well as students. The study also delimited a mixed-methods research approach with concurrent triangulation mixed-methods research design. This study delimited the questionnaire, interview, observation schedule, and documentary review as research tools for data collection.

1.8 Limitations of the Study

The researcher collected data from different respondents by using different data collection tools. Some respondents provided information that does not reflect the real situation, as this study involved respondents who possess administrative positions. Therefore, the researcher triangulated methods of data collection through the use of different data collection tools, including questionnaires, interviews, observation schedules and documentary reviews. This added significant value to the collected data because the weaknesses of one method of data collection were supplemented by the use of other methods of data collection. Therefore, limitations that could occur from one data collection tool may be complimented by the use of other methods of data collection.

1.9 Theoretical Framework

This study was guided by the Achievement Goal-Orientation Theory developed by Maehr and Nicholls in 1980. The theory acknowledges that individuals take part in PE and sports by one of the three-goal orientations, namely, ability, task, and social approval orientations (Urdan & Maehr, 1995). It is argued that the achievement goal-oriented theory has theoretical models that, if they are thoroughly used, may lead to achievement. It suggests that the starting form of the goal orientation is the making process of the models, which include situation schemas, self-schemas, self-prime,

needs and values, as well as stated meaning. According to this theory, personal development and growth depend on the tasks provided and the behaviour of an individual (Kaplan & Maehr, 2007). In the process of sports talent development, the theoretical models highlight the ways and reasons for identifying and developing students talented in sports. Effective and efficient sports talent development in secondary schools depends on appropriate observance of ability, task, and social approval orientations. The orientations of events and whatever happens in schools provide opportunities for students to learn, understand, perform and develop their skills, which are acquired and developed through practice. The practices improve the ability of students to complete specific sports skills.

Was (2006) argues that a goal is the results attained after putting efforts towards a particular thing. In school settings, goals are used as motives to guide students' performance. As students have their own orientations toward sports, in this regard, types of goals that may result in sports talent development are to be identified and used. Both mastery goal and performance goal orientations are to be developed to support talented students. This implies that students should be able to learn something new to add to their prior experiences, improve their performance, and be more competent.

Achievement goal orientation encourages students to take their learning and competencies extensively rather than specifying goals in a particular area (Wigfield & Cambria, 2010). In this study, therefore, the specified goals are to identify students who are talented in sports and develop them. Students should learn and get engaging tasks so as to learn and develop their skills. Within the course of learning, students should also be able to acquire competences in whatever they perform.

Van-Yperen and Duda (1999) demonstrate that achievement goal theory helps to develop youth athletes into elite performers. It also provides an opportunity for participants to develop skills (Chin et al., 2012). Task orientation has an effect on performance orientation. The two orientations should be well followed and practiced so as to get things done in a probable manner and obtain the expected results. The achievement goal theory fits with the study context as it enables learners to improve

skills, hence leading to personal competence and mastering of tasks in their talented sports.

The use of Achievement Goal-Orientation Theory in guiding this study is also incorporated with the theory of Self-determination, which encompasses motivation and the basic needs for autonomy, relatedness, and competence (Chin et al., 2012; Deci & Ryan, 1985). In the context of this study, students should be given autonomy to select sports talent to be developed, setting a sense of belongingness and interconnectedness through being related to one another. Student's competence is seen in terms of receiving positive feedback on performance and ability. Self-determination theory emphasises that an individual gets involved in activities for the feeling of pleasure, interest, and satisfaction. It also highlights that individual participates in activities as a means to an end. For instance, students who engage in sports are guided and ordered by school administrators to develop sports talent. The theory also shows that developmental disruption is connected to less perceived control and low levels of need satisfaction (Ryan & Deci, 2000).

Self-determination theory further states that when a person is motivated and well satisfied with the needs required, such a person becomes knowledgeable and productive. The theory argues that people are driven by the need to grow and gain fulfilment. Therefore, the development of sports talent in students in secondary schools requires responsible administrators to fulfil the requirements for sports talent development (Adams, Little & Ryan, 2017; Hermans, 2012). The aspects of Achievement Goal-Orientation Theory are presented in Figure 1.1 below

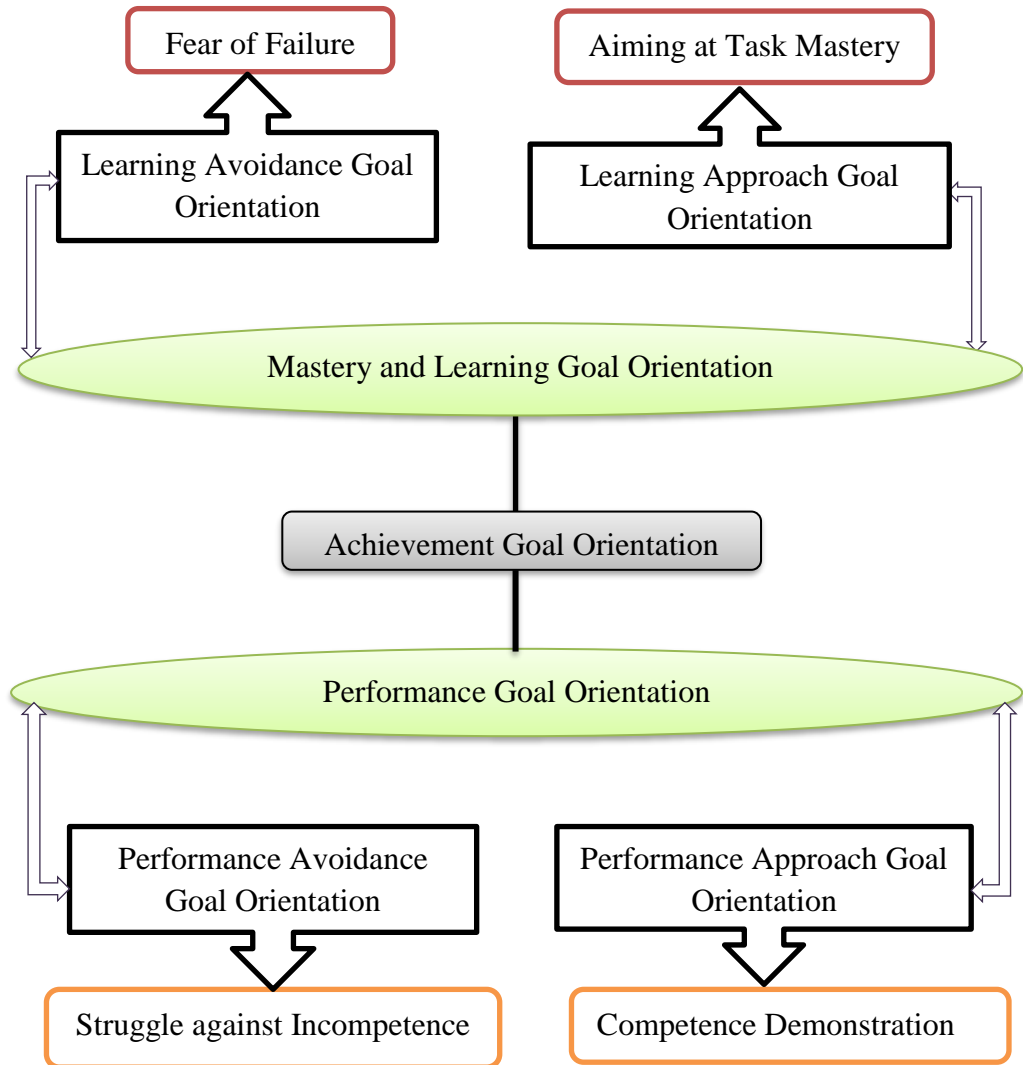


Figure 1.1: Achievement Goal-orientations Theoretical Model

Source: Adopted and Modified from Coutinho and Neuman (2008).

1.10 Operational Definition of the Terms

Sport: Refers to designed and well-established physical activities whereby students get involved in officially governed competitive activities. Students are highly inspired by inner and outer remunerations.

Talent: Refers to someone's skills, which are acquired and developed through practice. Talented students are born with the ability to perform certain skills later developed through practice.

Secondary School Administrators: Human resources responsible for identifying, maintaining, motivating and controlling the resources in schools to achieve determined goals. Refers to human resources assigned with duties and responsibilities to develop the sports talent of students. In this study context, the administrators are the heads of schools, teachers holding positions in schools, and PE, sports, and games teachers.

Student: Refers to a youth who is studying at an ordinary-level secondary school for the purpose of attaining a particular qualification to either proceed at an advanced level or acquire knowledge in technical colleges.

Teachers: PE, sports and games human resources who helps secondary school students to acquire sports knowledge, skills, attitudes, competence through theoretical and practical sports training.

Perspective: The ways school administrators, teachers, and students regard sports talent development in schools.

CHAPTER TWO

REVIEW OF LITERATURE

2.1 Introduction

This section presents and discusses the review of the literature regarding perceptions of secondary school administrators, teachers and students towards sports talent development in secondary schools. It provides the conceptualization of sports talent, descriptions of the sports talent activities in schools, and school administrators' positions and perceptions towards sports talent development in schools. The chapter further discusses the status of sports talent, policies and sports talent, and resources for sports talent, as well as the constraints towards sports talent development. Finally, it describes the empirical review, synthesis of literature and knowledge gap, as well as the conceptual framework.

2.2 Concept of Sports Talent

While there are many definitions of sports talent, most people define it as exceptional performance in a particular sports task. Sports talent is the ability of an individual to succeed in a particular sports domain (Bailey et al., 2004; Baker et al., 2017). An athlete might be assigned some tasks to accomplish in sports such as athletics like sprints event and other sports events; if an athlete happens to run faster at a given distance is considered to be talented, but in reality, there are other factors that might affect the performance of an athlete. The factors are associated with anthropometrics such as weight and height; also, some are associated with motor skills such as speed and coordination and those associated with psychological issues such as motivation and stress resistance (Baker et al., 2013). Baker et al. (2017) provide a scientific overview of empirical and practical information for sports administrators, coaches, parents, and athletes on the entire process of identifying and developing sports talent at different levels. The process involves sports skills acquisition and the primary and secondary environmental factors, such as culture and birthplace, which may influence the development of sports talent.

In sports, talent has been defined and used interchangeably. It is sometimes used as a measure of overall performance in relation to others and has been described as

possessing general ability across skills. Therefore, from the perspective of sports science, sports talent is defined as the attributes found earlier that support extraordinary performance at a later time (Baker et al., 2012). The definition covers basic motor skills, cognitive abilities, performance and athletic abilities.

Sports talent has attributes viewed to it, such as the issues related to successfully developing within the sport and those pertaining to producing and maintaining world-class performance (Abbott, 2006). Apart from putting much emphasis on stressing psychological characteristics, there is a significant value of physical attributes in attaining excellence; therefore, it should be well maintained. Athletes develop their talents when they are given a supportive environment to help them deal with the psychological pressures of competing against their peers. Sports activities that seek to discover and nurture athletic talent typically have an impact on sports talent.

2.3 Sports Talent Activities in Schools

Globally, the sports industry has become increasingly commercialized. Various nations allocate greater financial resources to this industry in order to obtain goods and services, such as elite athletes and performers with varying skill levels. (Fernández-Río & Méndez-Giménez, 2012). It is argued that the availability of trainers and the presence of practices for students, given sports facilities, facilitate the development of talents. (Helsen et al., 2000). Students practice in a variety of ways while they are in school, such as through extracurricular activities and school and club sports. Students have opportunities to display their athletic abilities. Teachers, coaches and trainers have the chance to spot and develop talented students.

Secondary schools use various resources, such as playing fields, supplies and equipment to run sports programmes. One such method is through after-school clubs. Students in school can practice and train to grow and thrive in their knowledge and skills in sports. Students can learn and strengthen their psychomotor and psycho-behavioral development through these opportunities. Additionally, students participate in physical activities during after-school clubs, which occasionally fit into a condensed schedule. Some schools utilize playtimes and lunch periods to entice students to engage in sports so they can hone their already-developed skills and learn new ones.

(Abbot, 2006; Houlihan, 2000). The duration of the sporting events is 40 to 60 minutes. Additionally, students acquire sports skills through organised school clubs, wherein the administration of the school invites outside experts to teach students specialized skills in their chosen sport. Also, sports activities might be seen through the organisation of different competitions, tournaments and festivals at diverse levels, such as local, district and national levels. Some schools use house systems to organise competitions; under these systems, students can participate through clubs and regular classes. Teachers and students have the chance to take part in organised community programmes, which helps them become more confident because it gives them a chance to learn, practice and share the knowledge they gain from taking part in the programme (Kay, 2000).

Clark (2012) says that secondary schools should create school teams so that students can play against other schools. The goal of school teams is to help students reach their full potential and ensure that they have the freedom to participate in school-related activities. Sports programmes in schools are important and beneficial because they teach children about the values of sports, which include fair play, sportsmanship, teamwork, citizenship and respect. (Poinsett, 1996).

In the majority of nations, students who are recognized as talented by the educational system are expected to become elite athletes by the government. Through a variety of activities like athletics, gymnastics, badminton and invasion games, which identify more talented students, school sports programmes foster students' talents. (Bailey et al., 2004). All these activities should be organised in such ways that allow students to accomplish what is supposed to be accomplished from participating in all sports activities.

2.4 School Administrators' Position towards Sports Talent Activities in Schools

Administrators in secondary schools play a vibrant role in developing sports talent; they are pillars to empower the students' development of sports talent. Thomson (2006) argues that administrators influence sports talent to students. They address students' concerns to meet their needs by integrating sports talent activities into the

mainstream provision. Administrators guarantee the provision of training to students in monitoring and evaluating sports talent in schools. They set school timetables, school clubs, and enrichment, which provides access to specialist advice and training to students. School administration encourages staff to provide resources and support for students' independent practice and learning.

It is emphasised that administrators in secondary schools run sports programmes by developing and overseeing the entire PE and sports programme. School administrators plan different sports talent activities such as interscholastic training and competitions, hire coaches and manage the school sports budget (Cooke et al., 2011; Singh, 2021). They also operate school sports arenas and stadiums to host games in various sports areas. Also, it is their role to deploy the resources accordingly in order to allow sports talent development (Horine & Stotlar, 2013). For instance, they should assign duties and responsibilities to qualified teachers to teach and train students in sports. They are also ensuring good rapport among students and teachers so as to gain hands-on experience.

Siedentop et al.(2019) assert that administrators' activities in sports talent include the provision of fixtures for competitions, facilities and coaches or trainers. The administrators appoint the committee responsible for organising and running activities, whereby within a committee, there might be a subcommittee with the responsibilities of providing selection strategy, coaching, tournaments, social events and fund raising. Henriksen et al. (2011) point out that school administrators offer insights into the large environmental system in which club is embedded. They play a role in ensuring that students do not encounter any challenges on their way to sports talent success. School administrators provide an adequate environment to enable students to participate in sports events, which motivate the development of their talents (Simwanza & Mabagala, 2021).

School administrators expand the time, energy and resources to any sports activity as they know secondary schools serve as vehicles for developing sports talent. They schedule extra weeks of practice and games, adding significant value to sports talent development (Babbage, 1999; Shank & Lyberger, 2014). Therefore, school

administrators should consider the comprehensive duties and offerings in schools' sports talent.

2.5 Status of Sports Talent in Tanzania

There are ways to go through for sports talent development. The philosophy used by coaches, PE, sports and games teachers to coach or train students in their talented sports needs to be appropriate. It should allow students to learn and progress in terms of skills and abilities. The relationship between trainer and trainee should be good; students are comfortable learning from a person who has a good relationship with them (Camiré et al., 2011). This also works with school administrators to ensure the use of excellent philosophy as well as establishing a good relationship with students and teachers.

In Tanzanian secondary schools, students participate in different sports competitions, such as locally organised sports activities, which take place after regular class lessons and during weekend days. Also, other competitions are organised by the Ministry of Education, Science and Technology, which collaborates with the Ministry for Regional Administration and Local Government; such competitions include UMISSETA (Orasmaa et al., 2015). In secondary schools, students can participate in different sports activities and use them as an avenue for sports talent development. Students acquire knowledge, competence and skills from sports participation and apply them (John, 2017).

It is argued that, among other factors, sports talent development is influenced by sports administrators, sports policy, and strategic planning and training. Some of the administrators involved in sports have limited knowledge and skills; this prohibits relevancy and performance in some aspects, such as equality in sports, hence jeopardising the status of sports talent (Omari, 2002).

Sports associations use different ways, such as seminars, sports days and mass media, to promote sports talent. Also, consider and encourage students with special needs (Hange, 2003). Apart from all these, the status of sports talent in Tanzania is still affected by having limited strategies for youth sports development. The national

associations have inadequate resources such as sports equipment, sports facilities, shortage of funds and qualified human resources for sports talent development. Hence, this leads to limited training for sports event organisers, such as sports coaches and administrators, which trim down the status of sports talent development in the country.

2.6 Policies and Sports Development

In any country, if there is a well-formulated sports policy with moral implementation, it leads to sports development. The policy makers should know the needs of the societies so as to develop appropriate policies and increase intervention of the government in the sports policy (Bloyce & Smith, 2009). Institutional managers and administrators have a mandate to ensure the implementation of available sports policies to develop sports specifically sports talent (Watt, 2003). This helps ensure talented students have access to sports activities, including training and competitions. Secondary schools are among the areas where talents are found and the national athletes are searched. Therefore, school administrators should play their roles to ensure that national policies are well implemented (Simwanza, 2018).

The Ministry of Labour, Employment and Youth Development (formerly the Department of Youth Development) of the Tanzanian government introduced the country's first national youth development policy in 1996. The policy emphasizes how students develop in a variety of areas, encompassing sports. The National Youth Development Policy was last reviewed in 2007, and it places a strong emphasis on stakeholders working together to empower young people in the nation and provide them with the knowledge, skills and values they need to meet the needs of the country and the workforce. (URT, 2007). The majority of young people impacted by this policy's implementation are enrolled in schools, including secondary schools.

Tanzania has a National Sports Development Policy that was created in 1995 and focuses on the development of sports in Tanzania in addition to the National Youth Development Policy. (URT, 1995b). The policy places a strong emphasis on encouraging and developing athletic talent, which is why secondary school students participate in these sports. John (2017) argues that various strategies are used in different programmes around the country for sports talent development; these

strategies include the deficit-oriented, prevention-oriented and asset-oriented approaches. The policy expresses that sports should be developed in the country in an organised way, a framework should be followed, and stakeholders should work as a team in all sports activities to ensure that there is sports development in which sports talent is one of the aspects.

The nation benefits greatly from the existence of the Education Training Policy statements from 1995 and 2014 in the area of developing sports talent. (URT, 1995a, 2014). In secondary schools, sports talent can be developed through both core activities and co-curriculum activities such as sports and games that take place in school (Lazaro & Anney, 2016; Vaeyens et al., 2008).

2.7 Resources for Sports Talent

Sotiriadou et al. (2008) assert that resources are highly required, specifically human and physical resources, to develop sports in any country. In school settings, human resources play a critical role in identifying, training and nurturing students' abilities. Institutional managers are responsible for supervising and ensuring that core workers implement what is required (Boussebaa & Morgan, 2008). The presence of reasonable control of human resources in schools leads to effective and efficiency utilization of physical and other material resources. Administrators in their institutions assign responsibilities to workers to make use of the resources deployed.

Williams et al. (2011) argue that financial resource has effects on sports development in various institutions. If funds are allocated for facilities, for example, playgrounds, sports courts, and swimming pools, in terms of rehabilitation and purchasing of new ones, the effectiveness of sports activities occurs. Therefore, managers insist on securing funds to appropriate resources for sports activities. The sports facilities should be appropriately maintained (Boussebaa & Morgan, 2008). Sports talent development needs funds to run the process. Funds are used to purchase institutional supplies and equipment and to run different planned events, which are used as platforms to assess participants' sports performance (Abbott et al., 2002). To develop sports talent, the government should act as a primary sponsor of all sports activities in and outside the country. Sports federations, especially in less developed countries, have limited

financial incomes to run all sports activities (Szymanski, 2006). This challenges federation managers to implement their plans.

Reilly et al. (2003) suggest that the availability of facilities and equipment plays a vital role in sports talent. Institutions with enough facilities and equipment add significant value to sports talent development. Once the available resources are used wisely, talents are identified and developed. Administrators should know the kind of facilities and the required equipment and ensure they are available. Once facilities are made available in an institution, it provides opportunities for members of the institution to participate in sports to meet their developmental needs in different sports such as football, netball, athletics, basketball, tennis and many other sports (Sotiriadou, 2005). Availability of facilities in any institution leads to easy access of players. This motivates using the resources available to sharpen sports talent (Gore, 2004). Sports facilities are essential in sports talent, intending to lead students to be an expert in different sports.

Sports talent development needs time for students to practice and showcase what they have. Also, administrators need time to identify and nurture sports talents. Time as a resource is required for school sports training programmes and competitions. Having no time or limited time for such programmes may lead to students' dropouts in school programmes (Enoksen, 2002). Talented students need more time to practice and train as it is to other elite athletes in order to further their skills in particular sports (Côté et al., 2007). Time, as one of the valuable resources, plays a critical role in the process of sports talent development.

2.8 Challenges in Sports Talent Development

In the course of administrators playing their role in sports talent in schools, one of the challenges that many administrators face is the misconception of the term talent. The use of this term depends on the context; it might be used in different settings such as education, fine and performing arts, music as well as sports. However, in sports, it has been viewed as skills and qualities being developed by a player in any sports. There is a misunderstanding among administrators, teachers, coaches and athletes on what talent is. This brings difficulties in attaining sports talent development. Some

administrators end by identifying general talents other than sports (Till & Baker, 2020).

Another challenge that administrators face is having limited knowledge of PE and sports. Most administrators who work in schools have not specialised in PE and sports; however, some have ability in sports. Administrators should understand the current demand for certain sports and look at how they can identify and nurture students in order to get good performers in future (Joyce & Lewindon, 2014). The current demand for certain sports should be well known by administrators and be able to predict the forthcoming need for specific sports.

It can be difficult to develop sports talent at a particular time due to the age of talented students and the available opportunities (Quinn, 1999). This has presented a problem because students ought to be able to pursue their sports abilities after they have been properly identified. Fewer talented students get the chance to play sports due to a lack of opportunities, which causes sports talent to develop inappropriately.

Mousa et al. (2022) recognize that finding and developing talent is hampered by the lack of an open system for talent management. People who have been identified as talented are not evaluated using any set system. It's not quite clear, but a responsible individual evaluates talents instead of department heads, who evaluate their staff. Also, age and religious discrimination are among the challenges in identifying and developing talents. Mousa et al. (2022) maintain that school administrators fail to balance the selection of talented students across all religious; it happens that if an administrator is a Christian, prefers to select Christians and leave others if an administrator is a Muslim also prefers to select Muslims to take part of the chosen people to be developed in sports talent careers and leave non-Muslims.

Many programmes are offered by the educational system; however, occasionally, the inclusion of school programmes for talented athletes is overlooked. Students are put in a competitive environment as a result, which causes psychological and physical harm (Burgess & Naughton, 2010). The majority of programmes are designed with school demand in mind, neglecting students' developmental pathways that could aid in

the further development of athletic talent. This has an impact on the academic, athletic, and health of the students. There shouldn't be any competition in the setting. Students should not be used for the school's advantage, but rather be given the opportunity to demonstrate what they have to offer. The existence of a competitive atmosphere within educational institutions may result in students leaving because of the pressure to outperform their peers.

Fernández-Río and Méndez-Giménez (2012) assert that one of the main goals for developing elite athletes and winning access to elite sports in any nation is improving the educational system. Regretfully, some nations' educational systems are unable to identify and nurture talented students. Students are not identified as talented based on their potential; rather, talent is determined by the students' current performance. The system gives sports education policies less weight.

Sports talent development in secondary schools is framed by extracurricular or traditional sports activities. Students from marginalized groups are not allowed to use the framework. Additionally, because underperforming students don't have as many opportunities to participate and showcase their talents, this approach limits and ignores them (Bailey et al., 2004).

2.9 Empirical Review

Several studies have been conducted concerning sports talent all over the world, as presented and discussed below;

Bailey et al. (2009) carried out a study on talent development in PE. A national survey was conducted to realise how schools identify and support talented students in PE. The survey discovered a clear picture of the current policy and practice in secondary schools. The questionnaire sought to capture data based on the policies, strategies and development experience for identifying and supporting talented students. The findings revealed that schools appear to have a policy they use at the school and departmental levels. Students were determined according to the current status of their achievement in which the criteria set for being identified was the performance in both school and club sports. Bailey et al. (2009) study was conducted in England and focused on PE.

The present study focused on sports talent development in Tanzanians secondary schools.

Aquilina (2013) conducted a study in three European countries, including France, Finland and the UK. It examined students' experiences obtained from combined academic and sports career development regarding challenges and opportunities. It was found that the combination of the academic and sports careers was not mutually compatible, and the careers were mutually complementary. It was further found that athletes dedicate most of their time to sports careers to achieve excellence and meet the Olympic and professional athletes' requirements. Aquilina's study focused on the relationship between educational development and sports performance in athletes. The current study is based on the development of sports talents in Tanzanian secondary schools by determining the perceptions of school administrators, teachers and students towards sports talent development.

Bjørndal and Ronglan (2018) conducted a study in Scandinavian team sports. The study employed a holistic case study design and used semi-structured interviews. The study revealed that players experienced time pressure and prioritizing, complimentary influences, conflicting goals and demands, balancing load and recovery as well as coordination challenges. All these made athletes adhere to mutual adaption to accommodate individual needs for talent development. The focus of this study was on understanding the perceptions of school administrators, teachers and students on sports talent development across all the sports that take place in Tanzanian secondary schools.

Rasmussen and Rasmussen (2015) studied the conceptions of student talent in the context of talent development; the study was conducted in Denmark. It focused on the students' backgrounds and motives for talent development. It was found that most students come from stable families with strong stands in terms of social capital; this enabled them to participate in different sports activities in schools. It also found that students from the higher social position of the families had a chance to excel more than those from lower social position families.

Campbell et al. (2019) studied the contextual factors influencing the progression from junior to senior levels in talent identification, selection and development in sports. The study was conducted in Jamaica with the inclusion of 54% male and 46% female, with a total of 1552 athletes. A retrospective was conducted, and the results revealed that 81% of junior finalists did not progress to become national athletes.

Campbell et al. (2019) also revealed a significant difference in the athletic events of the junior athletes who progressed to senior levels. From the theoretical perspective, it was found that the contextual factors that affected the progression of junior to national senior athletes included psychological climate and physical environment, which provide the athlete opportunities for sports development based on the population size of a particular school in which the athlete attends. Moreover, their study focused on factors towards talent identification, selection and development in sports. The present study went further on understanding the perceptions of secondary school administrators, teachers and students towards sports talent development.

Lee (2014) studied the policymaking and implementation challenges in the education hubs as vans for talent development; one of the objectives was to determine the development of local talent whereby a comparative analysis was conducted between Malaysia, Singapore and Hong Kong. Among the studied institutions, it was discovered that goals were set at least to provide pathways and opportunities for talent development in different disciplines, including sports; the support to achieve this was given by the Ministry of Education in the sampled countries. Lee's study found that policies focused on providing pathways for youth talent development. It also found that contextual factors such as distinct political economies and ethnic sensitivities affected youth talent development. The present study went beyond implementing the policies and their challenges; it focuses on determining the perceptions of school administrators, teachers and students towards sports talent development in secondary schools where the policies are also implemented.

van Rens et al. (2015) studied regarding talented athletes, whereby 242 talented athletes were involved from selected six sport federations. It revealed that wasn't a guarantee for the athletes who attended the top sports talent schools to have

outstanding performance in sports at both junior and senior levels; instead, it was observed that athletes who attended such schools had even the same performance as those attended the mainstream secondary schools despite the availability of facilities in top sport talented schools. It was further observed that the presence of a group of athletes who performed in different competitions had resulted from having enough hours per week in top sport-talented schools; this enabled athlete to get time to practice from their younger age. A study by van Rens et al. (2015) was conducted in the Netherlands and focused on sports and education performance. The recent study focused on sports talent development rather than education performance in the Tanzanian context.

Bjørndal and Gjesdal (2020) studied the role of sports school programmes in athlete development in handball and football. The study was conducted in Norway. The method of data collection used was interviews, which were conducted with 25 coaches in upper secondary schools from 10 different sports programmes. The findings showed that talent development was individualised rather than nurturing an association among the members of the organisations. Bjørndal and Gjesdal (2020) study delimited handball and football, whilst the current study delimited sports talent development concerning all sports that happen in Tanzanian secondary schools.

Simonton (2001) examined talent development as a multidimensional, multiplicative and dynamic process. The model was developed to enable the talent development process; it was presented in conceptual terms. The model had two parts; the first part concerned with different domains such as profile heterogeneity, the distribution of individual differences and familial heritability. The second part of the model concerns the early-versus late-bloomers, early signs of talent, talent loss, and shifts in the talent domain.

Simonton (2001) found that the model covered traits and allowed the possibility of some genetic traits that influence the development of a particular talent. It was observed that the exceptional performance of an athlete should not be the product of nature rather, it's the product of nurture. Therefore, talent can be identified and nurtured in different places to help athletes reach the elite level. Simonton's (2001)

study was conducted in California. The current study not only looked at the studied domains by Simonton's study, but went further by investigating other domains towards sports talent development through an understanding of secondary school administrators, teachers and students in the Tanzanian context.

Larsen et al. (2013) conducted a study on successful talent development in soccer; the study focused on the characteristics of the environment in supporting sports talent development. The study was conducted in Danish and used a holistic ecological approach to research among less than 17-year-old male soccer players. The research methods for data collection were interviews, participant observations and documentary review. The participants were coaches, assistants, managers and players. It was found that having a holistic lifestyle between players, coaches, assistants and managers developed the ability to work hard and provided awareness and responsibilities for everyone. It was also found that having a holistic lifestyle in an institution resulted in a strong, open and cohesive organisational culture due to the balance of players' lifestyles in schools and sports. The study by Larsen et al. (2013) focused on the characteristics of the environment in supporting sports talent development. The current study focused on determining the perceptions of school administrators, teachers and students towards sports talent development in Tanzanian secondary schools.

The study by Toohey et al. (2009) was conducted in Australia on talent identification and development focused on the role of sports management. The study showed how the micro, meso and macro management factors affect sports talent identification and development from different angles, including the families, club officials and athletes. The study employed a qualitative research approach using NVivo software for data analysis. The results showed that micro factors such as personal enjoyment and character influence the identification and development of talents in sports. Also, the role models and friendships at the family level impact the process of detecting and nurturing talent and the impact of schools in terms of multisport involvement as meso factors. It was mentioned that facilities and resources, which are the macro factors, affect identifying and developing sports talent. Toohey et al. (2009) was carried out outside Tanzania. Moreover, it involved the micro, meso and macro factors of sports

talent identification and development. The present study, therefore, focused on understating perceptions of secondary school administrators, teachers and students towards sports talent development in Tanzania, whereby their perceptions were across the factors and determinants of sports talent development.

Henriksen et al. (2014) studied success from its opposite pole, the case of talent development in the golf environment. A case study design with a holistic ecological approach was used to study the athletic talent development environment. Interviews were administered to athletes, coaches and administrators. Also, different training and competition programmes were observed, as well as the daily life of athletes. The findings revealed that there were unsupportive environments for talent development; they are characterised by a lack of supportive training groups and role models, limited knowledge from non-sport environments, failure to have good integration among different environments and incoherent organisational culture. Henriksen et al. (2014) focused on the effect of the environment on talent development in golf sports in Denmark. The current study focused on talent development across all sports in Tanzanian secondary schools by determining the perceptions of school administrators, teachers and students.

Prieto-Ayuso et al. (2022) examined secondary school PE teachers' perceptions of talent development in PE. The study was conducted in Spain and used twenty Spanish PE teachers, in which the interview was employed as a method for data collection. The data was thematically analysed, where five themes were identified and used. The findings revealed that some of the teachers were not well equipped with strategies for talent development in PE; this was a challenge to some of the teachers to develop talent in PE.

Prieto-Ayuso et al. (2022) study also found several limiting factors in identifying and supporting talent in PE; these factors included a lack of circular guidelines, knowledge and time. The findings also showed that schools used extracurricular time to identify and develop students in PE. The study delimited the secondary schools' PE teachers' perceptions of talent development in PE. The present research specified perceptions of school administrators, teachers and students towards sports talent development in

Tanzanian secondary schools, where other human resources, such as teachers, are also involved.

Steidl-Müller et al. (2019) studied the challenges of talent development in alpine ski racing. It was found that knee injuries were the most challenge. Injuries resulted from overuse during training and competitions. Steidl-Müller et al. (2019) study was conducted in Austria and based on the challenges, especially in alpine ski racing. The present study focused on sports talent development in secondary schools, the approaches to nurture them, the administrator's position and perceptions on ensuring its development, and the mechanism to sustain its development.

Clark (2012) conducted a study on being good at sports focused on talent, ability and young women's sports participation; the study was carried out in the UK. The findings drew from longitudinal qualitative research and revealed that ability discourses played a vital role in girls' participation in ongoing secondary school sports activities. It also found that girls in secondary schools had notions of themselves as good at sports, which could imply otherwise to their peers at school. The current study focused on determining the perceptions of school administrators, teachers and students towards sports talent development in Tanzanian secondary schools where both boys and girls are involved.

Christensen and Sørensen (2009) researched dreams and dilemmas for talented young Danish football players. The study was conducted in Denmark; data were collected through interviews with eight football players. It also employed focus group discussions with 25 football players. The findings revealed that footballers struggle to gratify the needs of both regions rather than selecting just one. Among the suggested recommendations was to sufficiently utilise the education system, which appeared to be flexible to help football players excel in both education and their football career; the education system acknowledges the football players to encourage them to reach their greatest potential, including skill, and become professional players. Christensen and Sørensen (2009) study focused on dreams and dilemmas for talented young Danish football players; the recent study focused on the sports talent development where all the sports that take place in Tanzanian secondary schools were included.

Coutinho et al. (2016) studied talent development in sports, which yielded the pathways to expert performance. They examined sports talent development using 54 research articles. The content analysis highlighted some discrepancies in criteria used to characterise numerous learning activities and pointed out the requirement for a more thorough description of activities that result in the development of lifelong talent. It was noted that the entire range of unique learning activities should be taken into account when evaluating a child's talent development during childhood, such as deliberate play and practices. The current study extended from the pathways and methodological approaches by addressing the aspect of perceptions of administration and other human resources towards sports talent development.

Bailey et al. (2004) conducted a study on talented pupils in PE. The study used a qualitative research approach whereby interviews were administered to teachers. It revealed presence of communality in teachers' experience of talent identification; this was observed in terms of the tactics, time, and the emphasis. It also revealed that the effectiveness of the current arrangements, as well as the validity and equity of talent identification, stood challenges. The study focused on identifying talented students in PE in the aspect of teachers' experience, whilst the current study specified sports talent and went beyond teachers' expertise by determining the perceptions of secondary school administrators, teachers and students towards sports talent development.

Baker et al. (2019) reviewed the idea of talent in sports and its relationship to athlete development. It argued that the validity of sports talent is ardently contested by those working, watching and participating in sports in different forms. The review showed that the environment becomes a vital arena which provides stimuli to facilitate performance development. The review suggested that clarification is crucial and should be provided for better research studies, a more robust policy based on evidence, and multiple directions for future research to establish the reliability of sports talent. The present study determined the validity of sports talent development in secondary schools.

Borggreffe and Cachay (2012) studied how elite sport and education are structurally coupled; this research was prompted by the conflict between the demands placed on

schools and the training required for elite sports. It was challenging to balance between the two aspects, the sports talent and the school's needs. It was found that the challenge of the incompatibility of sports activities and school demands was combatted through the establishment of partnerships between schools and organised sports as a way to help academically gifted students. This implies that elite sports training and practice were incorporated as components of schools' curricular content. The current study addressed sports talent development in secondary schools by determining the perceptions of school administrations and students in the Tanzanian context.

Coleman (2016) emphasised nurturing and recognising youth with great potential. It was realised that there are factors to be considered in different institutions for prospering youth potentials; the factors included high-ended learning environments, observations made by teachers about possible, interesting science projects, partnership with parents, and capacity building for system change. It is argued that once youth start learning and engaging early in various activities with appropriate tools and support from teachers, they will have critical pathways to their development. Students' potential development is not something that happens in a vacuum; collaboration between the school and the community is required, especially the families, in appropriating human resources infrastructures as well as creating a supportive network. Coleman (2016) study focused on the approaches to nurturing the general potential of youth, whilst the current study specified sports talent development in secondary schools where students as youth are expected to be identified, nurtured and developed in their talented sports.

Johnston et al. (2018) reviewed talent identification in sports with the goal of making talent identification programmes a crucial component of elite athletes' athlete selection. The review focused on synthesizing longitudinal and studies that look back at how performance variables differ between athletes in elite sports who are highly skilled and those who are not. The study employed the Preferred Reporting Items for Systematic Reviews and Meta-analyses (PRISMA) for data collection. The findings revealed a high degree of variability in the factors that discriminate between skilled and less-skilled athletes. It also found that coaches need to consider the sport-specific

and skill-level-specific of athletes in talent identification decisions. The study delimited talent identification in sports based on the performance variables only, while the current study went further by determining perceptions of school administration towards sports talent development.

Martindale et al. (2005) conducted a study on overview of important topics found in the literature that are pertinent to efficient talent development. Under the review, it was found that the features that emerged constantly included long-term objectives and strategies, broadly applicable, appropriate development, continuous development, and methodical development. The review suggested that as it would evaluate the current situation in various ways and highlight appropriate ways for talent development, the need for triangulation of data based on theory and insight into effective practice from the coaches' and athletes' perspectives is very important. Martindale et al. (2005) based on the key themes for talent development, whilst the current study went beyond the themes by determining the perceptions of school administration and students towards sports talent development in the Tanzanian context.

Lanzon and Attard (2008) investigated the teachers' perceptions of talent-searching programmes in schools. The study collected its data using a questionnaire, which was administered to 60 PE teachers in secondary schools that are both privately and publicly owned. The findings showed that 96% of the PE teachers lack the knowledge and expertise to recognise and nurture students' talents. It was further revealed that 80% of PE teachers were willing and able to participate in training sessions and workshops. Lanzon and Attard (2008) study focused on teachers' perceptions of general talents. The present study focused on sports talent and involved more stakeholders other than teachers, which are school administrators, teachers, and academic teachers.

Lovell et al. (2018) examined the variables that affect a school-based soccer program's selection process for playing level and position. The study employed 216 participants who were soccer players; the assessed factors comprised physical ability, technical proficiency, anthropometry, maturation, and competence. The results showed that

there were noteworthy large and moderate differences between playing levels and positions.

Lovell et al. (2018) found that 64.8% under the discriminant analysis, playing level using a variety of elements, including agility, sprint speed, aerobic capacity, technical proficiency, and motor competence would be better classified. Lovell et al. (2018) highlighted how individual habits impact soccer's selection procedure development pathways. Given the preceding, it is, therefore, necessary to investigate whether Tanzanian secondary school administrator, teachers and students perceive the same or not personal characteristics towards sports talent development.

Chan and Yuen (2013) examined the impact of environmental and intrapersonal elements on the development of talent. The objectives focused on ways to identify and develop talent, the effects of environmental and interpersonal variables on the development of talent, as well as challenges on talent identification and development. The findings showed that administrators have a responsibility to maintain a supportive environment, the ability of teachers to work and the deployment of adequate resources affected talent development. The study focused on general talent development, whilst the current study is based on sports talent development in secondary schools in the Tanzanian.

Cushion et al. (2012) studied the implications of youth soccer coaches' actions and practices to foster talent development. The review focused on the discrepancy between coaching behaviour and designing sport practical sessions for motor learning and skill acquisition. It was found that the application of objective evaluation tools allows the integration of characteristics and needs, prior learning, and the environment situations in the domain of the learning process. The study by Cushion et al. (2012) focused on the coaches' behaviour and delimited in soccer. The focus of the current investigation was on the administrative human resource perceptions and students' perceptions of sports talent development and included all the sports found in Tanzanian secondary schools.

De Bosscher and De Rycke (2017) investigated how and at what age athletes have received support services and upcoming talent from their sports clubs and national governing bodies. The study surveyed 2041 elite athletes. The findings revealed that athletes from the selected places received support from the sports clubs and national governing bodies at a relatively late age; however, this was not uniform to all sports and had some differences based on gender and the nature of sports. The support rendered to athletes enabled them to attain achievement in sport, especially those who received support at their earlier ages.

A study by De Bosscher and De Rycke (2017) is based on the support that clubs and national governing bodies give to athletes on sports talent. The current study specified sports talent in secondary schools in Tanzania by determining the perceptions of school administrators, teachers and students on sports talent development.

Falk et al. (2004) examined the early development and identification of talent in elite water polo players. The variables were ball handling and physical ability, swimming and game intelligence. The study involved 24 players who were tested three times during two years before forming a water-polo national team player. The findings revealed that for 67% of the players, the prediction matched the team's final selection. Falk et al. (2004) focused-on water-polo players only; it was conducted out of Tanzania. This recent study involved all the sports talents found in secondary schools in Tanzania.

Williams and Reilly (2000) reviewed soccer talent identification and development with considerations and integration of the anthropometry, physiology, psychology and sociology factors. The study revealed that as part of adhering to all the integrated factors which affect sports talent, there was a great influence of methodical programs for training and development to assurance the process of finding and nurturing athletes. The study by Williams and Reilly (2000) focused on soccer only, whilst the current study focused on different sports.

Wolfenden and Holt (2005) examined how coaches, parents, and players view the development of talent in elite junior tennis. Semi-structured interviews were conducted with all three categories of respondents. The data were analysed through an inductive-

deductive analysis technique. The findings showed that talent identification in tennis was associated with adult influence by categories such as relationships with coaches, pressure, sacrifices, and tangible and emotional support as well as informational support. The study by Wolfenden and Holt (2005) delimited talent development in elite junior tennis, whilst the current study focused on sports talent development among different sports in secondary schools.

Olszewski-Kubilius and Lee (2004) investigated the contribution that involvement in extracurricular and in-school activities makes to gifted students' talent development. The study employed a descriptive survey design where 230 students were involved. The findings revealed that talented students mainly were engaged in competitions and sports club activities than non-sports activities, which were done during extracurricular activities. It also highlighted when parents support their children's participation in sports both inside and outside of school, there are instances of gender stereotypes. The study by Olszewski-Kubilius and Lee (2004) focused on the general talents of talented students in schools. The current study specified sports talents to students.

Prieto-Ayuso et al. (2020) reviewed the suitability of PE lessons for sports talent identification. The study used a mixed systematic review. It found that the policies and procedures of the schools on how to recognise and nurture gifted students lacked clarity. It also found that the lack of a gradual shift in the tools and techniques utilised to identify gifted students is founded on the environment and health of students in sports. The current study isn't limited to PE lessons as the only way to identify and develop sports talent; it further on the multi-approaches to sports talent development by determining the perceptions of administrators, teachers and students in Tanzanian secondary schools.

Davis and Frolova (2017) conducted a study on why talent identification programs in the African public sector have failed. The study used grounded theory research with semi-structured interviews with 22 human resources from ten African countries. The findings revealed that initiatives for talent identification failed due to the absence of leadership, lack of manager support, insufficient funding and organisational cultural issues, which include favouritism and lack of trust. Moreover, egotism, jealousy, a lack

of internal expertise and hidden agenda jeopardised identifying sports talent. The current study was conducted in Tanzania and focused on the perceptions of secondary school administrators, teachers and students towards sports talent development.

Jacob (2014) examined the resources and methods used by Kenyan universities to find and nurture gifted student-athletes in particular sports disciplines. The results showed that coaches' observations were the basis for identifying gifted student-athletes; this was done during different sports events such as intramural competitions. Student-athletes were inspired to play sports by incentives such as travel, fitness, prizes, and a passion for the game. However, it was found that insufficient funds, scholarships, facilities, machinery and talent spotting framework challenged the talent identification process. Jacob's study was conducted in Kenya in public universities; the current study was conducted in Tanzania at the secondary school level involving school administrators, teachers, and students on their perception towards sports talent development.

Israel and Precious (2022) investigated the elements linked to Nigerian secondary school students' growth in sports. The study sought to examine the relationship between student interest in sports participation and access to sports personnel, facilities, funding, and sports personnel. There were 210 participants, and a questionnaire was administered to collect data. Under Pearson's correlation, it was found that there was a somewhat positive correlation that existed between sports development and access to sports facilities, sports personnel, finance and students' interest in sports participation.

The study by Israel and Precious (2022) focused on general sports development, which has significant implications for school administrators in performing their roles in developing sports. The present study specified sports talent development by understanding the perceptions of administrators, teachers and students in Tanzanian secondary schools.

Mudege (2011) investigated the variables related to soccer players' successful talent development. A questionnaire was used for data collection, whereby it consisted of 53

items and was given to 56 soccer players as part of the sample. Mudege's study revealed that successful talent development was associated with the coaching and cultural aspects, the training environment, the goals and drive, personal growth, and family support. Mudege's study was conducted in South Africa and focused on soccer players only. The current study was situated in Tanzania and focused on the development of sports talent in secondary schools, whereby all sports that are found in schools are considered.

Madi (2022) examined the team dynamics, organisational culture, and talent development settings of the top six water polo high schools. The study focused on contrasting the top schools' talent development settings and cohesive team dynamics. The relationship between the corresponding team cohesion and talent development environment variables, as well as the function of organisational culture in fostering an environment conducive to talent development from the selected captains and coaches of the involved schools was determined.

The findings disclosed that organisational culture had a significant impact on sports teams' success; managers' presence can help create the organisational culture to make a strong and well-established process in an organisation. It was also found that coaches in the selected schools' embedded organisational culture that provides talent-development opportunities for students to excel in sports. Madi's study was conducted in the Western Cape. The present study was situated in Tanzanian secondary schools and focused on determining the perceptions of administrators, teachers and students towards sports talent development, not limited to organisational culture and environment.

Faber et al. (2021) examined Western methods for identifying and fostering talent and athletics in schools. Qualitative content analysis is used to describe the similarities and differences between contexts for identification and development. The results demonstrated the importance of talent transfer pathways, practices, differentiation based on sex and maturity level, load ability monitoring, and acceleration in the identification and development of athletic talent in schools. Additionally, it was discovered that schools emphasized accountability to coaches and athletes, included

universal screening, and encouraged creativity. Faber et al. (2021) study focused on the athletes and coaches. The present study is not only based on the approaches by the coaches and students on sports talent development but also explores further the school administrative perceptions on the development of sports talents.

Kubai et al. (2021) conducted a study in Kenya on the development of students' athletic talent and the academic policies of the university. A convergent parallel mixed-methods research design was employed. It demonstrated a strong correlation between students' development of talent in elite sports and the application of academic policies at universities. Kubai et al. (2021) study found that the available policy focused on academics and put less emphasis on sports talent development, which hindered sports development for students. The study focused on the university policies regarding the development of sports talent among their students. The current study was situated in Tanzanian secondary schools and focused on determining the perceptions of secondary school administrators, teachers and students towards sports talent development.

Wanjala (2011) examined the variables impacting secondary school students' development of athletic talent. The study used a descriptive survey research method, whereby 444 students, ten head teachers, 30 teachers, and three coaches formed a set of respondents. The questionnaire and document analysis observation methods of data collection were used. It investigated the curriculum, sociocultural, economic, and tactical elements and how they affect students' development of sporting talent. The study discovered that students' participation in sports was influenced by sociocultural aspects like friends and family. At the same time, the standard of sports instruction provided to students was affected by the financial status of the schools. Wanjala's study was conducted in Kenya and focused on socio-cultural and economic factors influencing sports talent development. The current study was situated in Tanzania and focused on perceptions of school administrators, teachers and students on sports talent development, specifically, different sports talent activities that take place in secondary schools, administrators' approaches to nurturing and developing, and the mechanism to withstand its development.

Elumaro et al. (2016) carried out a study on Nigeria's talent development environment with an emphasis on athletes' perceptions of opportunities, obstacles, and facilitators. This study was conducted since talent development in sports faces many challenges, especially the unsuitable environment towards sports talent development. Interviews were administered to eight elite national athletes, followed by inductive analysis. The barriers to sports talent development are family barriers, finances, facilities, lack of regular competitions, injuries, lack of school support, and coach-athlete relationships. The study by Elumaro et al. (2016) focused on the influence of environmental factors on talent development and was limited to athletes' perceptions. The present study stressed beyond the environmental factor and included school administrators, teachers and students.

Mtengule (2013) examined the efficacy of sports administration in Morogoro Municipality's public secondary schools in Tanzania. The variables employed in this study were the standard of sports administrators and how sports events were planned as well as the relationship between sports activities and policy. A case study research design was used in the study with 60 respondents. The findings showed ineffective sports administration, poor sports organisation and poorly formulated school policies.

Mtengule's study testifies to the importance of having well-formulated and organised sports activities in secondary schools; it is argued that once the sports activities are well-planned and executed in schools, they allow students to be identified and develop their sports talent. Mtengule's study centered on sports administration in Morogoro Municipality's public secondary schools. This present study focused on the perceptions of secondary school administrators, teachers and students towards sports talent development to determine the sports talent activities and the critical approaches to successfully conducting sporting talent activities. It further determines the importance of approaches to successful sports talent development and the challenges and mechanisms towards alleviating the challenges to sports talent development.

Lazaro and Anney (2016) researched on the contribution of extracurricular activities to Tanzanian secondary schools, both public and private, in nurturing students' talents. The target population comprised students, teachers and heads of schools, chairperson

of the school board, school inspectors and parents. The findings revealed that 75.5% of teachers and 96.9% of students acknowledged that most of the student's talents were identified and developed through the school sports activities, which were done through co-curricular activities. Their study is based on developing general talents through co-curriculum activities. The present study specified sports talent development and was only conducted in public-owned secondary schools.

2.10 Synthesis of Literature and Knowledge Gap

The literature review has highlighted sports talent development. The terms talent and sports talent have been elaborated and thoroughly discussed. Different approaches, factors, and strategies for sports talent development have been addressed in sports organisations such as sports academies, federations, clubs, and academic institutions such as universities and schools. Athletes are identified and developed in their talented areas considering different factors such as environmental, socio-cultural, and economic factors. Although the literature has highlighted the ways towards sports talent development in different contexts, the literature on sports talent development in secondary schools considering school administrators', teachers' and students' perceptions is not substantive.

It is noticed that many reviewed studies were conducted in foreign countries such as England, France, Finland, the UK, Denmark, Malaysia, Singapore, Hong Kong, Netherlands, Norway, California, Australia, Spain, South Africa, Nigeria, Kenya, and many others, all the studies are not directly applicable to Tanzanian context because of different socio-cultural and economic state.

It is noteworthy that the previous studies done in Tanzania focused on identifying general talent in schools other than sports talent. The focus is also based on the qualities of sports administrators, teachers and the activities conducted in secondary schools. Other research examined the identification and cultivation of athletic talent in Tanzanian primary schools. (Lazaro & Anney, 2016; Mtengule, 2013; Sangawe, 2014). Moreover, these studies did not demonstrate the perceptions of secondary school administrators, teachers and students towards sports talent development; also, some of the review literature lacks statistical information.

It has been observed that in Tanzania, there is no published study about the perceptions of secondary school administrators, teachers and students towards sports talent development. From the empirical review on sports talent development, it is confidently that the present study identified and endeavors to address certain notable gaps. Therefore, this study focused on understanding the perceptions of school administrators, teachers and students towards sports talent development in Tanzanian secondary schools.

2.11 Conceptual Framework

The conceptual framework was adopted and modified from the Context, Inputs, Process, and Product (CIPP) model developed in the mid-1960s by Daniel Stufflebeam (Madaus et al., 1983). The model consists of four assessment stages, which are Context, Inputs, Processes and Products.

Context:

The first aspect of the model is Context, which is also referred to as requirements. This part consists of assessing the nature and needs of members as well as the relevant assets (Jonassen et.al., 2008; Kellaghan & Stufflebeam, 2012; Stufflebeam & Zhang, 2017). Based on the settings of this study, school administrators need to assess the problems, the requirements, and the available opportunities in the institutions they lead. School administrators are required to perform managerial functions for the effective achievement of sports talent development. Once these are well adhered to by the school administrators, then the general goals and specific objectives for the sports talent development may be achieved.

Input:

The second aspect of the model, which is also referred to as an alternative, consists of responsiveness and strength of the project strategies, work plans, and how best to allocate the resources to achieve the specified goals and objectives. The aspect assesses the competing strategies, the work plans, and the budget (Stufflebeam & Zhang, 2017; Stufflebeam et al., 2000). Availability of resources such as sports facilities, sports equipment, sports supplies, human resources, and finances play a vital part in the development of sports talent. School administrators need to ensure the availability of

the required inputs for sports talent development. The resources should be made available in terms of both quantity and quality. School administrators should be keen enough to deploy resources and effectively supervise the utilization of the resources.

Process:

The third part of the model is the process, which is also referred to as the implementation plan. This consists of documentation and assessment of project operations (Stufflebeam & Zhang, 2017; Stufflebeam et al., 2000). In the domain of sports talent development, secondary school administrators are required to monitor documents and assess sports activities in schools. It is through this stage that school administrators may alter the action to achieve the institutional goals. It highlights the areas which need further action and also assesses if the implementation moves towards achieving the pre-determined goals. It is an administrator's role to ensure that all the actions required for developing sports talent are well put and adhered to accordingly. Secondary school administrators should focus on developing sports talent by certifying the presence of talent identification, different sports programmes such as intramurals, a system of competitions, school sports clubs, various training programmes, coaching, placement, motivation, and remuneration for human resources.

Product:

Product is termed to be the last part of Stufflebeam's model. The aspect is also referred to as the outcomes; it consists of the extent, desirability and significance of intended and united results (Jonassen et.al., 2008; Kellaghan & Stufflebeam, 2012; Stufflebeam & Zhang, 2017). In the context of this study, secondary school administrators, in the course of developing sports talent, are supposed to examine the impact of all the initiated sports programmes on students who are the ones affected by the launched programmes in schools. Secondary school administrators should assess the quality and significance of the outcomes and evaluate the extent of sports talent programme achievement. Such assessment helps school administrators decide whether to continue with the planned and implanted activities for sports talent development or modify them with more informative strategies. The products that are expected for sports talent

development are such as students' skills in sports, maintained sports talents and getting sports elite.

The model focuses on developmental assessment, and its main purpose is to improve rather than prove an activity or a project (Thomas, 2014). As this study concerns sports talent development in secondary schools in the Dar es Salaam region in Tanzania, Stufflebeam's model, which emphasises decision-making processes, fits to guide the study. The model departs from the goal-oriented approach, so it relates to the achievement goal orientation theory, which guides this study. In this study, the model centres on the decisions that secondary school administrators must make and the information they need to run their Institutions toward developing sports talent. With four assessment stages of the model, each stage helps the administrators to know what to do in terms of the requirements for sports talent development, resources needed, actions to be taken and the ways to assess whether the outcomes are desirable or not.

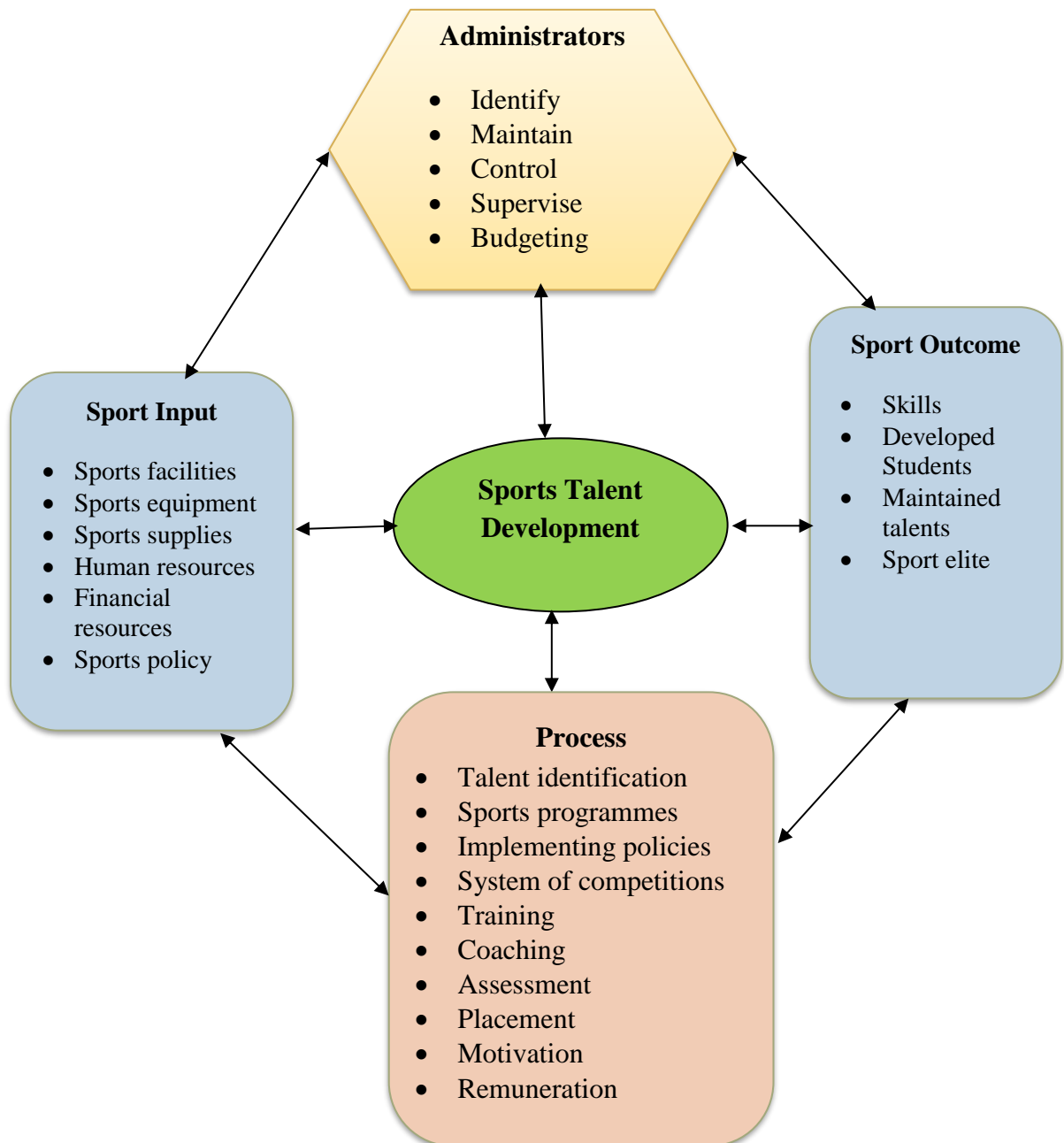


Figure 2.1: A modified Conceptual Framework for School administrators in Sports Talent Development.

Source: Adopted and Modified from the Stufflebeam (2000) CIPP Model.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter describes the methodology of the study, which comprises the following sections: the philosophical paradigm that underpins the study, research area, research approach, research design, target population, sampling techniques and sample size. Other sections include data collection methods, validity and reliability of the instruments, the trustworthiness of the study, and data analysis. The last section describes adhered ethical considerations.

3.2 Philosophical Paradigm

This study used a pragmatism philosophical paradigm. The paradigm is useful in a mixed-methods research approach. The main assumption of the paradigm is that reality is a sensible consequence that works as a foundation of transformation (Saunders et al., 2019). The pragmatism paradigm completes contextual sensitivity and perceptible processes for how inquiry and reliable evidence are attained. The concerns of the paradigm are addressing societal problems by guiding action intelligently with advanced reflection, ethics and social justice (Hall, 2013). Epistemologically, the pragmatism paradigm enables a convergence of quantitative and qualitative approaches through an inquiring dichotomy of positivism and constructivism, which have many commonalities in investigating (Hanson, 2008; Johnson & Onwuegbuzie, 2004).

The pragmatic approach gives less restriction to the researcher on how to research as it influences less philosophical assumptions. It examines what is effective in addressing the research questions rather than basing on the dichotomy of positivism or positivism and constructivism paradigms choices (Johnson & Onwuegbuzie, 2004; Onwuegbuzie & Johnson, 2006). The pragmatism philosophical paradigm fits with the multiple contexts as it allows the interaction and intervention and their influences in the context (Kaushik & Walsh, 2019; Saunders et al., 2007). This paradigm fits with the nature of this study of understanding the perceptions of secondary school administrators, teachers and students toward sports talent development in Tanzania.

The paradigm allowed multiple interactions and interventions to understand the perceptions of school administrators, teachers and students toward sports talent development. The paradigm helped the researcher to understand the context of the study and recognise the objective and subjective reality of the phenomenon being studied.

3.3 Research Area

The research was conducted in Dar es Salaam region in Tanzania. The region consists of five districts, namely Ilala, Kinondoni, Temeke, Ubungo and Kigamboni. The region is purposely selected because it has a relatively great number of secondary schools that teach PE and sports; in four districts (Ilala, Temeke, Ubungo, and Kigamboni), there is at least a public school that teaches PE and sports (URT, 2016, 2017). URT (2017) shows that Dar es Salaam is among the regions offering PE subject in its secondary schools; there are experienced school administrators, experienced PE, Sports, and games teachers, and students learning PE in schools. Dar es Salaam, in its history, is one of the Tanzanian regions that has implemented many sports projects such as Sport for all (Straume, 2012).

3.4 Research Approach

This study used a mixed-methods research approach by incorporating both qualitative and quantitative research approaches. The philosophical paradigm that underpins this study leads to the use of a mixed-methods research approach because it allows the integration of qualitative and quantitative research methodologies yields enhanced comprehension of the research problem (Creswell & Clark, 2018). The researcher selects this approach because it gives an opportunity to triangulate by using more methods of data collection from quantitative and qualitative approaches. In this study, the methods of data collection that were triangulated include questionnaires, interviews, observation schedules, and documentary reviews. Ivankova and Creswell (2009) argue that the mixed-methods research approach allows the researcher to use multiple analyses, which helps cross-check the consistency of findings. The mixed-methods research approach includes philosophies that direct data collection and analysis procedures (Creswell & Plano Clark, 2007).

The approach enhances the mixing of data that are obtained from different sources, such as interview data from the qualitative part of quantitative databases as well as visual data (Mertens & Hesse-Biber, 2012). Combining quantitative and qualitative data collection and analysis is part of the mixed-methods research approach (Johnson & Onwuegbuzie, 2004; Tashakkori & Creswell, 2007). The approach is selected because it allows the researcher to combine qualitative and quantitative data to show a more thorough understanding of the perceptions of school administrators, teachers and students towards sports talent development. It also enables the researcher to integrate the results to draw inferences from the two data sets. Integration of both quantitative and qualitative provides a comprehensive understanding of the phenomenon being studied by giving more detailed information to the research questions (Brierley, 2017; Creswell & Plano Clark, 2011). This guides a researcher in setting the questions to ask and ways to interpret data by linking philosophical assumptions (Hall, 2013). With the use of mixed-methods research, the researcher can verify and test the findings of qualitative data using quantitative data, and vice versa, add context and validation to quantitative data using qualitative data (Brierley, 2017).

3.5 Research Design

The study used a concurrent triangulation mixed-methods research design. The data from both quantitative and qualitative approaches were collected, analysed, interpreted, and reported concurrently. This design was used for the purpose of better comprehending the research problem than the use of other research designs (Creswell & Clark, 2011). This design allows the researcher to collect, analyse and report data concurrently from both qualitative and quantitative approaches at a time (Creswell & Creswell, 2003; Onwuegbuzie & Collins, 2007). To come up with harmonious findings, the researcher made comparisons of data collected from all the methods of data collection used, as shown in Figure 3.1.

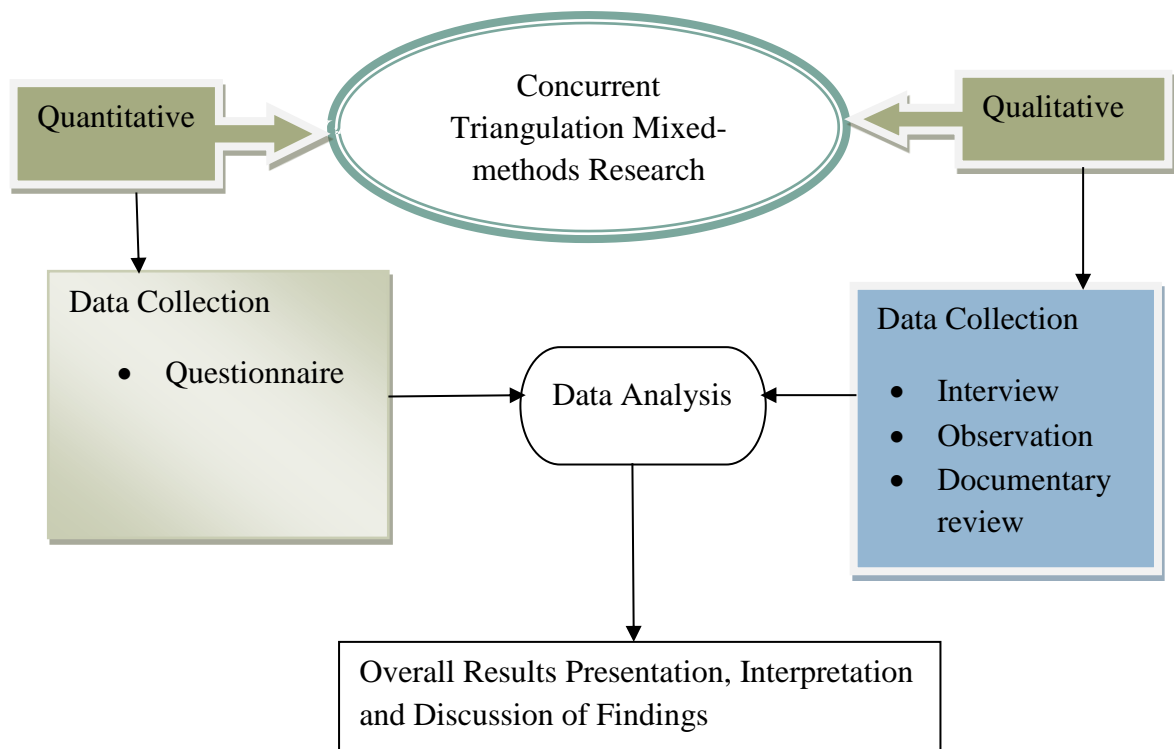


Figure 3.1: Summary of the research design.

Source: Author's Source, (2023)

3.6 Target Population

The target population in this study was school heads, assistant heads, academic master teachers, PE, sports and games teachers, and students in Dar es Salaam. The population served the needs of this study of understanding the perceptions of secondary school administrators, teachers and students towards sports talent development in Dar es Salaam region in Tanzania.

The target population reflects the needs of the students; heads of school assistant heads were involved because of the managerial and administrative positions they hold in schools. Academic teachers were involved because they are also directly involved in the academic activities in schools, the timetable fixtures, and all the related matters in sports talent development. The PE, games, and sports teachers were also included because they are critical people in identifying and developing students with sports talent; they also translate and implement PE and sports curricula to see their role in

sports talent development. Students are also taking part in the study due to the fact that they are beneficiaries of all sports talent activities that take place in schools.

3.7 Sampling Techniques and Sample Size

Currently, there are 164 public secondary schools in Dar es Salaam region; all these schools are placed all over the five districts in the region. This makes a total number of 123,941 students (URT, 2021). Sports activities take place in all secondary schools, but for the sake of adding significant value to this study, all schools that teach PE and sports in Dar es Salaam region took part in this study, whereby there are eight public secondary schools that teach PE and sports in Dar es Salaam region with a total number of 10,478 students. Creswell (2012) argues that a sample is a portion that represents the entire target population. Gay et al. (2009) suggest that, a population's size is considered almost irrelevant after a certain point, roughly $N = 5,000$, and a sample size of 400 is considered sufficient.

PE, sports, and games teachers were purposeful selected based on the current status of their placement in secondary schools. As for secondary school students, the sample size was determined by the use of the formula below, as argued by Fox and Hunn (2009).

$$n = \frac{N}{1 + N(e)^2}$$

From the formula above, 'n' represents the sample size of the entire population, 'N' represents the total number of the target population, and 'e' represents the margin of error, which is measured by a probability scale of 0.05 (5%). The total number of target population (N) is 10,478, and the margin of error (e) is 0.05. Therefore,

$$\begin{aligned} n &= \frac{10,478}{1 + 10,478 (0.05)^2} \\ n &= \frac{10,478}{27.195} \\ n &= 385.29 \sim 385 \end{aligned}$$

Hence, the sample size for students was 385

Based on the respondents by category, this study, therefore, used a sample of 427 respondents from Dar es Salaam region. The respondents involved in this study are seven heads of schools, seven assistant heads of schools, seven academic master teachers, 21 PE, sports, and games teachers, and 385 students. Table 3.1 below describes the sample.

Table 3.1:

Study Respondents by Category

Categories of Respondents	Secondary Schools							Total
	A	B	C	D	E	F	G	
Heads of schools	1	1	1	1	1	1	1	7
Assistant heads of schools	1	1	1	1	1	1	1	7
Academic master teachers	1	1	1	1	1	1	1	7
PE, sports, and games teachers	3	3	3	3	3	3	3	21
Students	55	55	55	55	55	55	55	385
TOTAL								427

3.7.1 Sampling techniques

The sampling techniques that were used in this study are criterion purposive sampling, convenience sampling, and stratified random sampling.

3.7.1.1 Criterion purposive sampling

Criterion purposive sampling technique was used in selecting secondary schools to take part in this study. Seven secondary schools were purposely selected based on the criteria that they offer PE and sports. Also, the technique was used to select teachers, where the criterion was PE, sports, and games teachers. The PE, sports, and games teachers as respondents were chosen through criterion purposive sampling because of the roles they hold as key people in sports talent development. Ary et al. (2010) argue that the criterion purposeful sampling technique helps the researcher to set criteria to be used so as to get samples from the target population. In this study, the mentioned respondents above were selected due to assigned duties and responsibilities as PE, sports, and games teachers.

3.7.1.2 Convenience sampling

Convenience sampling was used to select heads of schools, assistant heads, and academic teachers found within a day of data collection. It is difficult for some administrators to be available at a particular time because of their administrative work. Therefore, administrators who were engaged to provide the required information are those who were found during the time of data collection. Respondents obtained through convenience sampling techniques provide valuable information regardless of not representing the entire population (Lodico et al., 2010).

3.7.1.3 Stratified random sampling

This technique was used to select students from the selected schools. Students were stratified and sampled based on class levels and gender as strata. In each class level, students were selected in consideration of gender, whereby male and female students were part of the respondents in this study. Pieces of paper were prepared per the number of students required; some pieces were read 'YES' as required, and the rest were read 'NO' for the remaining population. Those students who picked the 'YES' pieces of paper took part as respondents in this study. Stratified random sampling enables a researcher to select some items from the target population based on the classification of segments and simple random sampling, forming a single sample (Iliyasu & Etikan, 2021).

3.8 Data Collection Methods

This section presents the data collection methods used in this study. Data collection methods in this study were questionnaires, interviews, observation schedules, and documentary reviews.

3.8.1 Questionnaire

This study employed a questionnaire administered to the school heads, PE, sports and games teachers, and students in the selected schools. The items in the questionnaire were developed from a literature review of related studies from different contexts. Moreover, some other items forming the questionnaire were adopted from the standardised research instrument, which fits the study context, specifically the sports talent development in secondary schools. Demographic information from respondents

was captured, followed by the standardised five-point Likert scale, which was developed based on perceptions of school administrators, teachers and students towards sports talent development in Tanzania following levels of agreement and disagreement (see Appendices III, IV, and V).

3.8.2 Interview

The researcher conducted interviews with assistant heads of schools and academic teachers. All these respondents took part in this study due to their managerial positions that may affect sports talent development in schools. The interview allows the respondents to explain what they see and allows them to break free from predetermined categories to explain a problem in their own words (Best & Kahn, 2006).

Face-to-face semi-structured interviews were employed to collect information about sports talent development in secondary schools in Tanzania. The interviews captured information on the sports talent activities found in secondary schools, perceptions of the approaches, and their importance to the successful conducting of sports talent activities for development. Also, information about the challenges that hinder the successful conducting of sports talent and the mechanism towards alleviating the challenges. Interviews were used in order to allow a researcher to clarify the questions to respondents so as to get the required information.

The researcher probed during the sessions for the sake of getting appropriate information for this study. Each session lasted for sixty to ninety minutes to obtain the required information. Creswell (2012) argues that interview responses are recorded in order to be used in data analysis; therefore, in this study, interviewees were asked to be recorded so that their responses are used in the analysis process. Apart from recording responses from respondents, a researcher used notebooks and pencils to take notes to cross-check the data (see Appendices VI and VII).

3.8.3 Observation Schedule

Observation as one of the data collection methods was also used, whereby an observation checklist was developed and used to gather information on how school administrators play their role in sports talent development. The observation schedule

helped the researcher to collect information concerning the resources used in sports talent development in terms of facilities, equipment, supplies, time, and human resources. The observation schedule also aimed at capturing information on the number of resources available, the number required, and the quality of the available resources (see Appendices VIII, IX, X & XI). Furthermore, the researcher observed students during play time to determine their competence and skill level in sports.

Observation helps researchers acquire a restored and more substantive view of reality, as it is assumed that reality is deeply affected by the actions of participants (Lune & Berg, 2017). This method is used in a mixed-methods research approach as it helps the researcher obtain a comprehensive picture of a subject under investigation. It enables researchers to discover the extent of availability of a particular behaviour (Ary et al., 2018). In this context, therefore, it aims to obtain information on sports talent development considering the perceptions of school administrators, teachers and students.

3.8.4 Documentary Review

The researcher also reviewed different policies pertaining to sports, facilities, equipment inventories, school timetables, minutes of the sports meetings, log books, school newsletters, and different directives in order to obtain substantial data. The documentary review helped the researcher discover and confirm whether the resources are made available for sports talent development. This method also helped the researcher validate the information that was to be gathered from the questionnaire, interview, and observation schedule (see Appendix XII).

Table 3.2*Overview of data collection methods, instruments, and respondents*

Methods	Questionnaire	Semi-structured interview	Observation	Documentary Review
Administered Category	Heads of schools	Assistant heads of schools	Facilities	School timetable
	PE, sports, and games teachers	Academic teachers	Equipment	Log books Facilities and equipment inventories
			Students	Journals Minutes of sports meetings
	Students		Supplies	directives Other school-level materials

3.9 Validity and Reliability of the Instruments

In this study, the research instruments were prepared and given to the supervisor to review to check content validity across all objectives guiding the study. Apart from the supervisor, other experts in the area of sports management and fellow PhD scholars are provided the tools for the review and provision of comments. Likewise, other staff members in the Department of PE at Jadavpur University were asked to comment on the clarity, relevance, and appropriateness of instruments. Thereafter, the provided comments, including the comments from departmental presentations, were incorporated so as to improve the instruments based on the provided comments.

The reliability of this study was ensured by conducting a pilot study, which was done in a population with similar characteristics in Dar es Salaam Region. The characteristics of the population based on a school that offer PE and sports, the level of students from form one to form four, as well as the ownership of secondary schools, for this case, refers to Public schools. The questionnaire was pre-tested in one secondary school to avoid affecting the results; the school used for pre-testing was not

included in the actual process of collecting data. The school for piloting was selected in Dar es Salaam and comprises 55 students. This helped to see if the items in the questionnaires were clear and have clarity. The obtained results from a pilot study were compared with the results from the actual research area to measure the consistency.

Furthermore, the researcher also used the test re-test method to ensure the reliability of the research instruments; as argued by Cohen et al. (2017), reliability is concerned with getting similar results on the same population over time. That is, the same questionnaire was administered twice to the same group of heads of schools, PE, sports and games teachers, as well as students within the interval of one to two weeks.

After that, Cronbach's Alpha coefficient was computed; this helped to develop and employ instruments with a necessary Cronbach's Alpha coefficient in order to boost statistical power. Appropriate statistical power depends on the value of Cronbach's alpha; the alpha coefficient (α) should be greater or equivalent to greater inter-item correlations, which implies a smaller measurement error for the used instruments (Heo et al., 2015). The obtained Cronbach's Alpha was 0.84 which exceeds 0.70; this implies the presence of adequate consistency of items and a high level of internal consistency on a scale. Creswell (2012) argues that for any research instrument to be used, the obtained Cronbach's alpha (α) should be above 0.7.

3.10 Trustworthiness of the Study

The trustworthiness of this study was ensured by the use of dependability, credibility, confirmability as well as transferability (Anney, 2014; Shenton, 2004). Dependability was ensured through a code-recode strategy whereby the researcher collected data for the first time, gave a gestation period of one week, and went back to the field to collect the data to see the consistency of respondents in providing their information. Also, to ensure the dependability of the findings, the researcher adhered to keeping detailed records of the whole research process, starting from the process of developing a research problem to the research report.

The researcher also ensured the credibility of the study through the use of triangulation of data collection methods; in this study, questionnaires, interviews, observations, and

documentary reviews were used. Similarly, the researcher ensured credibility by appropriately transcribing the respondents' information. Confirmability was ensured through an audit trial whereby the researcher allowed experts to evaluate the study. Likewise, transferability was achieved by ensuring that there are good numbers of cases under study, in which seven secondary schools were sampled and used in this study. Also, the strategy for data analysis was the one that fits the mixed-methods research approach to achieve the transferability of the study.

3.11 Data Analysis

Data collected from a quantitative part were analysed using the Statistical Package for Social Sciences (SPSS) version 25.0 software. The descriptive statistics to establish the allotment of each capricious against each respondent. Also, the inferential statistics were carried out. The collected data from a qualitative part were analysed by the use of a content analysis strategy. The researcher analysed the data which were collected by arranging the data in a way that made it possible for the researcher to identify themes, and examine relationships, all of which have so far aided in the interpretation of the findings (Hatch, 2002).

3.12 Ethical Considerations

In the entire process of this study, ethical consideration was highly observed in all the phases: pre-data collection phase, during, and post-data collection phase. It is the role of the researcher to abide by the research ethical issues and principles in conducting research (Creswell & Creswell, 2017). The researcher needs to be keen enough to observe the general research ethical issues such as getting informed consent from the respondents; the research procedures should be divulged, protecting respondents from physical, emotional, and mental harm and preserving respondents' anonymity and confidentiality (Ivankova, 2014). Therefore, ethical considerations were observed as follows;

3.12.1 Research clearance and permit

The researcher worked on getting a research clearance letter to conduct this study. A research clearance letter was obtained from the office of the Vice-Chancellor at Jadavpur University (JU), which was used to secure a research permit in Dar es Salaam

region in Tanzania. After that, an introductory letter was secured and sent to the Regional Administrative Secretaries (RAS) of Dar es Salaam. Afterwards, an introductory letter from RAS was sent to the District Administration Secretaries (DAS) of Dar es Salaam. From there, the letter from DAS was sent to District Education Directors (DED) to introduce the researcher to endorse permission to collect data in the proposed secondary schools. Then, the obtained permission letter was sent to the heads of selected secondary schools, and the process of data collection started.

3.12.2 Informed consent, anonymity and confidentiality

The researcher provided a self-introduction and explained the purpose of the study to respondents; an informed consent form was provided by the researcher to the respondents in which respondents read and provided an opportunity to either choose to participate or not to participate in the study or to skip responding to some decisive questions. The researcher correspondingly adhered to ethical considerations by ensuring that all the respondents' information was not disclosed to the public. The collected data were treated firmly, handled and kept from unauthorized personnel. To ensure the anonymity and confidentiality of the respondents, the researcher used pseudonyms.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents the results, analysis and discussions concerning an understanding of perceptions of secondary school administrators, teachers and students towards sports talent development in the Dar es Salaam region in Tanzania. The findings were collected through a questionnaire, interview, observation schedule and documentary review, which were intensively responded to five research objectives, which were to;

- i. Determine the sports activities that are found in secondary schools.
- ii. Identify the critical approaches to the successful conducting of sports talent activities in secondary schools.
- iii. Evaluate the perceptions of school administrators, teachers and students on the importance of approaches to the successful conducting of sports talent activities in secondary schools.
- iv. Determine the challenges that hinder the development of sports talent in secondary schools.
- v. Determine the strategies to overcome the challenges towards sports talent development in secondary schools.

Concurrent triangulation mixed-methods research design informed the presentation and discussion of findings of the study as it allows the researcher to collect, analyse, interpret and report the data concurrently from both quantitative and qualitative approaches for a better understanding of perceptions of secondary schools' administrators, teachers and students towards sports talent development. To serve the purpose of this chapter, the demographic results are presented, followed by the findings from the questionnaire through descriptive and inferential statistics summarized in tables and figures, as well as findings from interviews, observation schedule and documentary review through content analysis that are presented per each research objective.

4.2 Demographic Information of Respondents

Demographic characteristics of participants are presented in this section of the chapter of this study. This study used 427 participants in both selected secondary schools, whereby a questionnaire was used to collect data from 413 respondents (heads of schools, PE, sports and games teachers as well as students), and an interview was used to collect data from 14 respondents (assistant heads of schools and academic teachers). The information is presented below:

4.2.1 Overview of the Respondents' Distributions

An overview of the respondents' distributions is presented in Table 4.1

Table 4.1

Overview of the respondents' distributions

Variable	Category	Frequency	Percentage
Name of District	Ilala	244	57.1%
	Temeke	61	14.3%
	Kigamboni	61	14.3%
	Kinondoni	0	0%
	Ubungo	61	14.3%
	Total	427	100.0%
School Location	City	244	57.1%
	Municipal Council	183	42.9%
	Total	427	100.0%
Nature of School	Single Gender (Male)	61	14.3%
	Both Gender	366	85.7%
	Total	427	100.0%

Source: Field Data (July, 2023)

As indicated in Table 4.1, the majority of respondents were sampled from Ilala City, 244 (57.1%), and 183 respondents (42.9%) were sampled from Temeke, Kigamboni and Ubungo Municipal Councils. There were no respondents from Kinondoni Municipal Council because it had no secondary school that teaches PE and sports.

The demographic information of the head of schools, PE, sports and games teachers, as well as students included age, gender, professional qualification, heading duration, teaching experience and class level. The information is presented below:

4.2.2 Demographic Information - Heads of Schools

The demographic data of heads of schools is presented in Table 4.2

Table 4.2

Demographic information of heads of schools

Variable	Category/Years	Frequency	Percentage
Age	31 - 40	2	28.6%
	41 - 50	3	42.8%
	51 - 60	2	28.6%
	Total	7	100%
Gender	Male	4	57.1%
	Female	3	42.9%
	Total	7	100.0%
Professional Qualification	Degree	5	71.4%
	Masters and above	2	28.6%
	Total	7	100.0%
Heading Duration	1 - 5	5	71.4%
	6 - 10	2	28.6%
	Total	7	100%
Teaching Experience	1 - 10	1	14.3%
	11 - 20	4	57.1%
	21 -30	2	28.6%
	Total	7	100%

Source: Field Data (July, 2023)

Table 4.2 shows that heads of schools in the selected secondary schools in this study were aged above 30 years, most of them aged between 41 and 50 years. Out of 07 heads of schools who got involved in this study, four (57.1%) were males, and three (42.9%) were females; this implies that there is a comparative gender balance in heading positions in schools. The table also indicates that the majority of heads had a bachelor degree 71.4% whereas the rest had a master degree and above 28.6%. This happens because the nature of the heading positions needs highly qualified personnel.

Most of the heads of schools had worked in the heading positions for more than four years (71.4%), whereby the majority were in the cohort of 11-20 years (57.1%) teaching experiences. Based on demographic data, this group can supervise all the activities taking place in their schools, assign duties to teachers and monitor sports activities.

4.2.3 Demographic Information of Assistant Heads of Schools and Academic Teachers

The Demographic Information - Assistant Heads of Schools and Academic Teachers in Table 4.3

Table 4.3

Demographic information of assistant heads of schools and academic teachers

Variable	Schools	Assistant Heads of		Academic Teachers	
	Category/Years	Frequency	Percent age	Frequency	Percent age
Age	31 - 40	3	42.9%	3	42.8%
	41 - 50	4	57.1%	2	28.6%
	51 - 60	0	0%	2	28.6%
	Total	7	100%	7	100%
Gender	Male	5	71.4%	3	42.9%
	Female	2	28.6%	4	57.1%
	Total	7	100.0%	7	100.0%
Professional Qualification	Degree	6	85.7%	5	71.4%
	Masters and above	1	14.3%	2	28.6%
	Total	7	100.0%	7	100.0%
Heading Duration	1 - 5	3	42.9%	5	71.4%
	6 - 10	4	57.1%	2	28.6%
	Total	7	100%	7	100%
Teaching Experience	1 - 10	3	42.9%	4	57.1%
	11 - 20	3	42.9%	1	14.3%
	21 -30	1	14.2%	2	28.6%
	Total	7	100%	7	100%

Source: Field Data (July, 2023)

The majority of assistant heads of schools were of the age between 41-50 (57.1%) while academic teachers were of the age between 31-50 (42.8%). Their age implies that they are able to work accordingly in the positions they hold. Table 4.3 shows that male assistant heads of schools (5, 71.4%) were more than female assistant heads of schools (2, 28.6%) while male academic teachers (3, 42.9%) were less compared to female academic teachers (4, 57.1%). It further shows that the majority of assistant heads of school and academic teachers had a bachelor degree as their highest professional qualification (6, 85.7%) and (5, 71.4%), respectively. This implies that all teachers holding administrative positions had required professional qualifications with relatively good teaching and heading experiences in their schools.

4.2.4 Demographic Information of PE, Sports and Games Teachers

The demographic data of PE, Sports and Games Teachers is presented in Table 4.4

Table 4.4

Demographic information of PE, sports and games teachers

Variable	Category/Year	Frequency	Percentage
Age	21- 30	9	42.9%
	31 - 40	11	52.3%
	Over 40	1	4.8%
	Total	21	100%
Gender	Male	16	76.2%
	Female	5	23.8%
	Total	21	100.0%
Professional Qualification	Diploma	2	9.5%
	Degree	19	90.5%
	Total	21	100.0%
Teaching Experience	1 - 5	16	76.2%
	6 - 10	5	23.8%
	Total	21	100%

Source: Field Data (July, 2023)

As for PE, sports and games teachers, the majority of respondents were of the age between 31-40 years (52.3%). Based on the Tanzanian retirement age of 60 years (URT, 2014), this implies that schools had appropriate age groups of PE, sports and games teachers to teach, mentor, coach, and supervise sports activities in schools,

especially sports talents. Table 4.4 shows that male PE, sports and games teachers (16, 76.2%) who participated in this study were more than female PE, sports and games teachers (5, 23.8%). The low number of female PE, sports and games teachers indicates that few females take part in the teaching of PE, sports and games in secondary schools. The Table also shows that 90.5% of participating PE, sports and games teachers had a bachelor degree as a more adequate professional qualification for teaching in secondary schools. It further indicates that the majority of PE, sports and games teachers who participated in this study had a comparatively good teaching experience of 1-5 years (16, 76.2%).

4.2.5 Demographic Information of Students

The Demographic Information - Students is as presented in Table 4.5

Table 4.5

Demographic information of students

Variable	Category/Year	Frequency	Percentage
Age	10 - 15	163	42.3%
	16 - 21	222	57.7%
	Total	385	100%
Gender	Male	250	64.9%
	Female	135	35.1%
	Total	385	100.0%
Class Level	Form One	90	23.4%
	Form Two	100	26.0%
	Form Three	95	24.7%
	Form Four	100	26.0%
	Total	385	100.0%

Source: Field Data (July, 2023)

Demographic information of students by age showed that the majority of the respondents were between 16 and 21 years old (57.7% combined). The gender of the majority of students was male (250, 64.9%) compared to female respondents (135, 35.1%). With regard to class levels in schools, the majority of students in this study were in form two (100, 26.0%) and form four (100, 26.0%). The high number of respondents in Form Two and Form Four classes implies that students in secondary

schools take PE as a subject and participate in sports lessons regardless of having other academic subjects. This allowed the researcher to understand perceptions regarding sports talent development from the experienced students who had participated in PE and sports activities.

4.3 Sports Participation and Facilitation

The sports participation by students and facilitation by PE, sports and games teachers are presented in Table 4.6

Table 4.6

Sports participation and facilitation

Sports Engagement	Variable	Variable Category and Response		Frequency	Percentage
Participation	Gender	Male	Yes	248	99.2%
			No	2	0.8%
		Female	Total	250	100.0%
			Yes	135	100.0%
		Single (Gender)	Total	135	100.0%
			Yes	55	100.0%
	Nature of School	Both (Gender)	Total	55	100.0%
			Yes	328	99.3%
		Both (Gender)	No	2	0.7%
			Total	330	100.0%
Facilitation	Gender	Male	Yes	16	100.0%
			Total	16	100.0%
		Female	Yes	5	100.0%
			Total	5	100.0%
	Nature of Schools	Teachers (Single-Gender)		3	100.0%
			Yes		
		Teachers (Both-Gender)	Total	3	100.0%
				18	100.0%
			Yes		
	Total	18	100.0%		

Source: Field Data (July, 2023)

Table 4.6 indicates that the majority of male students (248, 99.2%) participated in sports activities compared to female students (135, 100.0%), whereby only (2, 0.8%)

male students did not participate in sports activities in schools. In Tanzania, most of the secondary schools encompass both genders; hence, based on the nature of schools in terms of gender, there were (55, 100.0%) students from single-gender school compared to (328, 99.3%) students from both genders, whereby only (2, 0.7%) students from both gender schools did not take part in any sports activities including sports talent. Regarding PE, sports and games teachers, as the leading implementors of PE, sports and games activities in schools, the Table shows that the majority were male teachers, also indicates a comparative the same rate of (100%) of teachers' facilitation of PE and sports in single-gender and both gender schools.

4.4 Sports Activities Found in Secondary Schools

The first research objective of this study was to determine the sports activities that are found in secondary schools. Responding to this objective, the information was collected through a questionnaire administered to heads of schools, PE, sports and games teachers, and students to solicit responses from them. Also, semi-structured interviews were conducted with assistant heads of schools and academic teachers to capture their perceptions towards sports talent development in their schools. Findings from heads of schools, PE, sports and games teachers, as well as students revealed that different sports activities are conducted in secondary schools. Table 4.7 outlines the respondents' perceptions of sports activities taking place in secondary schools. The respondents, through the questionnaire, were asked about the sports activities that are found in secondary schools, whereby sports talents would have been developed from the available sports activities. The results show that a total of 16 sports activities were conducted in selected secondary schools whereby, football, netball, basketball, and volleyball were indicated to be the most sports activities that are found in secondary schools by 20.7% (n=413), 16.7% (n=333), 13.8% (n=276) and 13.1% (n=262) respectively. On the other hand, tennis, badminton, swimming and aerobics were determined as the least sports activities found in secondary schools by 0.1% (n=2), 0.3% (n=6), 0.9% (17) and 1.9% (n=37) respectively.

Table 4.7*Sports activities found in secondary schools*

Types of Sports	Responses		
	N	Percent	Percent of Cases
Football	413	20.7%	100.0%
Netball	333	16.7%	80.6%
Basketball	276	13.8%	66.8%
Volleyball	262	13.1%	63.4%
Handball	106	5.3%	25.7%
Tennis	2	0.1%	0.5%
Table Tennis	127	6.4%	30.8%
Badminton	6	0.3%	1.5%
Gymnastics	66	3.3%	16.0%
Athletics	173	8.7%	41.9%
Swimming	17	0.9%	4.1%
Aerobics	37	1.9%	9.0%
Traditional Games	59	3.0%	14.3%
Hockey	41	2.1%	9.9%
Baseball	39	2.0%	9.4%
American Football	39	2.0%	9.4%
Total	1996	100.0%	483.3%

Source: Field Data (July, 2023)

It was further revealed that sports activities found in secondary schools were determined based on the gender of the respondents, as indicated in Table 4.8. It shows that males highlighted that football, netball, basketball and volleyball were the most sports activities found in secondary schools by 20.3% (n=270), 16.4% (n=218), 14.3% (n=190) and 13.6% (n=181) respectively. In contrast, for females, it was determined that football, netball, basketball and volleyball were also the most sports activities found in secondary schools by 21.5% (n=143), 17.3% (n=115), 12.9% (n=86) and 12.2% (n=81) respectively. Additionally, it was determined that males highlighted that tennis, badminton, swimming and aerobics were the least sports activities found in

secondary schools by 0.2% (n=2), 0.3% (n=4), 0.8% (n=11) and 1.4% (n=19) respectively. In contrast, for females, it was determined that tennis, baseball, badminton and American football were the least sports activities found in secondary schools by 0.0% (n=0), 0.0% (n=0), 0.3% (n=2) and 0.8% (n=5) respectively.

Table 4.8

Responses based on gender regarding sports activities found in secondary schools

Type of Sport	Gender					
	Male			Female		
	Responses					
	N	Percentage	Percent of Cases	N	Percentage	Percent of Cases
Football	270	20.3%	100.0%	143	21.5%	100.0%
Netball	218	16.4%	80.7%	115	17.3%	80.4%
Basketball	190	14.3%	70.4%	86	12.9%	60.1%
Volleyball	181	13.6%	67.0%	81	12.2%	56.6%
Handball	75	5.6%	27.8%	31	4.7%	21.7%
Tennis	2	0.2%	0.7%	0	0.0%	0.0%
Table Tennis	78	5.9%	28.9%	49	7.4%	34.3%
Badminton	4	0.3%	1.5%	2	0.3%	1.4%
Gymnastics	41	3.1%	15.2%	25	3.8%	17.5%
Athletics	118	8.9%	43.7%	55	8.3%	38.5%
Swimming	11	0.8%	4.1%	6	0.9%	4.2%
Aerobics	19	1.4%	7.0%	18	2.7%	12.6%
Traditional Games	31	2.3%	11.5%	28	4.2%	19.6%
Hockey	20	1.5%	7.4%	21	3.2%	14.7%
Baseball	39	2.9%	14.4%	0	0.0%	0.0%
American Football	34	2.6%	12.6%	5	0.8%	3.5%
Total	1331	100.0%	493.0%	665	100.0%	465.0

Source: Field Data (July, 2023)

Assistant heads of schools and academic teachers, as part of secondary school administrators, were also interviewed on the sports activities found in their schools. The majority responded that the most conducted sports activities in their schools include football, netball, basketball and volleyball. These sports are found in most secondary schools because, to some extent, there are facilities for such sports, including playgrounds and courts, compared to other sports. This has made the formulation of different sports programmes, such as screening programmes for sports talent recognition. Even though in some schools there are no courts for ball games, improvisation is done through the use of an open space, especially a sandpit. In regard to this aspect, one assistant head of school 'B' had this to say;

In my school, due to limited facilities such as playgrounds, we sought to enhance the provision of ball games, specifically football, netball, basketball and volleyball, based on the nature of the student's background from primary school. I have 1761 students; most participate in football, and the rest participate in other sports. In collaboration with the PE department, we use the available sports activities to develop sports talents. (Interview, Assistant Head of School B, September, 2023).

Based on the response from an assistant head of school 'B', it shows that different sports activities are found in secondary schools; this enables students to participate and showcase their sports talent, hence being detected, identified and developed. One academic teacher from school 'D' commented on the matter;

In the course of implementing the education training policy, we set time for sports. Some sports activities are done during PE lessons, and others are done during extra-curricular activities. In my school, the most found sports are football, volleyball, table tennis, athletics and basketball. We also introduced baseball last year. Students take part in sports of their interests during sports sessions, including special days for sports. (Interview, Academic teacher of School D, September 2023).

From the above findings, it was established that different sports activities are found in secondary schools; however, the most common sports activities include football, netball, basketball, volleyball, athletics, table tennis and handball. Some sports activities are not common as they are found in some schools only; such sports include hockey, baseball and American football. This has been due to differences in terms of

availability of facilities, equipment and supplies, whereby some secondary schools use their initiatives to ensure the availability of resources.

The findings of this study are in line with the findings of (Lazaro & Anney, 2016; Mhando, 2015), which depict that in Tanzanian secondary schools, the major sports activities that take place are ball games sports, including football, volleyball, netball, handball and basketball. Additionally, the available sports activities in secondary schools encourage students and teachers to form and participate in different sports teams for sports talent development (Abbort, 2006; Houlihan, 2000). Moreover, it was determined from the findings that students who participated in the sports activities that are mostly found in their schools also get involved in school sports teams to further their talents, specifically football and netball. These findings concur with those of Clark (2012), who argues that secondary schools establish school teams which provide opportunities for students to showcase what they have in comparison with students from other schools. Likewise, Bailey et al. (2004) argue that the presence of well-planned and organised sports activities such as athletics, gymnastics, and badminton helps to spot sports talents in secondary school settings.

4.5 Critical Approaches to the Successful Conducting of Sports Talent Activities in Secondary Schools

The second research objective aimed at determining critical approaches to the successful conducting of sports talent activities in secondary schools. To achieve this, head of schools, PE, sports and games teachers as well as students were required to indicate the extent of their perceptions on the approaches for sports talent. Nineteen items measuring perceptions on the approaches on a five-points Likert scale were administered to heads, teachers and students with the options provided as strongly disagree (1), disagree (2), neither agree nor disagree (3), agree (4) and strongly agree (5). Results are presented in Table 4.9.

Table 4.9*Overall analysis of the approaches of the sports talent*

Category	Heads of School			Sports Teachers			Students		
	Responses		Percent of Cases	Responses		Percent of Cases	Responses		Percent of Cases
	N	Percent		N	Percent		N	Percent	
Strongly Disagree	1	0.8%	14.3%	12	3.0%	57.1%	284	3.9%	73.8%
Disagree	1	0.8%	14.3%	35	8.8%	166.7%	460	6.3%	119.5%
Neither agree nor disagree	5	3.8%	71.4%	52	13.0%	247.6%	748	10.2%	194.3%
Agree	52	39.1%	742.9%	180	45.1%	857.1%	2634	36.0%	684.2%
Strongly Agree	74	55.6%	1057.1%	120	30.1%	571.4%	3189	43.6%	828.3%
Total	133	100.0%	1900.0%	399	100.0%	1900.0%	7315	100.0%	1900.0%

Results in Table 4.9 show that heads of schools had perceived that the approaches were critical for the successful conducting of sports talent activities in secondary schools, as 55.6% strongly agreed and 39.1% agreed regarding the approaches whilst few heads of schools perceived that the approaches were not critical as 0.8% strongly disagreed and also 0.8% disagreed. Findings also reveal that PE, sports and games teachers perceived that the approaches were critical for the successful conducting of sports talent activities, as 45.1% agreed and 30.1% strongly agreed on pertaining the approaches, however, few of them perceived that the approaches were not critical, as 3.0% strongly disagreed and 8.8% disagreed. The findings also revealed that, students had perceived that the approaches play a critical role towards the successful conducting of sports talent in their schools, whereby, 43.6% students strongly agreed and 36.0% students agreed regarding the approaches, however, few of them perceived that the approaches were not critical to the successful sports talent development, as 3.9% strongly disagreed and 6.3% disagreed regarding the approaches.

Apart from the general perceptions of all the respondents based on all critical approaches to conducting of sports activities for sports talent development, Table 4.10 based on a specific approach, indicates specific analysis of the extent to which heads of schools, PE, sports and games teachers as well as students perceived regarding the critical approaches for the successful conducting of sports talent activities for sports talent development.

Table 4.10*Approaches for sports talent*

Types of Approach	Responses					Total
	SD	D	N	A	SA	
Coaching and Mentoring	3(0.73%)	3(0.73%)	17(4.12%)	140(33.9%)	250(60.53%)	413(100%)
Collaborative mentoring	3(0.73%)	26(6.3%)	40(9.69%)	181(43.83%)	163(39.47%)	413(100%)
Sports Education programmes	4(0.97%)	8(1.94%)	10(2.42%)	107(25.91%)	284(68.77%)	413(100%)
Trainings and visits	11(2.66%)	1(0.24%)	7(1.69%)	137(33.17%)	257(62.23%)	413(100%)
Multi-skills sessions	6(1.45%)	43(10.41%)	66(15.98%)	175(42.37%)	123(29.78%)	413(100%)
Facilitative Students-Centred Approach	18(4.36%)	43(10.41%)	62(15.01%)	189(45.76%)	101 (24.46%)	413(100%)
Students-Centred Approach	13(3.15%)	70(16.95%)	79(19.13%)	149(36.08%)	102(24.7%)	413(100%)
Constructivist Approach	9(2.18%)	26(6.3%)	76(18.4%)	184(44.55%)	118(28.57%)	413(100%)
Examining Developmental Trajectories	9(2.18%)	16(3.87%)	46(11.14%)	190(46%)	152(36.8%)	413(100%)
Games and sports performance assessment tool	0(0.00%)	9(2.18%)	16(3.87%)	182(44.07%)	206(49.88%)	413(100%)
Integration of Sports and Educational policies	20(4.84%)	15(3.63%)	52(12.59%)	140(33.9%)	186(45.04%)	413(100%)
Structure of School, National and International Sports competitions	3(0.73%)	18(4.36%)	14(3.39%)	121(29.3%)	257(62.23%)	413(100%)
Early investment in intensive training	27(6.54%)	28(6.78%)	45(10.9%)	143(34.62%)	170(41.16%)	413(100%)
Early investment in one sport	108(26.15%)	83(20.1%)	59(14.29%)	94(22.76%)	69(16.71%)	413(100%)
Students Sports Talent Support	13(3.15%)	1(0.24%)	15(3.63%)	105(25.42%)	279(67.55%)	413(100%)
Structure of School Sports Culture	25(6.05%)	40(9.69%)	74(17.92%)	179(43.34%)	95(23%)	413(100%)
Integrate extra-curriculum activities with sports talent	10(2.42%)	35(8.47%)	73(17.68%)	176(42.62%)	119(28.81%)	413(100%)
Appropriating Resources	12(2.91%)	8(1.94%)	14(3.39%)	109(26.39%)	270(65.38%)	413(100%)
Baseline assessment	3(0.73%)	23(5.57%)	40(9.69%)	165(39.95%)	182(44.07%)	413(100%)

Key: SD=Strongly Disagree, D=Disagree, N=Neither agree nor disagree, A=Agree, SA=strongly Agree.

Source: Field Data (July, 2023)

The findings as indicated in Table 4.10 shows that majority of respondents perceived that coaching and mentoring by strongly agree and agree 250(60.53%) and 140(33.9%) respectively that the approach is critical towards the successful conducting of sports talent activities in secondary schools. They also perceived that collaborative mentoring is one of the critical approaches for sports talent activities by strongly agree and agree 181(43.83%) and 40(9.69%) respectively. Another item asked whether sports education programmes would have been a critical approach for sports talent. The findings indicate that majority of the respondents (heads of school, PE, sports and games teachers and students) 284(68.77%) and 107(25.91%) they both strongly agreed and agreed that the approach would have served the sports talent activities.

Training and visit were also perceived to be a critical approach for sports talent activities in secondary schools, whereby 257(62.23%) strongly agreed and 137(33.17%) agreed regarding training and visits toward sports talent. It is also indicated that, 175(42.37%) agreed and 123(29.78%) strongly agreed that multi-skills sessions are appropriate approaches for sports talent activities in secondary schools. In the aspect of facilitative students-centred approach majority of respondents 189(45.76%) agreed and 101 (24.46%) strongly agreed that the approach is critical to the successful conducting of sports talent activities. In the aspect of student-centred approach, most of the respondents 149(36.08%) agreed whilst 102(24.7%) strongly agreed that, the approach plays a vital role for the development of sports talent. Constructivist approach was also perceived to be a critical approach for sports talent activities in secondary schools, whereby 184(44.55%) agreed and 118(28.57%) strongly agreed regarding the appropriateness of the constructivist approach for supporting sports talent development.

Furthermore, Table 4.10 indicates that examining developmental trajectories of students was perceived by heads of schools, PE, sports and games teachers as well as students to be one of the critical approaches for sports talent by 190(46%) and 152(36.8%) agreed and strongly agreed respectively whereas for games and sports performance assessment tool most of the respondents perceived the approach appropriate for sports talent by 206(49.88%) and 182(44.07%) strong agreed and agreed

respectively. It was also perceived that integration of sports and education policies acts a critical role in sports talent development as 186(45.04%) and 140(33.9%) strongly agreed and agreed respectively regarding the approach. In the domain of the structure of school, national and international sports competitions, most of the respondents 257(62.23%) strongly agreed and 121(29.3%) agreed that the approach is critical to the successful conducting of sports talent activities in secondary schools.

Another item asked whether early investment in intensive training would have been a critical approach for conducting sports talent activities. The findings indicate that majority of the respondents (heads of school, PE, sports and games teachers and students) 170(41.16%) and 143(34.62%) they both strongly agreed and agreed respectively that the approach would have been a pillar for conducting sports talent activities. On the aspect of whether early investment in one sport would have been a critical approach towards conducting sports talent, majority of the respondents perceived that the approach could not be appropriate for conducting sports talent activities aiming at developing sports talent by strongly disagree by 108(26.15%), however, 94(22.76%) respondents, agreed that the approach would have served the purpose. It was also perceived that student sports talent support was one of the critical approaches for conducting sports talent activities whereby 279(67.55%) strongly agreed and 105(25.42%) agreed, only 1(0.24%) perceived the approach not to be critical for sports talent activities by disagreeing. In the domain of structure of school sports culture, majority of the respondents agreed by 179(43.34%) and 95(23%) strongly agreed that the approach is critical for the successful conducting of sports talent in secondary schools.

Integration of extra-curriculum activities with sports talent was also perceived to be one of the critical approaches towards conducting sports activities for sports talent development, whereby 176(42.62%) agreed and 119(28.81%) strongly agreed whilst only 10(2.42%) strongly disagreed on the approach. Appropriating resources (facilities, supplies, equipment, financial and human) for sports talent was perceived to be the critical approach for sports talent activities in secondary schools, majority of the respondents perceived that once the resources are made available leads to the critical conducting of sports activities whereby 270(65.38%) strongly agreed and 109(26.39%) agreed on the approach whilst 8(1.94%) disagreed regarding the approach. It was further determined that

baseline assessment (fitness, coordination, games, and gymnastics) was also perceived to one of the critical approaches for conducting sports talent activities whereby 182(44.07%) strongly agreed and 165(39.95%) agreed regarding the use of the approach, while only 3(0.73%) perceived that the approach would have not been critical to the successful conducting of sports talent for sports talent development by strongly disagreed.

In the context of Tanzanian secondary schools, the findings show that the most perceived approaches for the conducting of sports talent activities for sports talent development include; sports education programmes 284(68.77%), students sports talent support 279(67.55%), appropriating resources (facilities, supplies, equipment, financial and human) for sports talent 270(65.38%), structure of School, national and International sports competitions 257(62.23%), trainings and visits 257(62.23%), coaching and mentoring 250(60.53%), and games and sports performance assessment tool 206(49.88%). On the other hand, the majority of the respondents (26.15%) perceived that early investment in one sport was the least critical approach to the successful conducting of sports activities for sports talent development.

Furthermore, factor analysis was performed to determine the interrelationship among the large set of approaches for the successful conducting of sports talent activities for sports talent development by grouping related approaches so that they can be treated and explained as a combined small set of factors rather than as a series of stand-alone approaches. All the variables were checked for the sake of looking at their significance values.

The selected components were significant since, $KMO > 0.5$ and Bartlett's is less than 5% (Sig.=0.000), as is indicated in Table 4.11 below;

Table 4.11

KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.810
Approx. Chi-Square		2077.682
Bartlett's Test of Sphericity	df	171
	Sig.	0.000

Furthermore, it was considered that, in order to get a more significant amount of information to be extracted from the common factor, a higher communality closer to 1 was adhered to. The best way to measure factor analysis is to have a communality of at least 0.40. Table 4.12 shows the communalities of the variables of this study, whereby the initial value of communality for each variable is 1.00 (100%) as no information has been extracted by factor analysis at the beginning of the process. The results revealed that the maximum amount of information is 68.3% (Integrate extracurricular activities with sports talents), indicating a 31.7% loss of information. In contrast, the information that is minimum is 40.1 % (Structure of School Sports Culture), implying that there is a 59.9% loss of information.

Table 4.12

Communalities

Variables	Initial	Extraction
Coaching and Mentoring	1.000	0.554
Collaborative mentoring	1.000	0.431
Sports Education programmes	1.000	0.647
Trainings and visits	1.000	0.533
Multi-skills sessions	1.000	0.584
Facilitative Students-Centred Approach	1.000	0.660
Students-Centred Approach	1.000	0.676
Constructivist Approach	1.000	0.562
Examining Developmental Trajectories of Students	1.000	0.408
Games and sports performance assessment tool	1.000	0.402
Integration and implementation of sports policies and educational policies	1.000	0.611
Structure of School, National and International Sports competitions	1.000	0.619
Early investment in Focused intensive training	1.000	0.503
Early investment in one sport	1.000	0.521
Student Sports Talent Support	1.000	0.515
Structure of School Sports Culture	1.000	0.401
Integrate extracurricular activities with sports talents	1.000	0.683
Appropriating Resources (Facilities, supplies, equipment, financial and human) for sports talents	1.000	0.601
Baseline assessment (Fitness, coordination, games and gymnastics)	1.000	0.495

Additionally, extraction method - principal component analysis was applied to determine factors, a Kaiser criterion (eigenvalues), which measures the variance in all the study variables accounted for a single factor was applied to decide if a factor was necessary. The factors incorporated are those with an eigenvalue of greater than one. The presence of a high eigenvalue implies that more variance is explained by such a factor. Considering the eigenvalue greater than one, five components were formed, which explains 54.56% of the total variation. Table 4.13 shows the output of the total variance explained.

Table 4.13

Total variance explained

Components	Total Variance Explained					
	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of	Cumulative	Total	% of	Cumulative
		Variance	%		Variance	%
1	5.218	27.463	27.463	5.218	27.463	27.463
2	1.584	8.339	35.802	1.584	8.339	35.802
3	1.326	6.980	42.782	1.326	6.980	42.782
4	1.205	6.340	49.121	1.205	6.340	49.121
5	1.034	5.440	54.561	1.034	5.440	54.561
6	0.965	5.077	59.638			
7	0.927	4.881	64.519			
8	0.842	4.429	68.949			
9	0.807	4.248	73.196			
10	0.774	4.075	77.271			
11	0.717	3.773	81.044			
12	0.658	3.464	84.509			
13	0.580	3.053	87.562			
14	0.531	2.793	90.355			
15	0.424	2.230	92.585			
16	0.402	2.115	94.700			
17	0.386	2.033	96.733			
18	0.320	1.683	98.417			
19	0.301	1.583	100.000			

Based on the obtained eigenvalues above, five components were grouped according to their correlations through the rotated component matrix.

The results indicate that component 1 has nine variables that include the structure of the school, national and international sports competitions which correlates by (0.755), integration and implementation of sports policies and educational policies which correlates by (0.629), games and sports performance assessment tool with a correlation of (0.586), training and visits with a correlation of (0.575), student sports talent support with a correlation of (0.536), constructivist approach with a correlation of (0.532), early investment in focused intensive training with a correlation of (0.512), appropriating resources (facilities, supplies, equipment, financial and human) for sports talents with a correlation of (0.454), and examining developmental trajectories of students with a correlation of (0.402).

The results also show that component 2 has five variables that include early investment in focused intensive training which correlates in component 2 by (0.438), appropriating resources (facilities, supplies, equipment, financial and human) for sports talents with a correlation of (0.437), integrate extra-curriculum activities with sports talent with a correlation of (0.817), coaching and mentoring with a correlation of (0.566) and collaborative mentoring with a correlation of (0.493).

The findings further show that component 3 comprised of three variables including integration and implementation of sports policies and educational policies with a correlation of (0.430), students-centred approach with a correlation of (0.787), and facilitative students-centred approach with a correlation of (0.685). Component 4 comprised of three variables including sports education programmes with a correlation of (0.782), structure of school sports culture with a correlation of (0.534), and multi-skills sessions with a correlation of (0.515). Component 5 comprised of three variables including appropriating resources (facilities, supplies, equipment, financial and human) for sports talents with a correlation of (0.449), early investment in one sport with a correlation of (-0.687), and baseline assessment (fitness, coordination, games and gymnastics) with a correlation of (0.564). Table 4.14 shows the rotated component matrix.

Table 4.14*Rotated component matrix*

Rotated Component Matrix					
Variables	Components				
	1	2	3	4	5
Structure of School, National and International Sports competitions	0.755				
Integration and implementation of Sports policies and Educational policies	0.629		0.430		
Games and sports performance assessment tool	0.586				
Trainings and visits	0.575				
Student Sports Talent Support	0.536				
Constructivist Approach	0.532				
Early investment in Focused intensive training	0.512	0.438			
Appropriating Resources (Facilities, supplies, equipment, financial and human) for sports talents	0.454	0.437			0.449
Examining Developmental Trajectories of Students	0.402				
Integrate extra-curriculum activities with sports talent		0.817			
Coaching and Mentoring		0.566			
Collaborative mentoring		0.493			
Students-centred Approach			0.787		
Facilitative Students-centred Approach			0.685		
Sports Education programmes				0.782	
Structure of School Sports Culture				0.534	
Multi-skills sessions				0.515	
Early investment in one sport					-0.687
Baseline assessment (Fitness, coordination, games and gymnastics)					0.564

Apart from the rotated component matrix, test for the reliability of the five components was conducted as indicated below;

Component 1 has nine variables with Cronbach's Alpha of 0.807, which meets the reliability criteria of Cronbach's Alpha greater than or equal to 0.7.

Table 4.15*Reliability statistics component*

Cronbach's Alpha	Number of Items
0.807	9

Furthermore, based on the Table 4.16 which shows item-total statistics for component 1, the deletion of any other variable could not produce than 0.807 value of Cronbach's Alpha.

Table 4.16*Item-total statistics for component 1*

Item-Total Statistics				
Variables	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Structure of school, national and international sports competitions	34.07	21.621	0.564	0.782
Integration and implementation of sports policies and educational policies	34.45	21.121	0.437	0.799
Games and sports performance assessment tool	34.14	23.176	0.456	0.795
Trainings and visits	34.03	21.734	0.576	0.781
Student sports talent support	34.01	21.619	0.540	0.784
Constructivist approach	34.64	20.663	0.576	0.778
Early investment in focused intensive training	34.58	19.841	0.511	0.790
Appropriating resources (facilities, supplies, equipment, financial and human) for sports talents	34.06	22.074	0.447	0.795
Examining developmental trajectories of students	34.44	21.698	0.481	0.791

Component 2 has five variables with a reliability of 0.660, which is less than Cronbach's Alpha of 0.7 and did not meet the requirement, as indicated in Table 4.17.

Table 4.17*Reliability statistics component 2*

Cronbach's Alpha	Number of Items
0.660	5

Moreover, in Table 4.18 it shows that the deletion of any other variable could not produce than 0.660 value of Cronbach's Alpha. Therefore, component 2 was not reliable

Table 4.18*Item-total statistics for component 2*

Item-Total Statistics				
Variables	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Early investment in focused intensive training	17.04	5.709	0.406	0.623
Appropriating resources (facilities, supplies, equipment, financial and human) for sports talents	16.52	6.474	0.470	0.583
Integrate extra-curriculum activities with sports talents	17.14	6.409	0.386	0.622
Coaching and mentoring	16.48	7.178	0.476	0.597
Collaborative mentoring	16.86	6.784	0.390	0.618

Component 3 has three variables with a reliability of 0.568, which is less than Cronbach's Alpha of 0.7, did not meet the requirement, as indicated in Table 4.19.

Table 4.19*Reliability statistics component 3*

Cronbach's Alpha	Number of Items
0.568	3

Additionally, Table 4.20 shows that the deletion of any other variable could not produce than 0.568 value of Cronbach's Alpha. Therefore, component 3 was not reliable

Table 4.20*Item-total statistics for component 3*

Item-Total Statistics				
Variables	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Integration and implementation of sports policies and educational policies	7.38	3.420	0.291	0.593
Students-centred approach	7.86	2.532	0.540	0.187
Facilitative students-centred approach	7.73	3.324	0.320	0.551

Component 4 has three variables with a reliability of 0.541, which is less than Cronbach's Alpha of 0.7 as indicated in Table 4.21.

Table 4.21*Reliability statistics component 4*

Cronbach's Alpha	Number of Items
0.541	3

Furthermore, Table 4.22 shows that the deletion of any other variable could not produce than 0.541 value of Cronbach's Alpha. Therefore, component 4 was not reliable

Table 4.22

Item-total statistics for component 4

Item-Total Statistics				
Variables	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Sports Education programmes	7.56	2.854	0.383	0.435
Structure of School Sports Culture	8.48	2.100	0.302	0.555
Multi-skills sessions	8.27	2.116	0.415	0.334

Component 5 has three variables with a reliability of 0.010, which is less than Cronbach's Alpha of 0.7 as indicated in Table 4.23.

Table 4.23

Reliability statistics component 5

Cronbach's Alpha	Number of Items
0.010	3

Additionally, Table 4.24 shows that the deletion of any other variable could not produce than 0.010 value of Cronbach's Alpha. Therefore, component 5 was not reliable. Also it was found that, two items in component 5, baseline assessment (fitness, coordination, games and gymnastics) and appropriating resources (facilities, supplies, equipment, financial and human) for sports talents had negative value of Cronbach's Alpha due to a negative average covariance among items, hence, the criteria was not mate.

Table 4.24*Item-total statistics for component 5*

Item-Total Statistics				
Variables	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Baseline assessment (fitness, coordination, games and gymnastics)	7.33	2.586	0.121	-.247
Appropriating resources (facilities, supplies, equipment, financial and human) for sports talents	7.05	2.668	0.091	-.178
Early investment in one sport	8.70	2.150	-0.130	0.542

Based on the factor analysis, component 1 with Cronbach's Alpha of 0.807, which meets the reliability criteria of Cronbach's Alpha greater than or equal to 0.7 matched the criteria as Cronbach's Alpha was greater than 0.7 hence telling that the group was reliable. It shows that it is the best component, it strongly explains the critical approaches to the successful conducting of sports talent activities in secondary schools compared to other components.

The results of this study revealed that among the critical approaches to the successful conducting of sports talent activities in secondary schools is the structure of the school, national and international sports competitions (Cronbach's Alpha 0.782). This implies that students are provided with opportunities to enhance sports skills and continuously refine their sports skills. This study's results are consistent with those of Cooke et al. (2011), Jacob (2014), Kay (2000), Iszewski-Kubilius and Lee (2004), Siedentop et al. (2019), Singh (2021) and van Rens et al. (2015) who found that presence of different sports competitions in any setting, enables athletes to get time to practice from their earliest age and use it as the platform to be identified and nurtured in their talented

sports. Competitions provide opportunities to recognise student-athletes and support them to further their potential in talented sports. Elumaro et al. (2016) and Henriksen et al. (2014) confirm that a lack of regular sports competitions and unsupportive training and competition groups restrict sports talent development. Additionally, the findings of the current study concur with the conceptual framework which emphasises a sustainable system of competitions in the aspect of the process that should be considered by school administrators, PE, games and sports teachers as well as students to foster sports talent development.

It was also found that among the perceived critical approaches to the successful conducting of sports talent activities in secondary schools is the integration and implementation of sports policies and educational policies (Cronbach's Alpha 0.799). The findings imply that during the implementation of the education training policy, sports policies are also implemented which enhance the identification and nurturing of student-athletes potential, instil sports skills and promote physical well-being for sports talent development. Tanzania's Sports Development Policy (URT 1995b) and Tanzania's Education and Training Policy (URT 1995a) claim that a variety of sports are taught in secondary schools and that these opportunities allow students to show off and hone their athletic abilities, however, the findings indicate the need to comprehensively implement sports policies and educational policies. The findings also concur with those of Bailey et al. (2009), Bloyce and Smith (2009) and Lee (2014) who assert that the presence of sports policies guides schools to run sports activities and hence provides pathways for sports talent development, also the intervention of the government in the sports policy increases once the sports policy is integrated in the educational policies. Similarly, Kubai et al. (2021) in Kenya established the relationship between universities' education academic policies and students' sports talent development. Omari (2002) argue that sports policy is a crucial aspect towards sports talent development. Furthermore, the findings of the current study concur with the conceptual framework which emphasises that sports policy being part of input and the implementation of policies being part of the process in the framework should be well considered towards sports talent development.

The findings established that games and sports performance assessment tools (Cronbach's Alpha 0.795) as the critical approach to the successful conducting of sports talent activities in secondary schools. The findings imply that the insights and objective information are obtained through games and sports performance assessment tools. Schools can identify and develop potential talent early using assessment tools that assist in identifying students with exceptional athletic abilities. The findings of this study are in line with those of Bailey et al. (2004), Lazaro and Anney (2016) and Vaeyens et al. (2008) who found that games and performance data can be used to direct student-athletes down the right sports talent pathways, which may include attending collegiate scouting events, engaging in elite competitions or receiving specialized training. Furthermore, Falk et al. (2004) assert that most ball games, give the coach a more accurate understanding of the athletes' abilities. In the early phases of talent identification and development, ball games provide a greater emphasis on testing motor and technical skills. Additionally, the findings of the current study concur with the conceptual framework which focuses on developmental assessment aiming at improving rather than verifying an action.

It was also found that training and visits (Cronbach's Alpha 0.781) as one among the critical approaches to the successful conducting of sports talent activities in secondary schools. This implies that students are provided with the opportunities to participate in different regular training sessions and visit different areas apart of their school settings to enhance sports skills which enables them to reach their potential in their talented sports. The findings of the current study are in line with those of Hassan (2022), Helsen et al. (2000), Omari (2002), and Thomson (2006) who found that training and visits enable coaches and teachers to spot and develop young talent in which in turn helps steer students toward sports in which they might excel. Moreover, Borggreffe and Cachay (2012) assert that sports training and practice were incorporated as components of schools' curricular content to provide opportunities for students to train and practice for developing their sports skills. The findings also concur with those of Mudege (2011) and Williams and Reilly (2000) who argue that systematic training sessions have a great influence on the development of sports talent as they act as a platform for athletes to train and practice for advancing their sports skills.

The findings also revealed that student sports talent support (Cronbach's Alpha 0.784) is one of the critical approaches to the successful conducting of sports talent activities in secondary schools. It was determined that once students are financially, and psychologically supported and given material support such as athletic apparel, they become driven and concentrate on improving their athletic abilities. The findings of the current study echo those of Bailey et al. (2009), Coleman (2016), Larsen et al. (2013) and Lee (2014) who found that students can be supported by setting policies and strategies and ensuring a holistic lifestyle in an institution. Furthermore, De Bosscher and De Rycke (2017) argue that, once sports clubs and national governing bodies provide support to students at their earlier ages enabling them to attain achievement in sports. Also, Wolfenden and Holt (2005) found that emotional support, tangible support and informational support are vital in the process of talent identification and development and hence should be highly considered. Additionally, the findings of the current study concur with the Achievement Goal-Oriented theory which guided the study as it focuses on both mastery goal and performance goal orientations which need to be developed to support talented students hence sports talent development.

Furthermore, the results of this study revealed that among the critical approaches to the successful conducting of sports talent activities in secondary schools is the constructivist approach (Cronbach's Alpha 0.778). This implies that it was perceived that for the proper development of sports talent, a constructivist approach is essential because it places a strong emphasis on critical thinking, problem-solving and active engagement in sports. The findings of the current study are in line with those of John and Thiel (2022) who viewed athlete talent as a social construction that is embedded in its context and changing historically, the approach offers a helpful theoretical and methodological of the intricate process of talent emergence and development. The approach encourages a deeper understanding of sports skills and strategy through an appropriate method which involves athletes in the learning process. Also, Jokuschies et al. (2017) found that by applying a constructivist approach to the process of identifying talent, coaches can use constructs to describe individually perceived

differences in athlete characteristics. These constructs can then be viewed as the coach's subjective talent criteria.

Moreover, the results of this study revealed that among the critical approaches to the successful conducting of sports talent activities in secondary schools is an early investment in focused intensive training (Cronbach's Alpha 0.790). The findings imply that the respondents perceived that early investment in focused intensive training has the potential to produce elite student-athletes, encourage active participation and support students' holistic sports development. The findings of the current study concur with those of Coutinho et al. (2016) who found that early investment in focused intensive training helps in recognizing and developing athletes' potential at a developmental stage to establish a strong foundation and core competencies in their talented sports. Also, based on an early investment in focused intensive training, it has been established that it is more likely that exceptional talents will be found and developed.

Additionally, it was found that appropriating resources (facilities, supplies, equipment, financial, time and human resources) for sports talents (Cronbach's Alpha 0.795) is the critical approach to the successful conducting of sports talent activities in secondary schools. The findings imply that there was a limited supply of resources for sports talent development hence participants perceived that to develop sports talent in secondary schools, resources should be made available to enable students to learn and participate in sports talent programmes to further and refine their sports skills. The findings of the current study concur with those of Fernández-Río and Méndez-Giménez (2012) who found that elites and athletes who can operate at various levels in sports resources should be adequately deployed to enable successful run of coaching and training sessions as well as sustenance autonomous training. Moreover, other studies by Chan and Yuen (2013), Gore (2004), Sotiriadou et al. (2008) and Williams et al. (2011) found that resources are vital in sports talent development as they support a holistic education by encouraging athletes' sports skills, character and healthy lifestyle development which foster sports talent development.

The results of this study revealed that among the critical approaches to the successful conducting of sports talent activities in secondary schools is examining the developmental trajectories of students (Cronbach's Alpha 0.791). The participants of this study perceived that through examining developmental trajectories it is easier for teachers, trainers and coaches to understand how students change both mentally and personally throughout their talented sports. The findings of this study are in line with those of other studies that found that examining the developmental trajectories of athletes allows an examination of the patterns of athletes' participation across high schools (Agans & Geldhof, 2012). It increases the likelihood of finding and developing future sports talents by enabling coaches to recognize and develop athletic potential. Also, it is vibrant to examine the developmental trajectories of athletes as it helps in the creation of personalized training programmes that consider the growth patterns of each individual and ensures a more effective and individualized approach to sports skill development (Erickson & Côté, 2016).

Based on the interviews it was revealed that most of the schools use competition programmes, training and coaching programmes, game-based programmes and screening programmes for sports talent recognition as critical approaches for sports talent development. Assistant heads of schools and academic teachers, as part of secondary school administrators, were interviewed on the critical approaches for the successful conducting of sports activities for sports talent development in secondary schools. They responded that the schools use different approaches to ensure sports talent development. For example, assistant head of school 'A' had this to say in the interview:

In my school, the most used approaches for sports talent development are training and coaching sports programmes and intramural programmes. We use the available resources to set programmes that enable us to detect, identify and develop talented students. Regardless of having inadequate human resources for training and coaching programmes we try our level best to accommodate the needs of all talented students with the available resource. (Interview, Head of School A, September, 2023).

The responses of an assistant head of the school testify that critical approaches for conducting sports talent activities for sports talent development were observed in

secondary schools regardless of having limited resources towards execution of the programmes.

Findings from interviews with secondary school academic teachers revealed that different approaches towards sports talent development were followed, including game-based as well as sports competition programmes in regard to sports talent development. During the interview, academic teacher from school 'F' and the academic teacher from school 'E' argued:

We recognize that in our school, there are students who are talented in sports. We, therefore, use school competitions to provide adequate skills to students who have talent in sports. School competitions involve inter-class and inter-schools. This highly motivates students to take part in sports, hence their sports talent is recognized and developed. (Interview, Academic Teacher School F, September, 2023).

The approach that we use most in our school for sports talent activities is sports games programmes. We set time for different sports games which integrate several sports including football, volleyball, netball, and netball aimed at developing sports talent. However, time isn't enough to effectively route the programme. The time set is for general sports activities; therefore, the assigned human resource uses it to develop sports talent among students. (Interview, Academic Teacher School E, September, 2023).

From the above findings, it is clear that secondary schools use different critical approaches for the conducting of sports talent activities aiming at sports talent development. However, the approaches are not universal to selected secondary schools.

Apart from the interview with the assistant heads of schools and academic teachers, the researcher reviewed school timetables, school newspapers, sports schedule documents, sports training materials and programmes from schools' academic offices and PE and sports departments. The reviewed documents revealed that there was time set for sports activities, which is used for sports talent development, and also numerous sports events prepared by schools, including school competitions aiming at sports talent recognition towards sports talent development.

In this regard, the findings of this study indicate that there are sports programmes which are designed to spot students with sports talent and work towards developing their talents. The results of the current study echo those of Vaeyens et al. (2009) who found that systematic structures of sports programmes should be keenly developed to recognize talented athletes and encourage their advancement in a particular sport. For instance, designing screening programmes for sports talent enables to identify athletes at an early age and exposes them to specialized training and early sports talent development as well as inspires them to follow a well-defined path to progress steadily from entry-level to elite status.

4.6 Perceptions of School Administrators, Teachers, and Students on the Importance of Approaches to the Successful Conducting of Sports Talent Activities in Secondary Schools

The third research objective evaluated the perceptions of school administrators, teachers, and students on the importance of approaches to successfully conducting sports talent activities in secondary schools. Data were collected through a questionnaire, which was administered to the heads of schools, PE, sports, and games teachers, as well as students. A questionnaire with nineteen items was used, aimed at collecting data towards their perceptions on the importance of approaches to the successful conducting of sports talent activities for sports talent development based on the five-point Likert scale with the options provided as strongly disagree (1), disagree (2), neither agree nor disagree (3), agree (4) and strongly agree (5). Results are presented in Table 4.25

Table 4.25*Overall analysis of perceptions on the importance of approaches for sports talent*

Category	Heads of School			Sports Teachers			Students		
	Responses		Percent of Cases	Responses		Percent of Cases	Responses		Percent of Cases
	N	Percent		N	Percent		N	Percent	
Strongly Disagree	1	0.8%	14.3%	8	2.0%	38.1%	141	1.9%	36.6%
Disagree	0	0.0%	0.0%	11	2.8%	52.4%	207	2.8%	53.8%
Neither agree nor disagree	1	0.8%	14.3%	33	8.3%	157.1%	662	9.0%	171.9%
Agree	58	43.6%	828.6%	255	63.9%	1214.3%	3199	43.7%	830.9%
Strongly Agree	73	54.9%	1042.9%	92	23.1%	438.1%	3106	42.5%	806.8%
Total	133	100.0%	1900.0%	399	100.0%	1900.0%	7315	100.0%	1900.0%

Results in Table 4.25 show that heads of schools perceived that approaches towards sports talent activities for sports talent development were critical, as 54.9% strongly agreed and 43.6% agreed that the approaches benefited students towards sports talent development. In comparison, 0.8% strongly disagreed, and 0.0% disagreed on the importance of the critical approaches for conducting sports talent activities for sports talent development. Findings also revealed that PE, sports, and games teachers perceived that the critical approaches for conducting of sports talent activities were important to students and school at large in different ways, as 23.1% strongly agreed and 63.9% agreed regarding the importance of adhering to approaches for sports talent activities to develop sports talent. However, few of them perceived that the approaches would have added no significant value to sports talent development, as 2.0% strongly disagreed and 2.8% disagreed regarding the importance of the critical approaches for conducting sports talent activities aiming at developing sports talent. Furthermore, the findings show that students perceived that the approaches are important in the course of sports talent development in secondary schools, whereby 43.7% agreed, and 42.5% strongly agreed on the importance of the approaches towards sports talent development, although few students perceived that the approaches are not important towards sports talent development, whereby, 1.9% strongly disagreed and 2.8%

disagreed that the approaches are not important to critical conducting of sports talent activities for sports talent development.

Apart from the general perceptions of all the respondents on the importance of the critical approaches for conducting of sports activities for sports talent development, Table 4.26, based on each importance, indicates specific analysis of the extent to which heads of schools, PE, sports and games teachers as well as students perceived regarding the importance of the critical approaches for the successful conducting of sports talent activities for sports talent development in secondary schools.

Table 4.26*Perceptions on the importance of the approaches for sports talent*

Importance Category	Responses					Total
	SD	D	N	A	SA	
Enable designing programmes that reflect the needs for sports talent	3(0.73%)	2(0.48%)	22(5.33%)	209(50.61%)	177(42.86%)	413(100%)
Provide opportunities to capture the diversity of talented students	7(1.69%)	6(1.45%)	25(6.05%)	146(35.35%)	229(55.45%)	413(100%)
Enable regular setting of goals with teachers and administrators specific to sports talent development	2(0.48%)	7(1.69%)	46(11.14%)	196(47.46%)	162(39.23%)	413(100%)
Provide consistent supervision of the sports talent programmes	6(1.45%)	3(0.73%)	44(10.65%)	225(54.48%)	135(32.69%)	413(100%)
Emphasize more sports activities rather than winning	33(7.99%)	53(12.83%)	86(20.82%)	153(37.05%)	88(21.31%)	413(100%)
Facilitate sports talent transfer	22(5.33%)	6(1.45%)	41(9.93%)	148(35.84)	196(47.46%)	413(100%)
Provide collaboration between school administration and other sports stakeholders	0(0.00%)	19(4.6%)	14(3.39%)	189(45.76%)	191(46.25%)	413(100%)
Enable school administrators and teachers to review sports talent progress	3(0.73%)	11(2.66%)	32(7.75%)	238(57.63%)	129(31.23%)	413(100%)
Enhance involvement in most decisions by school administration and teachers about sports talent development	6(1.45%)	11(2.66%)	49(11.86%)	202(48.91%)	145(35.11%)	413(100%)
Provide guidelines for sports talent regarding what is needed for progression	3(0.73%)	14(3.39%)	35(8.47%)	206(49.88%)	155(37.53%)	413(100%)
Influence deployment of enough teachers and coaches for sports talent	17(4.12%)	13(3.15%)	11(2.66%)	162(39.23%)	210(50.85%)	413(100%)
Guide scheduling of enough sports training sessions	5(1.21%)	9(2.18%)	65(15.74%)	178(43.1%)	156(37.77%)	413(100%)
Provide support to students within the school framework	10(2.42%)	11(2.66%)	23(5.57%)	175(42.37%)	194(46.97%)	413(100%)
Enable distribution of facilities and equipment	7(1.69%)	9(2.18%)	24(5.81%)	140(33.9%)	233(56.42%)	413(100%)
To form strong and reflective school boards for sports activities	0(0.00%)	5(1.21%)	51(12.35%)	182(44.07%)	175(42.37%)	413(100%)
Influence securing support for competitive sports activities in school from the population and media	7(1.69%)	10(2.42%)	29(7.02%)	204(49.39%)	163(39.47%)	413(100%)
Enable collaborations with sports associations and federations toward sports talent	5(1.21%)	5(1.21%)	35(8.47%)	159(38.5%)	209(50.61%)	413(100%)
Enable following of plans set as a basis for sports talent training	7(1.69%)	12(2.91%)	24(5.81%)	225(54.48%)	145(35.11%)	413(100%)
Provide comprehensive sports training content	7(1.69%)	12(2.91%)	40(9.69%)	175(42.37%)	179(43.34%)	413(100%)

Key: SD=Strongly Disagree, D=Disagree, N=Neither agree nor disagree, A=Agree, SA=strongly Agree. **Source:** Field Data (August, 2023)

The findings in Table 4.26 show that the majority of respondents perceived that the critical approaches for conducting of sports talent activities for sports talent development are important to be adhered to in secondary schools. A questionnaire that was administered to heads of schools, PE, sports, and games teachers, as well as students shows that the use of appropriate approaches for sports talent enables designing programmes that reflect the needs for sports talent to students, whereby 209(50.61%) agreed, and 177(42.86%) strongly agreed on the importance. This implies that the approaches provide room for school administrators, PE, sports, and games teachers to capture the needs of all students in their talented areas, hence designing sports talent programmes that cater to students' needs. Also, heads of schools, PE, sports, and games teachers, and students were asked in the questionnaire whether critical approaches to the successful conducting of sports talent activities in secondary schools provide opportunities to capture the diversity of talented students. The findings, as indicated in Table 4.26, show that the majority of respondents perceived that the approaches provide opportunities to capture the diversity of talented students, whereby 229(55.45%) strongly agreed, and 146(35.35%) agreed.

Furthermore, heads of school, PE, sports, and games teachers, as well as students, were asked if they were able to regularly set goals for sports talent development in secondary schools by adhering to critical approaches to the successful conducting of sports talent activities for sports talent development. The responses revealed that 196(47.46%) strongly agreed and 162(39.23%) agreed that the use of the approaches for sports talent enables them to set goals for sports talent development regularly. Another item asked whether approaches for sports talent provide consistent supervision of the sports talent programmes. The findings indicate that the majority of the respondents (heads of school, PE, sports and games teachers and students), 225(54.48%) and 135(32.69%) both agreed and strongly agreed that the approaches would have benefited them by identifying the sports talent programmes and ensure implementation through allocating resources for monitoring and supervising the programmes.

Moreover, findings indicate that appropriate approaches for conducting of sports talent activities for sports talent development play a vital role in emphasizing more sports

activities rather than winning, whereby 153(37.05%) agreed and 88(21.31%) strongly agreed on the asked item. The finding implies that heads of schools and PE, sports, and games teachers place considerable emphasis on planning and conducting sports programmes that rouse sports talent development rather than running sports programmes that aim at competing and ignoring the identification and development of sports talent. It is also indicated that 196(47.46%) strongly agreed and 148(35.84%) agreed that the approaches for sports talent facilitate sports talent transfer. The finding implies that there are different sports programmes set in secondary school, such as screening programmes for sports talent recognition. Such a programme enables students to transfer their talent from specific sports to other sports under the guidance of their school administrators and PE, sports, and games teachers.

Furthermore, Table 4.26 indicates that the majority of heads of schools, PE, sports, and games teachers, as well as students, perceived that the approaches for conducting of sports talent activities for sports talent development provide collaboration between school administration and other sports stakeholders, as 191(46.25%) strongly agreed and 189(45.76%) agreed, whereby it also indicated that there was no any respondent 0(0.00%) who strongly disagreed regarding the item. This shows that setting appropriate approaches to sports talent development provides a forum for secondary school administrators and other stakeholders to collaborate and ensure a proper accomplishment of sports talent activities for sports talent development.

Additionally, findings indicate that appropriate approaches for conducting of sports talent activities for sports talent development play a vital role in enabling school administrators and teachers to review sports talent progress, whereby 238(57.63%) agreed, and 129(31.23%) strongly agreed on the asked item. It implies that heads of schools and PE, sports, and games teachers set time to review sports talent programmes to evaluate if they reflect the needs of sports talent development. This provides opportunities for adding or omitting some items in the programmes and using appropriate methods to execute the programmes. Likewise, heads of schools and PE, sports, and games teachers and students were asked whether the critical approaches for conducting of sports talent activities for sports talent development enhance

involvement in most decisions by school administration and teachers about sports talent development. The findings reveal that the majority of respondents, 202(48.91%), agreed, and 145(35.11%) strongly agreed that the approaches benefited them by enhancing involvement in decision-making. This shows that students, teachers and school administrators had time to sit together to decide the type of sports talent programmes to be done, ways to execute the programme, kind of resources to be used, as well as time and place for the sports talent activities to be done and agree on the evaluation strategy.

Furthermore, Table 4.26 indicates heads of school, PE, sports and games teachers, as well as students, perceived that the critical approaches to the conducting of sports talent activities are important as they provide guidelines for sports talent regarding what is needed for the progression of sports talent. In this regard, 206(49.88%) agreed, and 155(37.53%) strongly agreed that the approaches, once well followed, provide guidelines for what is needed for sports talent progression. Additionally, heads of school, PE, sports and games teachers, as well as students, responded to the question of whether the critical approaches for conducting sports activities for sports talent development influence the deployment of enough teachers and coaches for sports talent. The findings, as shown in Table 4.26, indicate that the majority of the respondents, 210(50.85%), strongly agreed, and 162(39.23%) agreed that resources are well deployed based on the approaches for sports talent activities. The findings further revealed that the approaches towards sports talent activities enhance the allocation of human resources such as sports teachers, trainers and coaches. Some of the approaches, such as coaching and mentoring, require enough human resources to be executed.

Another item asked whether the critical approaches for the conducting of sports talent for sports talent development guide the scheduling of enough sports training sessions. The findings indicate that the majority of the respondents (heads of school, PE, sports and games teachers and students), 178(43.1%) and 156(37.77%), both agreed and strongly agreed that the approaches play a vital role in scheduling sports sessions. Approaches such as facilitative students-centred approach, multi-skills sessions and

collaborative mentoring approach time once are well set to ensure the effectiveness of the programme. On the aspect of whether the approaches for conducting of sports talent for sports talent development provide support to students within the school framework, the majority of the respondents perceived that the approaches provide support to students within the school framework, whereby 194(46.97%) strongly agreed, and 175(42.37%) agreed that if the approaches are observed would have benefited students in the school framework. This implies that most of the students who have sports talent get support within the school framework through using the available resources.

Regarding whether the approaches for conducting of sports talent for sports talent development enable the distribution of facilities and equipment, findings as indicated in Table 4.26 show that the majority of respondents, 233(56.42%), strongly agreed, and 140(33.9%) agreed that the approaches enable distribution of facilities and equipment. This implies that facilities such as playgrounds, pitches, and courts are allocated accordingly; also, the equipment such as goal posts, bats and rackets are distributed based on the approaches trailed on ensuring sports talent development in secondary schools. It was also perceived that forming strong and reflective school boards for sports activities was one of the benefits of following the appropriate approaches to conducting sports activities for sports talent development, as 182(44.07%) agreed and 175(42.37%) strongly agreed on the associated benefit. This implies that the approaches for conducting of sports talent activities guide school administration to think about forming a strong school board for supporting sports talent development. Approaches such as collaborative mentoring, the structure of the school, national and international sports competitions, and student-sports talent support need a strong and focused school board to work towards sports talent development.

On whether heads of school, PE, sports and games teachers and students influenced securing support for competitive sports activities in school from the population and media through the approaches for conducting of sports activities, the findings as shown in Table 4.26 revealed that majority of the respondents 204(49.39%) agreed and 163(39.47%) strongly agreed that presence of approaches for conducting sports talent

activities influences securing support for competitive sports activities in school from the population and media. This shows that, in secondary schools, support is secured from the community members and media for running sports talent activities. This regularly happens when the school uses approaches such as training and visits, multi-skills sessions, game and sports performance assessment tools, and examining developmental trajectories of students. Additionally, it was perceived that the approaches enable collaborations with sports associations and federations toward sports talent, whereby 209(50.61%) strongly agreed, and 159(38.5%) agreed. This implies that using some approaches such as training and visits enables collaborations among the secondary schools' members and sports associations and federations.

Furthermore, findings indicate that plans set as a basis for sports talent training are followed once there are set approaches to conducting sports talent activities for sports talent development. The majority of the respondents, 225(54.48%), agreed, and 145(35.11%) strongly agreed that approaches enable the ensuing of plans set as a basis for sports talent training. It was further perceived that the approaches for conducting sports talent provide comprehensive sports training content, as 179(43.34%) strongly agreed and 175(42.37%) agreed on the item. The findings imply that approaches such as sports education programmes, integration of sports policies and education policies, and baseline assessment (fitness, coordination, games, and gymnastics) provide an opportunity to prepare comprehensive sports training content for sports talent activities towards sports talent development.

Additionally, factor analysis was performed to determine the interrelationship among the large set of the importance of the approaches for the successful conducting of sports talent activities for sports talent development by grouping related importance so that they can be treated and explained as a combined small set of factors rather than as a series of stand-alone. All the variables were checked for the sake of looking at their significance values.

The selected components were significant, since; $KMO > 0.5$ and Bartlett's is less than 5% (Sig.=0.000), as is indicated in Table 4.27 below;

Table 4.27*KMO and Bartlett's Test*

KMO and Bartlett's Test	
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	0.801
Approx. Chi-Square	2128.427
Bartlett's Test of Sphericity df	171
Sig.	0.000

Furthermore, it was considered that, in order to get a more significant amount of information to be extracted from the common factor, a higher communality closer to one was adhered to. The best way to measure factor analysis is to have a communality of at least 0.40. Table 4.28 shows the communalities of the variables, whereby the initial value of communality for each variable is 1.00 (100%) as no information has been extracted by factor analysis at the beginning of the process. The results revealed that the maximum amount of information is 75.9% (provide consistent supervision of the sports talent programmes), indicating a 24.1% loss of information. In contrast, the information that is minimum is 40.4 % (provide guidelines for sports talent regarding what is needed for progression), implying that there is a 59.6% loss of information.

Table 4.28*Communalities*

Variables	Initial	Extra ction
Enable designing of the programmes that reflect the needs of the sports talents	1.000	0.591
Provide opportunities to capture the diversity of talented students	1.000	0.515
Enable regular setting of goals with teachers and administrators specific to sports talent development	1.000	0.607
Provide consistent supervision of the sports talent programmes	1.000	0.759
Emphasize more on sports activities rather than winning	1.000	0.520
Facilitate sports talent transfer	1.000	0.524
Provide collaboration between school administration and other sports stakeholders	1.000	0.738
Enable school administrators and teachers to review sports talent progress	1.000	0.490
Enhance involvement in most decisions by school administration and teachers about sports talent development	1.000	0.640
Provide guidelines for sports talent regarding what is needed for progression	1.000	0.404
Influence the deployment of enough teachers and coaches for sports talent	1.000	0.649
Guide scheduling of enough sports training sessions	1.000	0.532
Provide support to students within the school framework	1.000	0.733
Enable distribution of facilities and equipment	1.000	0.621
To form strong and reflective school boards for sports activities	1.000	0.607
Influence securing support for competitive sports activities in school from the population and media	1.000	0.651
Enable collaborations with sports associations and federations towards sports talent	1.000	0.728
Enable following of plans set as a basis for sports talent training	1.000	0.584
Provide comprehensive sports training content	1.000	0.600

Extraction Method: Principal Component Analysis

Additionally, to determine factors, a Kaiser criterion (eigenvalues), which measures the variance in all the study variables accounted for a single factor, was applied to decide if a factor was necessary. The factors incorporated are those with an eigenvalue of greater than one. The presence of a high eigenvalue implies that more variance is explained by such a factor. Considering the eigenvalue greater than one, six components were formed, which explains 60.19% of the total variation. Table 4.29 shows the output of the total variance explained.

Table 4.29

Total variance explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of	Cumulative	Total	% of	Cumulative
		Variance	%		Variance	%
1	5.211	27.428	27.428	5.211	27.428	27.428
2	1.541	8.108	35.536	1.541	8.108	35.536
3	1.297	6.828	42.363	1.297	6.828	42.363
4	1.194	6.285	48.648	1.194	6.285	48.648
5	1.117	5.878	54.526	1.117	5.878	54.526
6	1.075	5.660	60.187	1.075	5.660	60.187
7	0.963	5.068	65.254			
8	0.859	4.521	69.775			
9	0.805	4.237	74.012			
10	0.740	3.892	77.904			
11	0.692	3.641	81.546			
12	0.615	3.238	84.784			
13	0.543	2.855	87.639			
14	0.489	2.572	90.211			
15	0.470	2.473	92.684			
16	0.444	2.337	95.022			
17	0.390	2.050	97.072			
18	0.292	1.537	98.608			
19	0.264	1.392	100.000			

Based on the obtained eigenvalues above, six components were grouped according to their correlations through the rotated component matrix.

The results indicate that component 1 has five variables (importance of approaches for sports talent) that include influence securing support for competitive sports activities in school from the population and media, which correlates to component 1 by (0.704), enable designing of the programmes which reflects the needs for the sports talents which correlates by (0.680), enable collaborations with sports association and federations towards sports talent with a correlation of (0.663), enable school administrators and teacher to review sports talent progress with a correlation of (0.486), and enable following of plans set as basis for sports talent training with a correlation of (0.427).

The results also show that component 2 has four variables (importance of critical approaches for sports talent) that include enabling collaborations with sports associations and federations towards sports talent, which correlates to component 2 by (0.401), enabling school administrators and teachers to review sports talent progress with a correlation of (0.452), provide a comprehensive sports training content with a correlation of (0.737), and to form strong and reflective school boards for sports activities with a correlation of (0.692).

The findings further show that component 3 comprised of four variables (importance of critical approaches for sports talent) that include influence deployment of enough teachers and coached for sports talent, which correlates with component 3 by (0.780), guide scheduling of enough sports training sessions with a correlation of (0.655), enable following of plans set as a basis for sports talent training with a correlation of (0.526), and provide consistency supervision of the sports programmes with a correlation of (0.485). Component 4 comprised of three variables (importance of critical approaches for sports talent) that include enhancing involvement in the most decisions by school administration and teachers about sports talent development, which correlates with component 4 by (0.681), providing consistent supervision of the sports programmes with a correlation of (0.675), and enable regularly setting of goals with teachers and administrators specific to sports talent development with a correlation of (0.595).

Additionally, the findings show that component 5 comprised of three variables (importance of critical approaches for sports talent) that include emphasis more on sports activities rather than winning, which correlates to component 5 by (0.672), provide support to students within the school framework with a correlation of (0.622), and facilitate sports talent transfer with a correlation of (0.554). Component 6 comprised of four variables (importance of critical approaches for sports talent) that include providing support to students within the school framework, which correlates to component 6 by (0.445), providing collaboration between school administration and other sports stakeholders with a correlation of (0.841), provide opportunities to capture the diversity of talented students with a correlation of (0.464), and provide guidelines for sports talent regarding what is needed for progression with a correlation of (0.435). Table 4.30 shows the rotated component matrix.

Table 4.30*Rotated component matrix*

Variables	Components					
	1	2	3	4	5	6
Influence securing support for competitive sports activities in school from the population and media	0.704					
Enable designing of the programmes that reflect the needs of the sports talents	0.680					
Enable collaborations with sports associations and federations towards sports talent	0.663	0.401				
Enable school administrators and teachers to review sports talent progress	0.486	0.452				
Provide comprehensive sports training content.		0.737				
To form strong and reflective school boards for sports activities		0.692				
Enable distribution of facilities and equipment.						
Influence the deployment of enough teachers and coaches for sports talent.			0.780			
Guide scheduling of enough sports training sessions			0.655			
Enable following of plans set as a basis for sports talent training	0.427		0.526			

Variables	Components					
	1	2	3	4	5	6
Enhance involvement in most decisions by school administration and teachers about sports talent development.				0.681		
Provide consistent supervision of the sports programmes			0.485	0.675		
Enable regular setting of goals with teachers and administrators specific to sports talent development.				0.595		
Emphasize more on sports activities rather than winning.					0.672	
Provide support to students within the school framework.					0.622	0.445
Facilitate sports talent transfer.					0.554	
Provide collaboration between school administration and other sports stakeholders.						0.841
Provide opportunities to capture the diversity of talented students.						0.464
Provide guidelines for sports talent regarding what is needed for progression.						0.435

Apart from the rotated component matrix, a test for the reliability of the six components was conducted as indicated below;

Component 1 has five variables with Cronbach's Alpha of 0.771, which met the reliability criteria of Cronbach's Alpha greater than or equal to 0.7; hence, the component was reliable, as indicated in Table 4.31.

Table 4.31*Reliability statistics component 1*

Cronbach's Alpha	Number of Items
0.771	5

Furthermore, based on Table 4.32, which shows item-total statistics for component 1, the deletion of any other variable could not produce than 0.771 value of Cronbach's Alpha.

Table 4.32*Item-total statistics for component 1*

Item-Total Statistics				
Variables	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Influences securing support for competitive sports activities in school from the population and media	17.05	5.012	0.528	0.734
Enable designing of the programmes that reflect the needs of the sports talents	16.93	5.527	0.517	0.738
Enables collaborations with sports associations and federations towards sports talent	16.91	4.623	0.698	0.671
Enables school administrators and teachers to review sports talent progress	17.11	5.397	0.491	0.745
Enables following of plans set as a basis for sports talent training	17.09	5.179	0.487	0.748

Component 2 has four variables with a reliability of 0.707, which met the reliability criteria of Cronbach's Alpha greater than or equal to 0.7; hence, the component was reliable.

Table 4.33

Reliability statistics component 2

Cronbach's Alpha	Number of Items
0.707	4

Moreover, Table 4.34 shows that the deletion of any other variable could not produce than 0.707 value of Cronbach's Alpha.

Table 4.34 Item-total statistics for component 2

Item-Total Statistics				
Variables	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Enables collaborations with sports associations and federations towards sports talent	12.66	3.088	0.528	0.622
Enables school administrators and teachers to review sports talent progress	12.86	3.370	0.469	0.659
Provides comprehensive sports training content	12.80	2.905	0.514	0.634
To form strong and reflective school boards for sports activities	12.75	3.402	0.468	0.660

Component 3 has four variables with a reliability of 0.642, which is less than Cronbach's Alpha of 0.7, and did not meet the requirement, as indicated in Table 4.35.

Table 4.35

Reliability statistics component 3

Cronbach's Alpha	Number of Items
0.642	4

Additionally, Table 4.36 shows that the deletion of any other variables could not produce than 0.642 Cronbach's Alpha. Therefore, component 3 was not reliable.

Table 4.36

Item-total statistics for component 3

Item-Total Statistics				
Variables	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Influences deployment of enough teachers and coaches for sports talent	12.49	3.115	0.432	0.572
Guides scheduling of enough sports training sessions	12.64	3.391	0.463	0.544
Enables following of plans set as a basis for sports talent training	12.60	3.600	0.426	0.572
Provides consistent supervision of the sports programmes	12.62	3.858	0.378	0.604

Component 4 has three variables with a reliability of 0.592, which is less than Cronbach's Alpha of 0.7, as indicated in Table 4.37.

Table 4.37*Reliability statistics component 4*

Cronbach's Alpha	Number of Items
0.592	3

Furthermore, Table 4.38 shows that the deletion of any other variables could not produce than 0.592 Cronbach's Alpha. Therefore, component 4 was not reliable

Table 4.38*Item-total statistics for component 4*

Item-Total Statistics					
Variables	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	
Enhances involvement in most decisions by school administration and teachers about sports talent development	8.39	1.463	0.425	0.454	
Provides consistent supervision of the sports programmes	8.37	1.704	0.373	0.530	
Enables regular setting of goals with teachers and administrators specific to sports talent development	8.30	1.661	0.405	0.485	

Component 5 has three variables with a reliability of 0.492, which is less than Cronbach's Alpha of 0.7, as indicated in Table 4.39.

Table 4.39*Reliability statistics component 5*

Cronbach's Alpha	Number of Items
0.492	3

Furthermore, Table 4.40 shows that the deletion of any other variables could not produce than 0.492 Cronbach's Alpha. Therefore, component 5 was not reliable.

Table 4.40*Item-total statistics for component 5*

Item-Total Statistics				
Variables	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Emphasizes more sports activities rather than winning	8.47	2.332	0.305	0.415
Provides support to students within the school framework	7.69	2.946	0.380	0.306
Facilitates sports talent transfer	7.80	2.842	0.267	0.463

Component 6 has four variables with a reliability of 0.622, which is less than Cronbach's Alpha of 0.7, as indicated in Table 4.41.

Table 4.41*Reliability statistics component 6*

Cronbach's Alpha	Number of Items
0.622	4

Moreover, Table 4.42 shows that the deletion of any other variables could not produce than 0.622 Cronbach's Alpha. Therefore, component 6 was not reliable.

Table 4.42*Item-total statistics for component 6*

Item-Total Statistics				
Variables	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Provides support to students within the school framework	12.95	2.828	0.442	0.521
Provides collaboration between school administration and other sports stakeholders	12.90	3.209	0.416	0.543
Provides opportunities to capture the diversity of talented students	12.83	2.945	0.468	0.502
Provides guidelines for sports talent regarding what is needed for progression	13.04	3.435	0.289	0.630

Based on the factor analysis, component 1 (Cronbach's Alpha 0.771) and component 2 (Cronbach's Alpha 0.707), which meet the reliability criteria of Cronbach's Alpha greater than or equal to 0.7 matched the criteria, hence telling that the groups were reliable. It shows that components 1 and 2 are the best components to explain the perceived importance of the approaches to the successful conducting of sports talent activities in secondary schools. The variables in component 1 were; influences securing support for competitive sports activities in school from the population and media, enabling designing of the programmes that reflect the needs of the sports talents, enabling collaborations with sports associations and federations towards sports talent, enabling school administrators and teachers to review sports talent progress as well as enables following of plans set as a basis for sports talent training. The variables

in component 2 were; enabling collaborations with sports associations and federations towards sports talent, enabling school administrators and teachers to review sports talent progress, providing comprehensive sports training content as well as forming strong and reflective school boards for sports activities. Two variables were both seen in components 1 and 2, namely; enabling collaborations with sports associations and federations towards sports talent and enabling school administrators and teachers to review sports talent progress. Overall, the results of this study revealed differences in perception between school administrators, teachers and students on the importance of approaches to the successful conducting of sports talent activities in secondary schools.

The results of this study revealed that approaches to the successful conducting of sports talent activities in secondary schools influence securing support for competitive sports activities in school from the population and media. It was found that structuring the school, national and international sports competitions was one of the critical approaches towards sports talent development, this influences the schools to secure support from the community and media which in turn helps them have sustainable sports activities and ensure the continued growth and success of sports talent. This finding was consistent with several previous studies by Cooke et al. (2011), Jacob (2014) and Iszewski-Kubilius and Lee (2004) who found that the use of approaches such as sports competitions has financial implications for facilities, equipment and travel costs which prompt seeking of financial support from other settings.

It was also found that approaches to the successful conducting of sports talent activities in secondary schools enable designing of the programmes that reflect the needs of the sports talent. The findings imply that the respondent perceived that using critical approaches for sports talent development enables the schools to design sports programmes in such a way that places a high priority on individualized training sessions, access to facilities and elite coaching, frequent assessments and feedback to enhance overall sports talent development. The findings of the current study are in line with those of Cushion et al. (2012) who found that to have a successful motor learning and skill acquisition there should be an appropriate structuring of sports programmes to achieve sports talent development. Also, Bjørndal and Gjesdal (2020) found that if

talent development is designed within a multi-centric organisational model of clubs and schools enhances the overall ability of athletes by facilitating the convergence of diverse perspectives, resources and expertise hence making it easier to identify talent from various regions. Additionally, John (2017) found that to achieve sports talent development, different programmes should be designed in consideration of different strategies including deficit-oriented, prevention-oriented and asset-oriented approaches. This enables appropriate deployment of the resources to successfully implement the designed programme.

The findings established that approaches to the successful conducting of sports talent activities in secondary schools enable collaborations with sports associations and federations towards sports talent. The current study found that training and visits were one of the critical approaches towards sports talent development as they act as a platform for student-athletes to showcase their sports skills through regular training sessions as well as the identification of the talented student-athletes through visits; hence collaboration is enhanced through training sessions whereby by sports associations and federations can identify students with exceptional skills. The findings of the current study concur with those of Mudege (2011) who asserts that when social and cultural institutions like families, churches, schools and federations work together to support young players, they are more likely to commit themselves fully to their sports. Also, Coleman (2016) found that student potential development requires cooperation between the school and the community, particularly the families, to appropriate human resources, infrastructures and establish a network of support towards sports talent development.

It was also found that approaches to the successful conducting of sports talent activities in secondary schools enable school administrators and teachers to review sports talent progress. The findings imply that sports talent progress is reviewed in secondary schools based on the approach used to develop sports talent, the review aims at serving the purpose of identifying and nurturing promising student-athletes through recognizing students with exceptional sports skills and setting specialized sports training programmes to further their talents. The findings of the current study echo

those of Helsen et al. (2000) who found that the process of reviewing sports talent progress enables the creation of a solid basis for upcoming athletes. Also, Williams and Reilly (2000) found that reviewing sports talent progress improves the standard of sports programmes overall and might even identify individuals with the ability to challenge at a higher level by assuring an extensive array of resources and suitably qualified sports personnel to help facilitate sports talent development.

The findings also revealed that approaches to the successful conducting of sports talent activities in secondary schools enable the following of plans set as a basis for sports talent training. This implies that secondary schools offer a disciplined framework for spotting, developing and optimizing students' potential. The implications of following plans set as a basis for sports talent are also observed in terms of encouraging uniformity, equity and equal chances for every student and creating a school climate that values sports excellence. The study findings are in line with those of Henriksen et al. (2010) who argued that the development of sports talent necessitates the creation of precise training plans as the foundation for talent training, this allows coaches and trainers to design the best possible fit for each athlete for athletic excellence. It was further found that the plans entail a gradual shift toward deliberate practice and working on particular skills with new coaches, along with gradual increases in the quantity of training and level of specialization.

Additionally, it was found that approaches to the successful conducting of sports talent activities in secondary schools provide comprehensive sports training content. The findings indicate that adhering to different approaches provides an opportunity to develop sports training content which meets the needs of student-athletes to recognize and develop particular sports skills and make it possible to spot potential elite athletes early on. The findings of this study concur with those of Wei et al. (2021) who assert that sports training content should be designed in such a way that enables a student to learn and after class, students can finish the related tasks based on the provided training material. Additionally, Hardcastle et al. (2015) found that the integrated sports training content with physical, mental and emotional aspects encourages growth in all aspects, not just in technical abilities.

The findings also established that approaches to the successful conducting of sports talent activities in secondary schools provide an opportunity to form strong and reflective school boards for sports activities. The findings from different sources of data revealed that different school boards are formed to ensure the running of sports activities through providing strategic guidance, deployment of resources and ensuring a holistic learning environment for sports talent development. The findings concur with those of Halstead et al. (2010) who noted that school boards among other functions develop educational materials and guidelines for athletes, coaches and parents, in the course of developing materials, sports talent might be considered. Similarly, Harrison and Narayan (2003) emphasise the need to form a school board which ensures student participation in various sports programmes which in turn provides students with the opportunity to develop their sports skills for sports talent development.

Based on the interviews it was revealed that most of the participants perceived that there are lots of benefits associated with adhering to critical approaches to the successful conducting of sports talent activities in secondary schools. Assistant heads of schools and academic teachers were interviewed regarding whether the critical approaches for conducting of sports talent for sports talent development provide any benefits in their schools. The majority of them responded that their schools benefited from the approaches implemented, as most of the approaches enable secondary schools to design programmes that reflect the needs of the sports talent, enable secondary schools to secure support from the community members for school competitions as well as support from sports federations and associations. In this regard, an assistant head of school 'G' and academic teacher of school 'A' had this to say:

Based on the approaches employed for sports talent development, including training and visiting different sports institutions such as federations (for instance, the Tanzania Football Federation) provide us with good support regarding the development of football talent in our school. The federation accepts our requests when we ask to visit to learn how football talents are developed. Sometimes, we ask for outsourced human resources to train students in our school. (Interview, Assistant Head School G, September, 2023).

Once we conduct school competitions and sports games programmes we secure support from the community members; such support includes using their facilities and human resources. This enables our school to design programmes which cater diverse needs of our students. (Interview, Academic Teacher School A, September, 2023).

The two administrators above testify that the critical approaches for conducting of sports talent for sports talent development were significant. However, the creativity of secondary school administrators on which approaches fit their context had substantial implications on benefiting from the approaches.

On the whole, the findings have shown that the majority of the respondents perceived that using an appropriate critical approach for conducting of sports talent activities benefited most of the secondary schools, the benefits depend on the nature of the approach used. These findings concur with those of Coleman (2016) who argues that to develop students' potential, the community especially the families must work with the school to create a network of support for the development of sports talent, hence there is a need to use appropriate approach to enable collaboration between the schools and the community. Additionally, the study findings are in line with those of Bjørndal and Gjesdal (2020) who assert that having a multi-centric organisational approach of clubs and schools improves athletes' overall ability and makes it easier to identify talent from different regions.

4.7 Challenges that Hinder the Development of Sports Talent in Secondary Schools

The fourth research objective determined the challenges that hinder the development of sports talent in secondary schools. Data were collected through a questionnaire, which was administered to the heads of schools, PE, sports, and games teachers, as well as students. Furthermore, the researcher also observed and reviewed different documents. The findings are presented in the following sub-sections;

4.7.1 Challenges for sports talent development in secondary schools as perceived by heads of schools

This section intended to determine the challenges for sports talent development in secondary schools as perceived by heads of schools. A questionnaire with twelve items

was used, aimed at collecting data towards their perceptions on the challenges for sports talent development in secondary schools based on the five-point Likert scale with the options provided as strongly disagree (1), disagree (2), neither agree nor disagree (3), agree (4) and strongly agree (5). Results are presented in Table 4.43

Table 4.43

Heads of school perceptions on the challenges that hinder sports talent development

Challenges	Responses					Total
	SD	D	N	A	SA	
Large class size	0 (0.00%)	2 (28.57%)	1 (14.29%)	1 (14.29)	3 (42.86%)	7 (100%)
Lack of consideration of diverse students in sports programmes	0 (0.00%)	2 (28.57%)	1 (14.29%)	3 (42.86%)	1 (14.29%)	7 (100%)
Inappropriate sequencing of sports programmes	0 (0.00%)	0 (0.00%)	2 (28.57%)	3 (42.86)	2 (28.57%)	7 (100%)
Limited facilities such as playgrounds, pitches and courts	2 (28.57%)	0 (0.00%)	0 (0.00%)	2 (28.57%)	3 (42.86%)	7 (100%)
Inadequate equipment such as goal posts, balls, nets, jerseys, bibs, racquets and bats	0 (0.00%)	0 (0.00%)	0 (0.00%)	4 (57.14%)	3 (42.86)	7 (100%)
Insufficient time allotted for sports talent programmes	0 (0.00%)	0 (0.00%)	0 (0.00%)	3 (42.86)	4 (57.14%)	7 (100%)
Inappropriate supervision	0 (0.00%)	0 (0.00%)	0 (0.00%)	5 (71.43%)	2 (28.57%)	7 (100%)
Inadequate human resources such as teachers and coaches	0 (0.00%)	0 (0.00%)	0 (0.00%)	4 (57.14%)	3 (42.86)	7 (100%)
Competitive atmosphere	0 (0.00%)	0 (0.00%)	0 (0.00%)	5 (71.43%)	2 (28.57%)	7 (100%)
Insufficient funds to support students to have study tours and visit	0 (0.00%)	0 (0.00%)	0 (0.00%)	5 (71.43%)	2 (28.57%)	7 (100%)
Limited collaboration with the community members	0 (0.00%)	1 (14.29%)	0 (0.00%)	5 (71.43%)	1 (14.29%)	7 (100%)

Key: SD=Strongly Disagree, D=Disagree, N=Neither agree nor disagree, A=Agree, SA=strongly agree.

Source: Field Data (September, 2023).

Table 4.43 indicates that the majority of heads of schools (4, 57.15%) perceived that large class size hinders the development of sports talent. This prohibits the development of sports talent in secondary schools. An open-ended questionnaire shows that, in most of the studied schools, there is a comparatively large number of

students, especially in form I and form II where most of them like to take part in sports, hence challenges in terms of accommodating all students.

Also, heads of schools were asked to respond based on the Likert scale whether the lack of consideration of diversity for students in sports programmes hinders the development of sports talent in secondary schools. The findings in Table 4.43 indicate that the majority of heads of schools (4, 57.15%) perceived that the development of sports talent in secondary schools is hindered by having no consideration of the diverse needs of students. Most of the students are multi-talented in sports and this challenges in accommodating all the talent in consideration of the available resources. Hence, some sports talents are attended to and developed leaving the rest.

Moreover, the perception of heads of schools on inappropriate sequencing of sports programmes was determined. The responses on the Likert scale, as shown in Table 4.43, reveal that the majority of heads of school (5, 71.43%), perceived that the development of sports talent in secondary schools is affected by inappropriate sequencing of sports programmes which resulted by the lack of strategic planning, insufficient funding or scheduling constraints and facilities coordination. Hence, heads of schools perceive that the stakeholders of sport should highly collaborate with the school's administrators to ensure the availability of the required resources that satisfy students' needs and foster a positive athletic experience for sports talent development.

Furthermore, findings revealed that the majority of heads of school (5, 71.43%) perceived limited facilities such as playgrounds, pitches and courts as a challenge to the development of sports talent in secondary school. It was perceived that inadequate facilities in secondary schools can impede the growth of students' talent by limiting the variety of sports activities and different practices for students. It was also perceived that; inadequate facilities restrict the range of sports activities that can be participated by students and prohibit students from practicing and developing their sports talent. It was further found that the limited facilities discourage the one-on-one student attention from teachers, trainers and coaches which is a vital aspect in developing sports talent.

The findings also revealed that heads of school (7, 100%) perceived that inadequate equipment such as goal posts, balls, nets, jerseys, bibs, racquets and bats has been a challenge towards the development of sports talent in secondary school. Also, it was perceived that the development of sports talent can be hindered by worn-out balls, damaged nets, poorly maintained posts, and antiquated racquets or bats. Insufficient equipment limits students' overall development and potential in sports-specific activities by making it difficult for them to fully experience the activity and improve their skills and practice.

Furthermore, it was perceived by heads of schools from the selected schools (7, 100%) that, insufficient time allotted for sports talent programmes hinders the development of sports talent. It was perceived that insufficient time allotted can hinder sports talent development by restricting opportunities for students to practice improve their skills and get game experience. It was further perceived that insufficient time allotted can lead to rushed training, lower levels of fitness and lost chances to identify and develop sports talents.

Likewise, heads of school were asked whether inappropriate supervision hinder the development of sports talent in secondary schools. The findings as indicated in Table 4.43 reveal that heads of schools (7, 100%) perceived that the development of sports talent has been affected by inappropriate supervision as it prohibits students from receiving the right kind of guidance and reinforcement for sports skills from their teachers, trainers and coaches. It was perceived that; inappropriate supervision creates a depressing atmosphere that stifles students' enthusiasm for and dedication to sports talent development. also, heads of schools (7, 100%) perceived that inadequate human resources such as teachers and coaches hinder the development of sports talent through restrictive individualized attention, skill development and overall support for aspiring students' inadequate human resources could lead to lower-quality instruction and fewer chances to develop potential sports talent among students.

Table 4.43 also indicates that heads of schools (7, 100%) perceived that a competitive atmosphere hinders the development of sports talent. Heads of schools perceived that undue pressure to succeed could put students' long-term skill development and general

well-being ahead of their immediate success. The burnout, stress and a lack of enjoyment in sports can be the of experiencing a competitive atmosphere for sports talent development in secondary schools. It was also revealed that heads of school (7, 100%) perceived that insufficient fund to support students to have study tour and visit hinders sports talent development as it restricts students' exposure to a variety of sports and coaching settings, hence limiting students' ability to improve their sports skills.

Furthermore, findings revealed that the majority of heads of school (6, 85.72%) perceived that limited collaboration with the community members has been a challenge to the development of sports talent in secondary school. This can hinder the growth of students' abilities by limiting the availability of resources, knowledge, and infrastructure as the involvement of community members can provide important experience, coaching abilities and infrastructure support.

4.7.2 Challenges for sports talent development in secondary schools as perceived by PE, sports and games teachers

This section intended to determine the challenges for sports talent development in secondary schools as perceived by PE, sports and games teachers. A questionnaire with eleven items was used, aimed at collecting data towards their perceptions on the challenges for sports talent development in secondary schools based on the five-point Likert scale with the options provided as strongly disagree (1), disagree (2), neither agree nor disagree (3), agree (4) and strongly agree (5). Results are presented in Table 4.44.

Table 4.44*PE, sports and games teachers' perceptions of the challenges for sports talent*

Challenges	Responses					Total
	SD	D	N	A	SA	
Large class size	0 (0.00%)	5 (23.8%)	0 (0.00%)	10 (47.62%)	6 (28.57%)	21 (100%)
Lack of consideration of diverse students in sports programmes	0 (0.00%)	1 (4.76%)	5 (23.80%)	7 (33.33%)	8 (38.10%)	21 (100%)
Inappropriate sequencing of sports programmes	0 (0.00%)	4 (19.05%)	3 (14.29%)	7 (33.33%)	7 (33.33%)	21 (100%)
Limited facilities such as playgrounds, pitches and courts	0 (0.00%)	3 (14.29%)	0 (0.00%)	5 (23.80%)	13 (61.90%)	21 (100%)
Inadequate equipment such as goal posts, balls, nets, jerseys, bibs, racquets and bats	0 (0.00%)	0 (0.00%)	0 (0.00%)	8 (38.10%)	13 (61.90%)	21 (100%)
Insufficient time allotted for sports talent programmes	0 (0.00%)	7 (33.33%)	0 (0.00%)	7 (33.33%)	7 (33.33%)	21 (100%)
Inappropriate supervision	2 (9.52%)	7 (33.33%)	2 (9.52%)	10 (47.62%)	0 (0.00%)	21 (100%)
Inadequate human resources such as teachers and coaches	0 (0.00%)	3 (14.29%)	0 (0.00%)	8 (38.10%)	10 (47.62%)	21 (100%)
Competitive atmosphere	2 (9.52%)	3 (14.29%)	3 (14.29%)	11 (52.38%)	2 (9.52%)	21 (100%)
Insufficient funds to support students to have study tours and visit	0 (0.00%)	0 (0.00%)	3 (14.29%)	13 (61.90%)	5 (23.80%)	21 (100%)
Limited collaboration with the community members	7 (33.33%)	0 (0.00%)	0 (0.00%)	7 (33.33%)	7 (33.33%)	21 (100%)

Key: SD=Strongly Disagree, D=Disagree, N=Neither agree nor disagree, A=Agree, SA=strongly agree.

Source: Field Data (September, 2023).

Table 4.44 indicates that the majority of PE, sports and games teachers (16, 76.19%) perceived that large class size hinders the development of sports talent. Teachers

perceive that a high student-to-teacher ratio makes it hard to provide each student with individualized attention and coaching, which makes it challenging to identify and develop sports talent among the students. It was also perceived that large class size affects the deployment of resources such as sports facilities and equipment, hence impedes the development of student sports abilities. It was further perceived that large class size limits the organisation of competitions and matches within the school settings and results in fewer opportunities for students.

It was further revealed that the majority of PE, sports and games teachers (15, 71.43%) perceived that lack of consideration of diverse students in sports programmes has been a challenge towards the development of sports talent in secondary school. Any sports programs that lack inclusivity have the potential to discourage and disengage students from different backgrounds, which in turn narrows the talent pool and hinders the identification and development of diverse students' sports abilities. The majority of PE, sports and games teachers (14, 66.66%) perceived that inappropriate sequencing of sports programmes hinders the development of sports talent in secondary schools as it results in an upset progressive approach to skill acquisition. Students may not establish a strong foundation if the training routines progress incorrectly hence poor skill development.

Furthermore, findings revealed that the majority of PE, sports and games teachers (18, 85.70%) perceived that limited facilities such as playgrounds, pitches and courts hinder the development of sports talent in secondary school. It was believed that insufficient facilities in secondary schools could hinder students' sports talent development by reducing the range of sports and activities available to them. Inadequate facilities were also thought to limit the variety of sports in which students could participate and to avert them from refining their sports skills. Furthermore, the PE, sports and games teachers (21, 100%) perceived that inadequate equipment such as goal posts, balls, nets, jerseys, bibs, racquets and bats hinder sports talent development in secondary schools by prohibiting students from receiving the necessary instruction and opportunities to improve their sports skills. Inadequate equipment could result in restricting the frequency and quality of training sessions,

raising the possibility of sports injury and discouraging students from participating fully in sports activities.

The findings also revealed that the majority of PE, sports and games teachers (14, 66.66%) perceived that insufficient time allotted for sports talent programmes has been a challenge towards the development of sports talent in secondary schools as it restricts opportunities for practice and training for sports skills improvement and challenges students to realize their full sports talent potential due to limited time that hinder the overall development of talented sports. Table 4.44 also indicates that PE, sports and games teachers (10, 47.62%) perceived that inappropriate supervision hinders the development of sports talent as it impedes appropriate guidance, skill refinement and the creation of an unfavourable learning environment. Even though (9, 42.85%) perceived that supervision of sports talent activities was not a challenge towards sports talent development, it implies that there was appropriate supervision of the sports talent activities for sports talent development and whatever the raised challenges could result from other factors.

Moreover, the perceptions of PE, sports and games teachers on inadequate human resources such as teachers and coaches were determined. The responses on the Likert scale as shown in Table 4.43 reveal that the majority of PE, sports and games teachers (18, 85.72%), perceived that the development of sports talent in secondary schools is affected by inadequate human resources such as teachers and coaches which prohibit the individualized attention, appropriate training and overall guidance and support for students talented in sports. Also, the findings revealed that the majority of PE, sports and games teachers (13, 61.90%) perceived that a competitive atmosphere hinders the development of sports talent in secondary schools as it places excessive pressure on students, in most of the secondary schools winning the match is the main thing rather than developing students' sports skills, hence results in students' burnout, anxiety and concentrate in the short term success by enhancing a quick skill development with improper procedures for developing the required skills.

Furthermore, the majority of PE, sports and games teachers (18, 85.70%) perceived that insufficient funds to support students to have study tours and visits hinders the

development of sports talent in secondary schools as it prohibits students from getting opportunities to witness various sports activities, various sports talent programmes, limit opportunities to get sports training sessions out of school that aim at nurturing sports talent and limit engagement of students in competitive sports events. It was further revealed that the majority of PE, sports and games teachers (14, 66.66%) perceived that limited collaboration with the community members has been a challenge towards the development of sports talent in secondary school as it prohibits access to resources such as human and physical resources that could be used in the course of sports talent development. It was perceived that coaches, former sportspersons and players would have provided knowledge and guidance to students towards sports talent development.

4.7.3 Challenges for sports talent development in secondary schools as perceived by students

This section intended to determine the challenges for sports talent development in secondary schools as perceived by students. A questionnaire with twelve items was used, aimed at collecting data on students' perceptions of the challenges for sports talent development in secondary schools based on the five-point Likert scale with the options provided as strongly disagree (1), disagree (2), neither agree nor disagree (3), agree (4) and strongly agree (5). Results are presented in Table 4.45.

Table 4.45*Students' perceptions of the challenges for sports talent*

Challenges	Responses					Total
	SD	D	N	A	SA	
Large class size	71 (18.44%)	59 (15.32%)	45 (11.69%)	107 (27.79%)	103 (26.75%)	385 (100%)
Lack of consideration of diverse students in sports programmes	13 (3.38%)	35 (9.09%)	32 (8.31%)	134 (34.83%)	171 (44.42%)	385 (100%)
Inappropriate sequencing of sports programmes	27 (7.01%)	27 (7.01%)	36 (9.35%)	136 (35.32%)	159 (41.30%)	385 (100%)
Limited facilities such as playgrounds, pitches and courts	17 (4.42%)	3 (0.78%)	21 (5.45%)	95 (24.68%)	249 (64.68)	385 (100%)
Inadequate equipment such as goal posts, balls, nets, jerseys, bibs, racquets and bats	22 (5.71%)	25 (6.49%)	9 (2.34)	97 (25.19%)	232 (60.26%)	385 (100%)
Insufficient time allotted for sports talent programmes	16 (4.16%)	10 (2.60%)	32 (8.31%)	116 (30.13%)	211 (54.81%)	385 (100%)
Inappropriate supervision	23 (5.60%)	17 (4.42%)	35 (9.09%)	135 (35.06%)	175 (45.45%)	385 (100%)
Lack of support from the school administration	17 (4.42%)	24 (6.23%)	31 (8.05%)	122 (31.69%)	191 (49.61%)	385 (100%)
Inadequate human resources such as teachers and coaches	15 (3.90%)	17 (4.42%)	24 (6.23%)	132 (34.29%)	197 (51.17%)	385 (100%)
Competitive atmosphere	36 (9.35%)	47 (12.21%)	34 (8.83%)	123 (31.92%)	145 (37.66%)	385(100%)
Insufficient funds to support students to have study tours and visit	7 (1.82%)	55 (14.29%)	123 (31.95%)	167 (43.38%)	33 (8.57%)	385 (100%)
Limited collaboration with the community members	7 (1.82%)	105 (27.27%)	134 (34.81%)	119 (30.91%)	20 (5.19%)	385 (100%)

Key: SD=Strongly Disagree, D=Disagree, N= Neither agree nor disagree, A=Agree, SA=strongly agree.

Source: Field Data (September, 2023).

Table 4.45 indicates that the majority of students (210, 54.54%) perceived that large class size hinders the development of sports talent. Students perceive that large class size limits access to some sports talent activities due to a large number of students being attended by the teachers and coaches, hence affecting the individualized attention from the trainers, coaches and teachers. It was also perceived that; large class

size enhances crowded sports activity settings hence challenging the run of individualized training which could address students' specific training and provide opportunity for practices. It was further found that the majority of students (305, 79.25%) perceived that lack of consideration of diversity for students in sports programmes hinders sports talent development in secondary schools as it provides unequal opportunities, under-representation and hinders the student overall development of sports talent. Enhancing acceptance of diversity in sports talent programmes in secondary schools makes all students' sports experiences more equitable, enriching and inclusive.

Moreover, the perceptions of students on inappropriate sequencing of sports programmes were determined. The responses on the Likert scale, as shown in Table 4.44, reveal that the majority of students (295, 76.62%) perceived that the development of sports talent in secondary schools is affected by inappropriate sequencing of sports programmes which interrupts the advancement of sports skill attainment and the needed physical fitness to enhance performance. It is argued that before a student advances to more complex sports skills should be able to perform the fundamental sports skills to enhance the overall sports talent development. The findings also revealed that the majority of students (344, 89.36%) perceived that limited facilities such as playgrounds, pitches and courts hinder the development of sports talent as it restricts access to critical resources hence challenges in sports training sessions and practices for refining sports skills which in turn limits development of physical abilities which is an important aspect towards sports talent development.

The findings also revealed that the majority of students (329, 85.45%) perceived that inadequate equipment such as goal posts, balls, nets, jerseys, bibs, racquets and bats has been a challenge towards the development of sports talent in secondary school as it limits opportunities for sports skill practices and refinement. Inadequate sports equipment restricts access to proper training programmes hence affecting the development of the fundamental sports skills and techniques crucial for students' sports talent development. Table 4.45 also indicates that students (327, 84.94%) perceived that insufficient time allotted for sports talent programmes hinders the development of sports talent as it limits the number of training sessions and practices.

Insufficient time limits the attainment of sports techniques and performance-related fitness (agility, balance, coordination, reaction time, power and speed).

The findings also revealed that the majority of students (310, 80.51%) perceived that inappropriate supervision has been a challenge towards the development of sports talent in secondary schools as it limits them from getting on time and constructive feedback from teachers, trainers, coaches and administrators. Inadequate guidance of students resulting from inappropriate supervision has been a challenge to sports talent development as it discourages students from participating in sports talent programmes. Inappropriate supervision of sports activities specifically the sports talent programmes limit students from being identified, nurtured and developed in their talented sports. Table 4.45 also indicates that the majority of students (313, 81.30%) perceived that lack of support from school administration hinders the development of sports talent as it restricts their access to appropriate facilities, qualified coaches and organised sports competitions. Therefore, students find it difficult to realize their full sports talent potential and miss out on the chances to improve their sports abilities

It was further revealed that the majority of students (329, 85.46%) perceived that inadequate human resources such as teachers and coaches hinder the development of sports talent in secondary schools as it limits them from having frequent access to qualified coaches, trainers and PE teachers hence prohibits proper guidance and instructions regarding sports skills. The inadequate human resources restrict the opportunities for students to be identified and nurtured in their talented sports. Also, the majority of students (268, 69.58%) perceived that the competitive atmosphere hinders the development of sports talent in secondary school as it limits opportunities for less skilled students hence confining the chances to explore and develop their talented sports.

Regarding whether insufficient fund to support students to have study tour and visit hindered sports talent development in secondary schools, responses from students' questionnaire as shown in Table 4.45 indicates that the majority of them (200, 51.95%) responded that sports talent development is hindered by insufficient funds to enable students to have sports study tours and visit. These findings imply that students

understand the effect of missing the opportunities for sports tours and visits as they lack inspiration, comprehensive knowledge and practical understanding for developing sports talent.

Another item required students to indicate whether limited collaboration with the community members hinders sports talent development in secondary schools. The findings as indicated in Table 4.45 indicate that students (139, 36.1%) perceived that limited collaboration with the community members hinders the development of sports talent as it limits access to a variety of sports opportunities, resources and expertise from the community. It implies that secondary schools with limited collaboration with the community members, might face a challenge to provide comprehensive sports talent programmes that accommodate students with a range of skill levels and could hinder the overall students' sports talent development. However, (112, 29.09%) perceived that collaboration with the community members was not a challenge towards sports talent development, which implies there was a good collaboration between the secondary schools with the community members regarding sports talent development and whatever the raised challenges could result from other factors.

Furthermore, findings from the observation method revealed that most of the secondary schools had inadequate sports facilities, equipment and supplies. Most of the secondary schools had only ball game facilities. It was observed that football pitches, volleyball, basketball and netball courts were the most found sports facilities, however, their status varies across the schools in terms of the availability of the resources, the number available and whether the available resources are in use or not. The findings from the researcher's observation method are presented in appendices VIII, IX, X & XI.

Moreover, the researcher also reviewed different policies of sports, facilities, equipment inventories, school timetables, minutes of the sports meetings, log books, school newsletters, and different directives. The documentary review helped the researcher determine and approve whether the resources are made available for sports talent development. It also, helped the researcher to know the number of students in schools, the rate of attendance in sports talent activities and sports training materials

and programmes. The reviewed documents revealed that secondary schools face the challenge of having inadequate sports facilities, equipment and supplies, insufficient time set for sports talent activities, insufficient human resources for supporting the run of sports talent development as well as large class size which affects student-teacher ratio.

From the above findings, it was determined that most of the secondary schools encounter different challenges towards sports talent development. Most of the encountered challenges result from having insufficient resources such as sports facilities, equipment, supplies, human resources and time. It is evident that insufficient resources hinder the implementation of sports talent programmes and discourage students from furthering their sports talent through participating in sports talent activities. The findings are clear that sports talent programmes in secondary schools are challenged in different ways which in turn impedes the coaching, training and teaching of sports talent development.

The findings of this study revealed that among the challenges that hinder the development of sports talent in secondary schools was a large class size which affected the student-to-teacher ratio and limited the use of resources towards sports talent development. This study's results are consistent with those of Langbein and Bess (2002) who argued that school size affects sports participation rate which in turn affects the development of sports skills. Also, Widmeyer et al. (2016) investigated that as the group size or class size increases it decreases the enjoyment and cohesion of athletes which affects their sports skills. This decrease was also noted for the more immediate outcomes of influence, organisation and exercise fatigue.

It was also found that among the challenges that hinder the development of sports talent in secondary schools include inappropriate considerations of diversity for students in sports programmes. The findings imply that students' needs are varied. Therefore, it has been discovered that offering inappropriate activities impedes the identification and development of sports talent. This study's results are consistent with those of (Bailey et al., 2004) who assert that sports programmes should be designed to meet the various needs of the students. By conducting different sports activities like

athletics, gymnastics, badminton and invasion games, which identify more talented students, sports talent can be identified and developed. According to the results of the current study, most students play ball games, but fewer engage in gymnastics and athletics. Students' interests and abilities in sports talent are also varied. Moreover, the findings of the current study are in line with those of Coutinho et al. (2016) who assert that to avoid disparities, rigorous and detailed activity characterization ought to be the standard for sports talent activities. However, the current study found that it has been challenging to plan rigorous and detailed sports programmes due to a lack of PE and sports teachers, which has resulted in inconsistent sports activity delivery. Johnston et al. (2018) have established that coaches must consider the sport-specific and skill-level-specific needs of student-athletes when making decisions about talent identification because providing sports activities that cater to the varied needs of participants is a crucial component of sports talent identification and development. The current study found that although many students participate in sports talent activities, some students with special needs find it difficult to get involved because there aren't enough sports activities that take their needs into account. The findings of the study concur with the findings of Kay (2001) and Winnick and Porretta (2016) who opined that the identification and development of sports talent should consider the diverse backgrounds of students. This can be facilitated through various means such as seminars, sports days, media coverage, administrative schedule decisions and curriculum.

It was also mentioned that inappropriate sequencing and supervision of sports talent programmes hinder the development of sports talent in secondary schools. This result is consistent with findings that have been reported in other contexts, like Canada and the United States (Kraemer & Fleck, 2005; Strachan et al., 2011). Participants discussed the challenges associated with setting up and running sports talent programmes. The lack of PE and sports teachers in Tanzanian secondary schools has affected the management and development of sports programmes. The results of this study show that the available PE and sports teachers were overworked and did not have enough time to manage and organise sports talent programmes. Bruner et al. (2016) confirm further that uncertain rules, expectations, practice plans and improper

supervision of youth in sports programmes result in an inefficient process of identifying and developing sports talent. Furthermore, Vaeyens et al. (2008) found that young athletes are given the assurance of their safety and sports talent development through appropriate programme progressions, fundamental skills and efficient supervision. Teaching fundamental abilities and appropriate progressions should be taken into consideration to successfully identify and develop sports talent. The findings of the current study are also in line with those of Bowman and McCormick (2000) and Henning et al. (2006) who found that athletes with talent in sports need proper instruction, training, progression facilitation and progress monitoring. When it comes to coaching and mentoring independent athletes, supervision is essential.

The findings reveal that limited sports facilities, equipment and supplies have also been hindering sports talent development in secondary schools. Respondents in the current study perceived those inconsistent sports practical session conduct was caused by a lack of sports facilities, supplies and equipment. Enough practical sessions are required for students to practice to further their sports talent. When facilities, equipment and supplies are scarce, teachers find it difficult to plan lessons and drills that help students develop their sports skills. Students are also faced with the challenge of participating and improving their sports skills due to limited facilities and equipment. In contrast, supplies were more readily available than sports facilities and equipment, which demand sufficient funding. This study's results are consistent with those of Elumaro et al. (2016); Jacob (2014) and Toohey et al. (2009) who discovered that inadequate sports facilities, supplies and equipment are macro factors that impede the effective identification and development of sports talent. in Nigeria, Kenya and Australia. Similarly, Henriksen et al. (2010) described that sports talent is hampered by a lack of material resources, such as facilities for training and housing. The findings also concur with that of Hardy et al. (2009) who found that material resources offer a means of comprehending how sports practices impact sports talent.

Furthermore, the results revealed that lack of support from the school administration hinders sports talent development in terms of limiting participation in well-run sporting events, competent coaches and suitable facilities. The findings concur with

those of Henriksen et al. (2014) who stated that insufficient support from training groups and role models, insufficient information, inadequate integration between different environments and an inconsistent organisational culture all impede talent development. Also, Simwanza and Mabagala (2022) found that limited access to sports equipment, facilities, time and human resources affects PE and sports development which in turn affect sports talent development, hence school administrators should collectively support student-athletes by ensuring that the resources are made available and are well accessed.

It was also established that inadequate human resources and time allotted for sports talent programmes hindered sports talent development in secondary schools. The current study found that there was a shortfall of PE and sports teachers, which put a strain on the available teachers. Also, it was found that inadequate time was set aside for sports talent; since various activities take place in schools, it has been a challenge to allocate enough time for sports talent programmes, which has impeded their implementation. This study's results are consistent with those of Hiltrop (1999) and Rodríguez-Sánchez et al. (2020) who assert that the capacity to draw in and keep exceptional individuals is greatly impacted by human resources through teamwork, a proactive attitude and the opportunities for training and growth that are provided. Inadequate human resources imbed coaching, training and teaching towards developing sports talent. According to the results of the current study, there is a shortage of specialized teachers (PE, sports and games teachers) to mentor and train students in sports talent areas. Additionally, in the aspect of time allotted, Prieto-Ayuso et al. (2022) in Spanish found that two hours a week dedicated to sports talent activities is insufficient because there are many students with a wide range of abilities, making it difficult for them to advance their sports skills. Also, Bjørndal and Ronglan (2018) in Scandinavian evaluated the players' experience under time pressure because they had a lot of tasks to complete during training, including coordination, load balancing, and recovery, with the implication that allotted time was not enough for players to accomplish their duties. The findings of the current study concur with those of Martindale et al. (2005) who found that teachers, coaches and trainers are prohibited from allocating time for recovery and training based on individualization due to

insufficient time allocated for sports talent. It was also presented by Enoksen, (2002) who argued that students may drop out of school programmes if they have little or no time for sports programmes.

The study established that a competitive atmosphere hindered sports talent development in secondary schools. It was established that the majority of sports activities were linked to competitions, whereby students were more likely to compete rather than take advantage of using the opportunity to practice skills development. It was discovered to be difficult to control and cope with the psychological strains brought on by the competitive environment when developing sports talent. The findings of the current study are in line with those of Burgess and Naughton, (2010) and Henriksen et al. (2014) who found that students who are in a competitive environment suffer from both physical and psychological harm. Similarly, Abbott and Collins (2004) stated that talent in sports needs to hone and maintain their abilities, which means receiving better instruction and making a commitment to not be imitated by competitors. The same view has been presented by Williams and Reilly (2000) who stated that the foundation for realizing one's potential is a supportive learning environment combined with excellent coaching and effective practices.

Additionally, the study established that insufficient funds to support students to have study tours and visits hindered sports talent development in secondary schools. The findings concur with those of Jacob (2014) who found that insufficient funds challenged the talent identification process and hence restricted sports talent development in Kenya. Similarly, Davis and Frolova (2017) found that among the reasons for the failure of talent identification initiatives was due to insufficient funding in their organisations. This study's results are consistent with those of Abbott (2002) and Williams et al. (2011) who found that among other things, the development of sports talent is impacted by funds as it is utilized to run various scheduled events that serve as platforms for evaluating athletes' athletic performance as well as to buy institutional supplies, facilities and equipment. Sports activities are more effective if funding is set aside.

The study also established that limited collaboration with community members hinders sports talent development in secondary schools. The findings concur with those of Henriksen et al. (2010b) who assert that deficient collaboration restricts access to support from different companies in the society which could nurture talented athletes, and also restricts getting financial and tangible support. Similarly, Coleman (2016) stated that insufficient cooperation between the community, particularly the families, and the school restricts access to resources including human resources and physical resources towards sports talent development. Also, the findings of this study are in line with those of Kay (2000) who found that insufficient collaboration with the community members restricts students and teachers from having the opportunity to participate in scheduled community programmes.

4.8 Strategies to Overcome the Challenges of Sports Talent Development in Secondary Schools.

The fifth research objective determined the strategies to overcome the challenges of sports talent development in secondary schools. Data were collected through a questionnaire, which was administered to the heads of schools, PE, sports and games teachers, as well as students. The findings are presented in the following sub-sections;

4.8.1 Strategies to overcome the challenges towards sports talent development in secondary schools as recommended by students based on gender

This section intended to determine the strategies to overcome the challenges towards sports talent development in secondary schools as perceived by students based on gender. A questionnaire was used, aimed at collecting data on their perceptions of the strategies to overcome the challenges for sports talent development in secondary schools. Results are presented in Table 4.46.

Table 4.46

Students' perceptions of the strategies to overcome the challenges of sports talent development in secondary schools based on gender

Students - Perceived strategies	Gender					
	Male			Female		
	Responses		Percent of Cases	Responses		Percent of Cases
	N	Percent		N	Percent	
Organising school competitions such as school leagues, “bonanza”, interclass competitions, and sports festivals	157	16.9%	64.9%	90	17.0%	68.2%
Maintaining and purchasing supplies, equipment and facilities	213	22.9%	88.0%	118	22.3%	89.4%
Organising sports talent training sessions	208	22.3%	86.0%	117	22.2%	88.6%
Seek support from the government	150	16.1%	62.0%	87	16.5%	65.9%
Strengthen sports education programmes, supervision and monitoring of sports activities	115	12.4%	47.5%	61	11.6%	46.2%
Collaboration between school administration, sports stakeholders, sports federations and associations	88	9.5%	36.4%	55	10.4%	41.7%
Total	931	100.0%	384.7%	528	100.0%	400.0%

Source: Field Data (October, 2023).

Table 4.46 summarizes the students' perceptions of the appropriate strategies that can be used to overcome the challenges of sports talent development in secondary schools based on gender. The students, through the questionnaire, were asked about the appropriate strategies to alleviate the challenges of sports talent development. The results show that 16.9% (n=157 male students) and 17.0% (n= 90 female students) perceived that organising school competitions such as school leagues, “bonanza”, interclass competitions and sports festivals could be a strategy to alleviate the challenges towards sports talent development. The results also show that 22.9% (n=

213 male students) and 22.3% (n= 118 female students) perceived that maintaining and purchasing supplies, equipment and facilities could also be among the strategies to alleviate the challenges towards sports talent development.

In the same domain, 22.3% (n= 208 male students) and 22.2% (n= 117 female students) perceived that sports talent development could be achieved through organising sports talent training sessions whilst 16.1% (n=150 male students) and 16.5% (n= 87 female students) thought of seeking support from the government could foster development sports talent. Additionally, 12.4% (n= 115 male students) and 11.6% (n= 61 female students) perceived that strengthening sports education programmes, supervision and monitoring of sports activities could be among the strategies for developing sports talent in secondary schools whereas 9.5% (n= 88 male students) and 10.4% (n= 55 female students) thought of enhancing collaboration between school administration, sports stakeholders, sports federations and associations as an appropriate strategy towards sports talent development.

4.8.2 Strategies to overcome the challenges towards sports talent development in secondary schools as recommended by students based on their class levels

This section intended to determine the strategies to overcome the challenges towards sports talent development in secondary schools as perceived by students based on their class levels. A questionnaire was used, aimed at collecting data on their perceptions of the strategies to overcome the challenges for sports talent development in secondary schools. Results are presented in Table 4.47.

Table 4.47

Students' perceptions of the strategies to overcome the challenges of sports talent development in secondary schools based on their class levels

Students - Perceived strategies	Class Level			
	Form I	Form II	Form III	Form IV
Organising school competitions such as school leagues, “bonanza”, interclass competitions and sports festivals	52(60.5%)	72(74.2%)	59(64.8%)	64(64.0%)
Maintaining and purchasing supplies, equipment and facilities	73(84.9%)	86(88.7%)	87(95.6%)	85(85.0%)
Organising sports talent training sessions	70(81.4%)	82(84.5%)	78(85.7%)	95(95.0%)
Seek support from the government	64(74.4%)	63(64.9%)	54(59.3%)	56(56.0%)
Strengthen sports education programmes, supervision and monitoring of sports activities	34(39.5%)	56(57.7%)	39(42.9%)	47(47.0%)
Collaboration between school administration, sports stakeholders, sports federations and associations	31(36.0%)	42(43.3%)	38(41.8%)	32(32.0%)
Total (Cases)	324(376.7%)	401(413.4%)	355(309.1%)	379(379.0%)

Source: Field Data (October, 2023).

Based on class levels as shown in Table 4.47, among all grade level respondents, form II students 74.2% (n= 72) perceived organising school competitions such as school leagues, “bonanza”, interclass competitions and sports festivals as a strategy towards sports talent development. The same recommendation was provided by other students from Form IV, form III and Form I by 64.0% (n= 64), 64.8% (n= 59) and 60.5% (n= 52) respectively. This implies that students could be exposed to opportunities for skills enhancement, physical fitness and nurturing sports talent.

Similarly, form III students 95.6% (n= 87) perceived that maintaining and purchasing supplies, equipment and facilities could be among the strategies to alleviate the

challenges towards sports talent development. The same recommendation was provided by other students from Form II, Form IV and Form I by 88.7% (n= 86), 85.0% (n= 85) and 84.9% (n =73) respectively. This means that the available physical resources need maintenance and purchasing new ones is vital for instilling valuable sports skills in students.

Moreover, the findings revealed that students perceived differently towards sports talent development whereas form IV students 95.0% (n= 95) perceived that organising sports talent training sessions could be an appropriate strategy for sports talent development. The same recommendation was provided by other students from Form II, Form III and Form I by 84.5% (n= 82), 85.7% (n= 78) and 81.4% (n=70) respectively. This implies that students expect to see that they are recognized, nurtured and enhanced physically and mentally for sports talent development.

Furthermore, form I students 74.4% (n= 64) perceived that seeking support from the government could be an appropriate strategy for sports talent development. The same recommendation was provided by other students from Form II, form IV and Form III by 64.9% (n= 63), 56.0% (n= 56) and 59.3% (n= 54) respectively. The findings imply that schools needed support from other stakeholders, especially the government, this could help to structure a sustainably funded atmosphere that enhances the identification and development of sports talents, also the government could ensure that the schools have the necessary resources such as funds, facilities, equipment used for nurturing students' sports talent. Through support from the government, secondary schools get an opportunity to review sports programmes, and sports curricula and establish a comprehensive approach towards sports talent development.

Table 4.47 also shows that among all grade level respondents, form II students 57.7% (n= 56) recommended that, strengthening sports education programmes, supervision and monitoring of sports activities could be a strategy for sports talent development. The same recommendation was provided by other students from Form IV, form III and Form I by 47.0% (n= 47), 42.9% (n= 39) and 39.5% (n= 34) respectively. The findings imply that students received inappropriate guidance, training and coaching which affected the learning of sports techniques and skills for sports talent development.

Therefore, strengthening sports education programmes, supervision and monitoring of sports activities could help secondary schools come up with effective sports talent programmes which enhance the identification of sports talent and nurturing of talented students.

Additionally, form II students 43.3% (n= 42) recommended that collaboration between school administration, sports stakeholders, sports federations and associations could be among the strategies for sports talent development. The same recommendation was provided by other students from Form III, Form I and Form IV by 41.8% (n= 38), 36.0% (n= 31) and 32.0% (n= 32) respectively. This means that there should be an interconnectedness between the secondary schools' administrators and other sports stakeholders to promote a motivating environment with satisfactory resources that inspire students to join in sports talent activities for sports talent development.

4.8.3 Strategies to overcome the challenges towards sports talent development in secondary schools as recommended by the head of schools and PE, sports and games teachers based on gender

This section intended to determine the strategies to overcome the challenges towards sports talent development in secondary schools as perceived by the head of schools and PE, sports and games teachers based on gender. A questionnaire was used, aimed at collecting data on their perceptions of the strategies to overcome the challenges for sports talent development. Results are presented in Table 4.48.

Table 4.48

Strategies to overcome the challenges towards sports talent development as perceived by the head of schools and PE, sports and games teachers based on gender

Teachers - Perceived strategies	Gender					
	Male			Female		
	Responses N	Percent	Percent of Cases	Responses N	Percent	Percent of Cases
Provide mass education regarding the values of sports	13	11.9%	65.0%	6	14.3%	75.0%
The government should provide enough capitation grants	17	15.6%	85.0%	8	19.0%	100.0%
The government should set schools special for PE and sports with relevant curriculum	12	11.0%	60.0%	4	9.5%	50.0%
Deployment of physical, time and human resources for sports talent	17	15.6%	85.0%	8	19.0%	100.0%
Parents should support students in their talented sports	19	17.4%	95.0%	4	9.5%	50.0%
Curriculum review to integrate sports	17	15.6%	85.0%	7	16.7%	87.5%
Early emphasis on sports culture	14	12.8%	70.0%	5	11.9%	62.5%
Total	109	100.0%	545.0%	42	100.0%	525.0%

Source: Field Data (October, 2023).

Table 4.48 summarizes the perceptions of the head of schools and PE, sports and games teachers on the appropriate strategies that can be used to overcome the challenges towards sports talent development in secondary schools based on gender. The heads of schools and PE, sports and games teachers, through the questionnaire, were asked about the appropriate strategies to alleviate the challenges towards sports talent development.

The results show that 11.9% (n=13 males) and 14.3% (n=6 females) perceived that providing mass education regarding the values of sports could be a strategy to alleviate the challenges towards sports talent development. The results also show that 15.6%

(n= 17 males) and 19.0% (n= 8 females) perceived that the government should provide enough capitation grants to foster sports talent development in secondary schools. In the same domain, 11.0% (n= 12 males) and 9.5% (n= 4 females) perceived that sports talent development could be achieved through the setting of special PE and sports schools with relevant curricula whilst 15.6% (n=17 males) and 19.0% (n= 8 females) thought of deploying of physical, time and human resources to foster development sports talent in secondary schools.

The findings also revealed that 17.4% (n= 19 males) and 9.5% (n= 4 females) perceived that parents should support students in their talented sports to foster the development of sports talent in secondary schools whereas 15.6% (n= 17 males) and 16.7% (n= 7 females) thought of curriculum review as an appropriate strategy towards sports talent development. Additionally, 12.8% (n= 14 males) and 11.9% (n= 5 females) thought that early emphasis on sports culture in secondary schools could be one of the strategies to develop sports talent.

4.8.4 Strategies to overcome the challenges towards sports talent development in secondary schools as recommended by the head of schools and PE, sports and games teachers based on Professional Qualifications

This section intended to determine the strategies to overcome the challenges towards sports talent development in secondary schools as perceived by the head of schools and PE, sports and games teachers based on professional qualifications. A questionnaire was used, aimed at collecting data on their perceptions of the strategies to overcome the challenges for sports talent development in secondary schools. Results are presented in Table 4.49.

Table 4.49

Strategies to overcome the challenges towards sports talent development as perceived by the head of schools and PE, sports and games teachers based on professional qualifications

Teachers - Perceived strategies	Professional qualifications		
	Diploma	Degree	Masters and above
Provide mass education regarding the values of sports	0(0.0%)	17(70.8%)	2(100.0%)
The government should provide enough capitation grants	2(100.0%)	21(87.5%)	2(100.0%)
The government should set schools special for PE and sports with relevant curriculum	0(0.0%)	14(58.3%)	2(100.0%)
Deployment of physical, time and human resources for sports talent	2(100.0%)	21(87.5%)	2(100.0%)
Parents should support students in their talented sports	2(100.0%)	19(79.2%)	2(100.0%)
Curriculum review to integrate sports	2(100.0%)	21(87.5%)	1(50.0%)
Early emphasis on sports culture	0(0.0%)	17(70.8%)	2(100.0%)
Total	8(400%)	130(541.7%)	13(650.0%)

Source: Field Data (October, 2023).

Based on professional qualifications as shown in Table 4.49, respondents with a bachelor's degree 70.8% (n= 17) perceived that providing mass education regarding the values of sports is a strategy for sports talent development. The same recommendation was provided by respondents with master's degree and above by 100% (n= 2). The findings imply that, the provision of mass education regarding the values of sports aims at promoting physical fitness, sports skills, resilience and perseverance.

Similarly, respondents with a bachelor's degree 87.5% (n= 21) perceived that the government should provide enough capitation grants as one of the strategies to alleviate the challenges towards sports talent development. The same recommendation was provided by other respondents with diploma and master's degree and above by

100% (n= 2) and 100% (n= 2) respectively. This means that secondary school could ensure the availability of sports facilities and equipment which promotes training and coaching through using the provided grants from the government, hence encouraging students to participate in sports talent activities.

Moreover, the findings revealed that there were different perceptions towards sports talent development based on professional qualifications whereas respondents with a bachelor's degree 58.3% (n= 14) perceived that the government should set schools special for PE and sports with relevant curriculum as a strategy towards sports talent development in secondary schools. The same recommendation was provided by the respondents with master's degree and above by 100% (n= 2). This implies that a focus sports environment is established which enhances students to receive enthusiastic coaching, access to specific sports facilities and experience a sports talent-centric philosophy. Hence, fosters the development of sports skills and inspires students to work hard towards attaining their potential.

Furthermore, respondents with a bachelor's degree 87.5% (n= 21) perceived the deployment of physical, time and human resources for sports talent as a strategy for sports talent development in secondary schools. The same recommendation was provided by the respondents with the diploma and master's degree and above by 100% (n= 2) and 100% (n= 2) respectively. The findings imply that the resources are not enough and, hence need to be secured.

Table 4.49 also shows that among all respondents based on professional qualifications, respondents with a bachelor's degree 79.2% (n= 19) recommended that parents should support students in their talented sports as among the strategies towards sports talent development. The same recommendation was provided by other respondents with diploma and master's degree and above by 100% (n= 2) and 100% (n= 2) respectively. The findings imply that students need support from their parents in different aspects, which could be material support or psychological and mental support to help their children excel in their talented sports.

Also, the findings revealed that respondents with a bachelor's degree 87.5% (n= 21) perceived that curriculum review to integrate sports could be a strategy for sports talent development in secondary schools. The same recommendation was provided by other respondents with diploma and master's degree and above by 100% (n= 2) and 50% (n= 1) respectively. The findings imply that the review of the curriculum could provide an opportunity to ensure alignment of the sports curriculum with the current trends which enhance holistic sports talent development.

Additionally, the findings revealed that respondents with a bachelor's degree 70.8% (n= 17) perceived that early emphasis on sports culture could be a strategy for sports talent development in secondary schools. The same recommendation was provided by respondents with master's degree and above by 100% (n= 2). This implies that the identification and nurturing of sports talents could be done early to provide a good foundation for students to become elite performers.

In the aspect of inputs, the study's conceptual framework model (Figure 2.1, p. 42) indicated that sports facilities, sports equipment, sports supplies, human resources and financial resources should be allocated in secondary schools to ensure proper run of sports talent programmes to develop sports talent. The study's conclusions are consistent with the conceptual framework model in terms of inputs and the process that requires school administrators to put policies into place, and ensure that students get training, coaching, placement, and motivation sports talent development. Also, in the aspect of the process, school administrators need to be keen enough to identify, maintain, control, budget and supervise all sports talent activities that are conducted in their school to get more skilled students and elite sports performers as it has been depicted in the output aspect of the model.

The results of this study revealed that among the barriers towards sports talent development is the lack of regular competitions, hence it establishes a path that sports talent development could be developed through organising school competitions such as school leagues, “bonanza”, interclass competitions and sports festivals. This study's results are consistent with those of Jacob (2014) who found that the identification of talented student-athletes was based on the coaches' observation which was done during

different sports events such as intramural competitions. Also, Cooke et al. (2011) and Singh (2021) found that the presence of interscholastic training and competitions provides an opportunity for student-athletes to learn and showcase their potential. Similarly, Clark (2012) found that secondary schools should create school teams so that students can play against other schools. The goal of school teams is to help students reach their full potential and ensure that they have the freedom to participate in school-related activities. It is emphasised that administrators in secondary schools run sports programmes by developing and overseeing the entire PE and sports programme. Also, the study by Olszewski-Kubilius and Lee (2004) found that talented students mainly were engaged in competitions and sports club activities which were done during extracurricular activities and their engagement facilitated the development of sports talent. Moreover, the findings of the current study are in line with those of (Kay, 2000) who found that the organisation of various sports competitions, tournaments and festivals at various levels provides opportunities for student-athletes to learn and practice different sports skills.

It was also found that among the strategies towards sports talent development was to strengthen sports education programmes, supervision and monitoring of sports activities. The findings imply that there was decreased sports participation, decreased physical activity and partial team cohesion which hindered the development of essential sports skills towards sports talent development. Hence provision of mass education regarding the values of sports should be well put as to provide knowledge to the school community regarding the value of sports and understanding the importance of sports talent development to individuals and the nation at large. Strengthening supervision and monitoring of sports activities would have ensured proper guidance of students and provided structured training sports sessions which enabled them to develop their potential. This study's results are consistent with those of Faber et al. (2021) who found that enhancing accountability in terms of supervision and monitoring, education level of trainers or coaches, universal screening and focusing on creativity could promote talent programmes in sports.

The findings suggest that to develop sports talent in secondary schools the government should provide enough capitation grants to support the running of sports and sports programmes in schools. The findings are similar to those of Simwanza and Mabagala (2023) who established that secondary school administration depended much on capitation grants from the government to run sports activities in their schools. Hardman (2004) has demonstrated that funds should be allocated to all schools fairly by the government through responsible ministries and the budget should be focused on the intended purpose. Dania et al. (2016) confirm once more that to guarantee that there are enough funds to run sports in their schools, the administration of the school must ask the Ministry of Education for an additional budget. Additionally, Ciconte (2007) stipulated that to request funding from the relevant ministry, school administrators must prepare their budgets and have the responsible board approve them. Also, Szymanski (2006) confirm that the government ought to be the main sponsor of all sporting events both domestically and abroad in order to foster sporting talent. Sports federations have limited funding to manage all sports-related activities, particularly in less developed nations. All these strategies may help the school to secure funds used to develop sports talent.

It was also mentioned that setting schools special for PE and sports with a relevant curriculum is essential as it allows a careful consideration and follow of strategic plan and sports policy. The implementation of a strategic plan in secondary education raises teachers' awareness of the goals, methods for achieving them, and the assessment procedure for identifying and nurturing sports talent. According to the results of the current study, most secondary schools had general strategic plans for dealing with everyday academic problems, but there was no plan specifically for sports. A clear strategic plan is essential for schools as it provides a framework for the implementers to follow. Similarly, since sports policy identifies the needs of secondary schools in particular as well as the country as a whole, it should not be disregarded when creating a strategic plan specifically for the specialized schools. Setting schools special for PE and sports with a relevant curriculum could be beneficial because they directly carry out the curriculum and the national policy's highlighted themes. Previous studies have reported similar findings, showing that the majority of countries rely more on sports

policies than educational ones for the detection, identification and development of sports talent. As a result, policymakers should consider the needs of society to develop appropriate policies and increase government intervention in sports policy. Sports policy serves as a guide and source of support from educational authorities, which is necessary for the identification and development of sports talent (Bailey et al., 2009; Bloyce & Smith, 2009; Prieto-Ayuso et al., 2022).

This study identified the need to deploy equipment, facilities, supplies, time and human resources as a strategy towards sports talent development. For secondary schools to purchase materials and hire more PE and sports teachers for each school, the government must fund them. Schools must adjust their schedules to allow more time for extracurricular sports talent activities. Similar findings have been reported in earlier studies, showing a close relationship between the allocation of human, physical and time-based resources for sports talent and the successful implementation of sports programmes for identifying and developing sports talent. It takes a certain amount of time, money and facilities for people to develop their sports talent (Boussebaa & Morgan, 2008; Larsson & Nyberg, 2016; Prieto-Ayuso et al., 2022). It implies that these resources, which are interconnected, are dedicated and play a crucial role in the active identification and development of athletic talent in secondary education.

The study established collaboration between school administration, sports stakeholders, sports federations, associations and parents as a strategy to develop sports talent in secondary schools. The findings concur with the idea of Dania, et al., (2016) who proved that the frequency of community and stakeholder support greatly motivates school administrators and students to take part in different school programmes. It is the responsibility of the community members, stakeholders and other federations to be aware of the needs of students and support them accordingly. Similarly, Meaney et al. (2016) illustrated how leveraging the community to provide support for running different school activities including sports has proven to be an effective tactic for securing support towards sports-related initiatives, including sports talent. Even though certain families support sports programmes, all prerequisites are established in advance of the programme to guarantee that community needs are also satisfied. When a policy emphasizes community members' support of their schools, it

empowers parents and other stakeholders to be more than just apathetic members of the school community; rather, they become accountable and responsible for helping students and schools succeed (Olmedo & Wilkins, 2017).

The aforementioned findings suggest that to develop sports talent in secondary schools, curriculum review should be vital. One of the aspects in the review is to set enough training hours for sports talent training sessions and appropriate content for sports talent as it might inspire a lot of students to practice, participate in sports talent programmes, and showcase their skills. Similarly, Bjørndal and Gjesdal, (2020) emphasize the development of sports skills through the practices of the after-school sports clubs. Additionally, providing adequate time for participants to learn and practice improves effective practices and has an impact on the development of their sports talents' skills (Bjørndal & Ronglan, 2018; Larsen et al., 2013). Participants in the current study claim that appropriate practices that account for training hours allow all students to participate in instruction and receive both individualized and group practices, which support the discovery and cultivation of sports talent through the application of techniques and skills to practice.

The study also established that early emphasis on sports culture could be a strategy towards sports talent. This means early sports talent identification and development could lay a good foundation for students to develop into elite athletes once it becomes a culture to identify and nurture the student-athletes earlier. The findings echo the findings of Simwanza and Paul (2023) which emphasise the appropriate use of the models for sports talent identification and development, whereby most of the models provide insights that should be a culture to identify and develop athletes at an early stage to enable acquisition of skills and expertise development. Sport culture stigmatizes student-athletes' mental health also strength, stability and endurance are valued in this context (Tabet et al., 2021). Several aspects of this particular sporting context, including its culture and organisation, were also thought to impede the process of development (Mills et al., 2012), hence once emphasis is placed on enabling early participation of student-athletes in sports talent activities enhances sports talent development. it is vital to emphasise sports culture as culture in sport values strength, stability and stamina which play a great role towards the development of sports talent (Bauman, 2016).

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of findings, conclusions and recommendations according to the study findings. The conclusions drawn from the discussion of the findings are also presented in this chapter as well as suggested areas for action and further studies.

5.2 Summary of the Study

The study aimed to understand the perceptions of secondary school administrators, teachers and students towards sports talent development in secondary schools in Dar es Salaam region. The study was guided by five research objectives, which were to;

- i. Determine the sports activities that are found in secondary schools.
- ii. Identify the critical approaches to the successful conducting of sports talent activities in secondary schools.
- iii. Evaluate the perceptions of school administrators, teachers and students on the importance of approaches to the successful conducting of sports talent activities in secondary schools.
- iv. Determine the challenges that hinder the development of sports talent in secondary schools.
- v. Determine the strategies to overcome the challenges towards sports talent development in secondary schools.

The study employed a mixed-methods research approach with a concurrent triangulation mixed-methods research design; this enabled the researcher to develop a better understanding of the perceptions of secondary school administrators, teachers and students towards sports talent development in secondary schools. Apart from being informed by the Achievement Goal-Oriented theory, the theory of Self-determination and the Context, Inputs, Process and Product (CIPP) model, it included the pragmatism philosophical paradigm. The study was conducted in seven public secondary schools in Dar es Salaam region in Tanzania. Criterion purposive sampling, convenience sampling and stratified random sampling techniques were used

to choose the participants to take part in the study. A total of 427 respondents were involved in this study, whereby 07 were heads of schools, 07 assistant heads of schools, 07 academic master teachers, 21 PE, sports and games teachers and 385 students. The required data were collected through questionnaires, semi-structured interviews, observation schedules and documentary review. Data obtained from the quantitative part were subjected to descriptive and inferential statistics by using the Statistical Package for Social Sciences (SPSS) version 25.0 software whilst data collected from the qualitative part were subjected to content analysis.

5.3 Summary of the Findings

5.3.1 The Sports Activities Found in Secondary Schools

The first research objective determined the sports activities that are found in secondary schools.

Findings indicated that:

- i. Several sports activities including football, netball, basketball, volleyball, handball, tennis, table tennis, badminton, gymnastics, athletics, swimming, aerobics, traditional games, hockey, baseball and American football were found in the surveyed secondary schools.
- ii. It was established that most of the sports activities in secondary schools were ball games such as football, netball, basketball, volleyball and handball compared to racquet games, athletics and other sports.

5.3.2 Critical Approaches to the Successful Conducting of Sports Talent

Activities in Secondary Schools

The second research objective aimed at identifying the critical approaches to the successful conducting of sports talent activities in secondary schools. The findings unveiled that secondary schools use different critical approaches to the successful conducting of sports talent including:

- i. Structure of the school, national and international sports competitions (Cronbach's Alpha 0.782). This approach provides opportunities for students to enhance sports skills and continuously refine their sports skills.

- ii. Integration and implementation of sports policies and educational policies (Cronbach's Alpha 0.799). During the implementation of the education training policy, sports policies are also implemented which enhance the identification and nurturing of students' potential, instil sports skills and promote physical well-being for sports talent development.
- iii. Games and sports performance assessment tools (Cronbach's Alpha 0.795). This approach provides insights and objective information that can be used by schools to identify and develop potential talent early using assessment tools that assist in identifying students with exceptional athletic abilities.
- iv. Training and visits (Cronbach's Alpha 0.781). With this approach, students are provided with the opportunities to participate in different regular training sessions and visit different areas apart of their school settings to enhance sports skills which enables them to reach their potential in their talented sports.
- v. Student sports talent support (Cronbach's Alpha 0.784). Secondary schools use this approach to provide an opportunity for students to be financially and psychologically supported and given material supplies such as athletic apparel, hence they become driven and concentrate on improving their athletic abilities.
- vi. Constructivist approach (Cronbach's Alpha 0.778). Secondary schools place a strong emphasis on critical thinking, problem-solving and active engagement in sports through this approach.
- vii. Early investment in focused intensive training (Cronbach's Alpha 0.790). Secondary schools produce elite student-athletes, encourage active participation and support students' holistic sports development through this approach.
- viii. Appropriating resources (facilities, supplies, equipment, financial, time and human resources) for sports talents (Cronbach's Alpha 0.795).
- ix. Examining the developmental trajectories of students (Cronbach's Alpha 0.791). The approach guides teachers, trainers and coaches to understand how students change both mentally and personally throughout their talented sports.

5.3.3 Perceptions of School Administrators, Teachers and Students on the Importance of Approaches to the Successful Conducting of Sports Talent Activities in Secondary Schools

The third research objective evaluated the perceptions of school administrators, teachers and students on the importance of critical approaches to the successful conducting of sports talent activities in secondary schools. The findings indicated that:

- i. The majority of the respondents perceived that approaches to the successful conducting of sports talent activities in secondary schools influence securing support for competitive sports activities in school from the population and media. For instance, structuring the school, national and international sports competitions was one of the critical approaches towards sports talent development, this influences the schools to secure support from the community and media which in turn helps them have sustainable sports activities and ensure the continued growth and success of sports talent.
- ii. Most of the participants thought that approaches to the successful conducting of sports talent activities in secondary schools enable designing of the programmes that reflect the needs of the sports talent. It was perceived that appropriate approaches enable schools to design sports programmes in such a way that places a high priority on individualized training sessions, access to facilities and elite coaching, frequent assessments and feedback to enhance overall sports talent development.
- iii. The majority of the respondents perceived that approaches to the successful conducting of sports talent activities in secondary schools enable collaborations with sports associations and federations towards sports talent. For instance, collaboration is enhanced through training sessions whereby sports associations and federations identify students with exceptional skills.
- iv. Most of the participants thought that approaches to the successful conducting of sports talent activities in secondary schools enable school administrators and teachers to review sports talent progress. It was perceived that the review serves the purpose of identifying and nurturing promising students through

recognizing students with exceptional sports skills and setting specialized sports training programmes to further their talents.

- v. The majority of the respondents perceived that approaches to the successful conducting of sports talent activities in secondary schools enable the following of plans set as a basis for sports talent training.
- vi. Most of the participants thought that approaches to the successful conducting of sports talent activities in secondary schools provide comprehensive sports training content used in recognizing and developing particular sports skills and enable the early identification of potential elite student-athletes.
- vii. The majority of the respondents perceived that approaches to the successful conducting of sports talent activities in secondary schools provide an opportunity to form strong and reflective school boards to ensure the running of sports activities through providing strategic guidance, deployment of resources and guaranteeing a holistic learning environment for sports talent development.

5.3.4 Challenges that hinder the Development of Sports Talent in Secondary Schools

The fourth research objective aimed at determining the challenges that hinder the development of sports talent in secondary schools. The findings indicated that:

- i. Large class size hinders the development of sports talent. It was perceived that a high student-to-teacher ratio makes it hard to provide each student with individualized attention and coaching. It also affects the deployment of resources, limits the organisation of competitions and matches within the school settings and results in fewer opportunities for students.
- ii. Lack of consideration of diverse students in sports programmes provides unequal opportunities and under-representation and hinders the students' overall development of sports talent. Any sports programmes that lack inclusivity have the potential to discourage and disengage students from

different backgrounds, which in turn narrows the talent pool and hinders the identification and development of diverse students' sports abilities.

- iii. Inappropriate sequencing and supervision of sports talent programmes interrupt the advancement of sports skill attainment and the needed physical fitness to enhance overall sports talent development.
- iv. Limited facilities (playgrounds, pitches and courts) and equipment (goal posts, balls, nets, jerseys, bibs, racquets and bats) restrict access to critical resources for sports training sessions and practices to refine sports skills which in turn limits the development of physical abilities which is an important aspect towards sports talent development.
- v. Lack of support from the school administration limits participation in well-run sporting events and access to competent coaches and suitable facilities.
- vi. Inadequate human resources and time allotted for sports talent programmes limit the number of training sessions and practices. It also limits students from having frequent access to qualified coaches, trainers and PE, sports and games teachers hence prohibiting proper guidance and instructions regarding sports skills.
- vii. Competitive atmosphere limits opportunity for less skilled students hence confining the chances to explore and develop their talented sports.
- viii. Insufficient funds to support students to have study tours and visits limits the attainment of comprehensive knowledge and practical understanding for developing sports talent.
- ix. Limited collaboration with the community members limits access to a variety of sports opportunities, resources and expertise from the community.

5.3.5 Strategies to overcome the Challenges towards Sports Talent development in Secondary Schools

The fifth research objective sought the perceptions of the respondents on the appropriate strategies to overcome the challenges towards sports talent development in secondary schools. The findings indicated that:

- i. Secondary schools should highly organise school competitions such as school leagues, “bonanza”, interclass competitions and sports festivals as well as sports talent training sessions to expose students to opportunities for skills enhancement, physical fitness and nurturing sports talent.
- ii. Secondary schools should maintain and purchase supplies, equipment and facilities as well as deployment of time and human resources for sports talent.
- iii. The government should provide enough capitation grants to structure a sustainably funded atmosphere that enhances the identification and development of sports talents.
- iv. Strengthen sports education programmes, supervision and monitoring of sports activities as well as providing mass education regarding the values of sports.
- v. Collaboration between school administration, sports stakeholders, sports federations and associations to promote a motivating environment with satisfactory resources that inspire students to join in sports talent activities for sports talent development.
- vi. The government should set schools special for PE and sports with relevant curricula with the current trends which enhance holistic sports talent development.
- vii. Early emphasis on sports culture to enable early identification and nurturing of sports talents and provide a good foundation for students to further their talents.

5.4 Conclusions

The following conclusions were made in light of the findings:

- i. Ball games such as football, netball, basketball and volleyball were the most popular sports found in secondary schools because to some extent there are facilities for such sports, including playgrounds and courts, compared to other sports such as hockey, baseball and American football.
- ii. Regarding the critical approaches to the successful conducting of sports talent activities in secondary schools, it is concluded that various approaches are employed, these involve the structure of school, national and international sports competitions, integration and implementation of sports policies and educational policies, games and sports performance assessment tool, training and visits, student sports talent support, constructivist approach, early investment in focused intensive training, appropriating resources for sports talents and examining developmental trajectories of students.
- iii. Additionally, based on the study's findings, it can be concluded that the majority of the respondents perceived that once secondary schools use appropriate approaches to the successful conducting of sports talent activities can benefit differently including designing the programmes that reflect the needs of the sports talent, collaboration with sports associations and federations towards sports talent, review of sports talent progress, following of plans set as a basis for sports talent training and getting an opportunity to form strong and reflective school boards.
- iv. Development of sports talent in secondary schools is impeded by multiple obstacles such as large class size, lack of consideration of diverse students in sports programmes, competitive atmosphere, inappropriate sequencing and supervision of sports talent programmes, lack of support from the school administration, limited collaboration with the community members and inadequate resources (human, time, funds, facilities and equipment) for sports talent programmes.

- v. To overcome the identified challenges, strategies such as organising school competitions, interclass competitions and sports festivals, maintaining and purchasing equipment and facilities and deploying time and human resources should be put in place. Also, the study's findings conclude that strengthening sports education programmes, supervision and monitoring of sports activities, collaboration between school administration, sports stakeholders, sports federations and associations as well as early emphasis on sports culture need to be implemented.

5.5 New Knowledge Arising from the Study

This study sought to contribute to the corpus of present knowledge. The study fills in the following knowledge gaps with regard to this goal:

- i. This study gives a good perceptive on the present situation of sports talent development in secondary schools. It provides information about the success of the programmes in place, possible areas for development and the overall effect on the athletic development of students.
- ii. This study offers insightful data regarding the part school administrators and PE, sports and games teachers play in encouraging and supporting student-athletes, adding to the practices and policies of education within the framework of sports talent.
- iii. The development of sports talent depends on the nature of the approach used. Therefore, secondary schools should be creative enough to use appropriate approaches that reflect the context and the needs of the school towards sports talent development.

5.6 Recommendations

The research results and conclusions from this study lead to the following recommendations:

5.6.1 Recommendation for Implementation

- i. The government should set schools special for PE and sports with relevant curricula with the current trends which enhance holistic sports talent development.
- ii. The government should provide enough capitation grants to structure a sustainably funded atmosphere that enhances the identification and development of sports talent.
- iii. To develop sports talent, secondary school administrators should collaborate closely with the community and other sports stakeholders to strengthen access to resources for sports activities.
- iv. Since different sports activities take place in secondary schools, it is recommended that the government should re-think how to recruit more staff members especially PE, sports and games teachers to strengthen the process of developing sports talent.
- v. To develop sports talent and run sports activities successfully, it is recommended that resources such as time, facilities, equipment, supplies and funds should be made available.

5.6.2 Recommendations for Policy Implications

- i. Planning for in-service training and highlighting the growth of athletic talent in all secondary schools are crucial to PE, sports and games teachers on how to nurture students in their educational institutions.
- ii. Putting in place a formal framework for cooperation between secondary school administrators, PE, sports and games teachers and other sports stakeholders to develop a thorough programme for sports talent development. This programme should encompass sports training to ensure a well-rounded approach that develops the potential of student-athletes.
- iii. Emphasis on designing and implementing different sports training programmes aiming at sports talent development. The sports programme's effectiveness can

be increased even further by providing teachers and school administrators with regular professional development opportunities to recognize and support students in their talented areas.

5.7 Recommendation for Further Research

The current study determined the perceptions of secondary school administrators, teachers and students towards sports talent development in secondary schools in Dar es Salaam region. The researcher recommends conducting research in the following domains:

- i. Examine how parents can help their children develop their sporting talents and evaluate the effect of parental involvement on students' athletic achievement.
- ii. Assess how well teacher training programmes incorporate sports education into the curriculum and promote a holistic environment for sports talent development.
- iii. Examine the impact of sustained involvement in sports during secondary education on the development of athletic talent.

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APPENDICES

Appendix I: QUESTIONNAIRE CONSENT FORM

I..... declare my consent to participate in the research entitled “An Understanding of Perceptions of Secondary School Administrators, Teachers and Students towards Sports Talent Development in Dar es Salaam Region in Tanzania.”. I have read the information provided above and understood the purpose of the study. Therefore, I agree to take part in the study, considering that I have been allowed to ask questions about the study and withdraw at any time I feel without being asked to provide reasons for withdrawing.

Signature..... Date.....

Thank you very much for approving me to take part in this study. Should there be any questions, please get in touch with me through:

Mobile: +255757675971 or +919062029775

Email: simwanzaalfa@gmail.com

INFORMATION ABOUT THE STUDY

Dear Participant,

I am Alfa Simwanza from the University of Dar es Salaam, Tanzania, currently a regular research scholar at Jadavpur University in India, pursuing a PhD in Physical Education. I am conducting a study entitled “An Understanding of Perceptions of Secondary School Administrators, Teachers and Students towards Sports Talent Development in Dar es Salaam Region in Tanzania.”. The essence of this study is to determine the sports activities that are found in secondary schools and identify the critical approaches to the successful conducting of sports talent activities in schools. The study also seeks to evaluate the perceptions of school administrators, teachers and students of the importance of approaches to successful sports talent activities in secondary schools. Also, determine the challenges that hinder the development of sports talent and behold the strategies to overcome the challenges towards sports talent development in secondary schools.

You will be asked to complete a questionnaire providing some demographic information. Please be assured that all the information collected will be confidentially treated. Only authorized individuals, according to the research governing rule, will get access to the information. You are asked to read and understand the provided information before participating in the study. You are also free to ask questions that need clarification. At any time, with no need to give a justifiable reason for your choice, you are free to withdraw from continuing the study.

Ph.D. Scholar

Appendix II: INTERVIEW CONSENT FORM

I..... declare my consent to participate in the research entitled “An Understanding of Perceptions of Secondary School Administrators, Teachers and Students towards Sports Talent Development in Dar es Salaam Region in Tanzania.”. I have read the information provided above and understood the purpose of the study. Therefore, I agree to participate in the study, considering that I have been allowed to ask questions about the study and withdraw at any time I feel without being asked to provide reasons for withdrawing.

Signature..... Date.....

Thank you very much for approving me to take part in this study. Should there be any questions, please get in touch with me through:

Mobile: +255757675971 or +919062029775

Email: simwanzaalfa@gmail.com

INFORMATION ABOUT THE STUDY

Dear Participant,

I am Alfa Simwanza from the University of Dar es Salaam, Tanzania, currently a regular research scholar at Jadavpur University in India, pursuing a PhD in Physical Education. I am conducting a study entitled “An Understanding of Perceptions of Secondary School Administrators, Teachers and Students towards Sports Talent Development in Dar es Salaam Region Tanzania.”. The essence of this study is to determine the sports activities that are found in secondary schools and identify the critical approaches to the successful conducting of sports talent activities in schools. The study also seeks to evaluate the perceptions of school administrators, teachers and students of the importance of approaches to successful sports talent activities in secondary schools. Also, determine the challenges that hinder the development of sports talent and behold the strategies to overcome the challenges towards sports talent development in secondary schools.

You will be interviewed for not more than one hour in order to elicit your views regarding this study. With your permission, the interview will be audio recorded to enable further data transcribing, coding, and the whole analysis process. Please be assured that all the information collected will be confidentially treated. Only authorized individuals, according to the research governing rule, will get access to the information. You are asked to read and understand the provided information before taking part in the study. You are also free to ask questions that need clarification. At any time, with no need to give a justifiable reason for your choice, you are free to withdraw from continuing the study.

Ph.D. Scholar

Appendix III

Questionnaire for Head of School

Dear participant,

Thank you for agreeing to take part in this study. As highlighted in the questionnaire's consent form, you have read and signed, this study focuses on Understanding the Perceptions of Secondary School Administrators, Teachers and Students towards Sports Talent Development in Dar es Salaam Region in Tanzania. As one of the respondents in this study, you are requested to provide your responses through answering the questionnaire. Please be assured that all the provided information will not be disclosed to the public and will remain treated firmly, handled, and kept from unauthorized personnel. Therefore, you are kindly requested to be honest in providing the required information.

Part 1: Demographic Information

In the following items, please respond by either filling in the spaces or ticking in the applicable response.

1. Name of district.....
2. Name of school.....
3. Your gender

Male	<input type="checkbox"/>
Female	<input type="checkbox"/>
4. Location of the school: -

City	<input type="checkbox"/>
Municipal Council	<input type="checkbox"/>
Not Applicable	<input type="checkbox"/>
5. Nature of the school in terms of students in school:

Single gender (Male)	<input type="checkbox"/>
Single gender (Female)	<input type="checkbox"/>
Both genders (Male and Female)	<input type="checkbox"/>
6. Your age. (In years).
7. Your highest professional qualification is:

Grade IIIA-Certificate	<input type="checkbox"/>
Diploma	<input type="checkbox"/>
Degree	<input type="checkbox"/>
Masters and above	<input type="checkbox"/>

8. How long have you been in the teaching profession? (In years)

9. How long have you been in the heading position in school(s)? (In years)

Part 2: Specific Items on Sports Talent in School

In the following items, please respond by either filling in the spaces or ticking in the applicable response.

10. Which sports activities are conducted in your school? (tick ☒ all appropriate option(s))

- | | |
|------------------------------|--------------------------|
| Football | <input type="checkbox"/> |
| Netball | <input type="checkbox"/> |
| Basketball | <input type="checkbox"/> |
| Volleyball | <input type="checkbox"/> |
| Handball | <input type="checkbox"/> |
| Tennis | <input type="checkbox"/> |
| Table Tennis | <input type="checkbox"/> |
| Badminton | <input type="checkbox"/> |
| Gymnastics | <input type="checkbox"/> |
| Athletics | <input type="checkbox"/> |
| Swimming | <input type="checkbox"/> |
| Aerobics | <input type="checkbox"/> |
| Traditional Games | <input type="checkbox"/> |
| Other (please specify) | |

11. Is there any need to develop sports talent in your school?

- Yes ☐
- No ☐

12. During the execution of sports activities, which approach do you perceive to be appropriate for developing sports talent? On a scale of 1 to 5 (1=strongly disagree (SD), 2= disagree (D), 3= neither agree nor disagree (N), 4= agree (A), and 5= strongly agree (SA); *please tick ☒ appropriate response in the table.*

S/N	Approaches for sports talent development	Scale				
		SD	D	N	A	SA
1.	Coaching and mentoring					
2.	Collaborative mentoring approach					
3.	Sports education programmes					
4.	Training and visit					
5.	Multi-skills sessions					
6.	Facilitative students-centred approach					
7.	Student-centred approach					
8.	Constructivist approach					
9.	Examining developmental trajectories of students					
10.	Game and sports performance assessment tool					
11.	Integration and implementation of sport policies and education policies					
12.	Structure of school, national, and international sports competitions					
13.	Early investment in focused intensive training					
14.	Early investment in one sport					
15.	Students - sports talent support					
16.	Structure of school sports culture					
17.	Integrate extra-curriculum activities with sports talent					
18.	Appropriating resources (facilities, supplies, equipment, financial and human) for sports talent					
19.	Baseline assessment (fitness, coordination, games, and gymnastics					

13. The following is a list of statements highlighting the importance of the approaches towards sports talent development in school. On a scale of 1 to 5 (1=strongly disagree (SD), 2= disagree (D), 3= neither agree nor disagree (N), 4= agree (A), and 5= strongly agree (SA); *please tick ☒ appropriate response to which you perceive to be the importance of the approaches used in your school.*

S/N	Importance of the approaches for sports talent development	Scale				
		SD	D	N	A	SA
1	Enable designing programmes that reflect the needs for sports talent					
2	Provide opportunities to capture the diversity of talented students					
	Enable regular setting of goals with teachers and administrators specific to sports talent development					
3	Provide consistent supervision of the sports talent programmes					
4	Emphasize more sports activities rather than winning					
5	Facilitate sports talent transfer					
6	Provide collaboration between school administration and other sports stakeholders					
7	Enable school administrators and teachers to review sports talent progress					
8	Enhance involvement in most decisions by school administration and teachers about sports talent development					
9	Provide guidelines for sports talent regarding what is needed for progression					
10	Influences deployment of enough teachers and coaches for sports talent					
11	Guide scheduling of enough sports training sessions					
12	Provide support to students within the school framework					
13	Enable distribution of facilities and equipment					
14	To form strong and reflective school boards for sports activities					
15	Influence securing support for competitive sports activities in school from the population and media					
16	Enable collaborations with sports associations and federations toward sports talent					
17	Enable following of plans set as a basis for sports talent training					
18	Provide comprehensive sports training content					

14. Below are a series of statements that show the challenges towards sports talent development in school. On a scale of 1 to 5 (1=strongly disagree (SD), 2= disagree (D), 3= neither agree nor disagree (N), 4= agree (A), and 5= strongly agree (SA); please tick ☒ appropriate response to which you perceive to be the challenge(s) in your school.

S/N	Challenges to Sports Talent Development	Scale				
		SD	D	N	A	SA
1.	Large class size					
2.	Lack of consideration of diverse students in sports programmes					
3.	Inappropriate sequencing of sports programmes					
4.	Limited facilities such as playgrounds, pitches, and courts					
5.	Inadequate equipment, such as goal posts, balls, nets, jerseys, bibs, racquets, and bats					
6.	Insufficient time allotted for sports talent programmes					
7.	Inappropriate supervision					
8.	Inadequate human resources such as teachers and coaches					
9.	Competitive atmosphere					

Other challenges: specify;

- (a)
- (b)
- (c)
- (d)
- (e)

15. What are your recommendations as head of school towards sports talent development?

- (a)
- (b)
- (c)
- (d)
- (e)

Appendix IV

Questionnaire for PE, Sports, and Games Teachers

Dear participant,

Thank you for agreeing to take part in this study. As highlighted in the questionnaire consent form you read and signed, this study focuses on Understanding the Perceptions of Secondary School Administrators, Teachers and Students towards Sports Talent Development in Dar es Salaam Region in Tanzania. As one of the respondents in this study, you are asked to provide your responses by answering the questionnaire. Please be assured that all the provided information will not be disclosed to the public and will remain treated firmly, handled, and kept from unauthorized personnel. Therefore, you are kindly requested to be honest in providing the required information.

Part 1: Demographic Information

In the following items, please respond by either filling in the spaces or ticking in the applicable response.

1. Name of district.....
2. Name of school.....
3. Location of the school: -

City	<input type="checkbox"/>
Municipal Council	<input type="checkbox"/>
Not Applicable	<input type="checkbox"/>
4. Your gender:

Male	<input type="checkbox"/>
Female	<input type="checkbox"/>
5. Nature of the school in terms of students in school:

Single gender (Male)	<input type="checkbox"/>
Single gender (Female)	<input type="checkbox"/>
Both genders (Male and Female)	<input type="checkbox"/>
6. Your age..... (In years).
7. Your highest professional qualification is:

Grade IIIA-Certificate	<input type="checkbox"/>
Diploma	<input type="checkbox"/>
Degree	<input type="checkbox"/>
Masters and above	<input type="checkbox"/>
8. How long have you been teaching as a PE, sports, and games teacher?
(In years).

Part 2: Specific Items on Sports Talent in School

In the following items, please respond by either filling in the spaces or ticking in the applicable response.

9. Do you facilitate sports activities in your school?

Yes ☐

No ☐

10. Which sports activities are conducted in your school? (tick ☒ all appropriate option(s))

- | | |
|------------------------------|--------------------------|
| Football | <input type="checkbox"/> |
| Netball | <input type="checkbox"/> |
| Basketball | <input type="checkbox"/> |
| Volleyball | <input type="checkbox"/> |
| Handball | <input type="checkbox"/> |
| Tennis | <input type="checkbox"/> |
| Table Tennis | <input type="checkbox"/> |
| Badminton | <input type="checkbox"/> |
| Gymnastics | <input type="checkbox"/> |
| Athletics | <input type="checkbox"/> |
| Swimming | <input type="checkbox"/> |
| Aerobics | <input type="checkbox"/> |
| Traditional Games | <input type="checkbox"/> |
| Other (please specify) | |

11. Is there any need to develop sports talent in your school?

Yes ☐

No ☐

12. During the execution of sports activities, which approach do you perceive appropriate for developing sports talent? On a scale of 1 to 5 (1=strongly disagree (SD), 2= disagree (D), 3= neither agree nor disagree (N), 4= agree (A), and 5= strongly agree (SA); *please tick ☒ appropriate response in the table.*

S/N	Approaches for sports talent development	Scale				
		SD	D	N	A	SA
1.	Coaching and mentoring					
2.	Collaborative mentoring approach					
3.	Sports education programmes					
4.	Training and visit					
5.	Multi-skills sessions					
6.	Facilitative students-centred approach					
7.	Student-centred approach					
8.	Constructivist approach					
9.	Examining developmental trajectories of students					
10.	Game and sports performance assessment tool					
11.	Integration and implementation of sport policies and education policies					
12.	Structure of school, national, and international sports competitions					
13.	Early investment in focused intensive training					
14.	Early investment in one sport					
15.	Students - sports talent support					
16.	Structure of school sports culture					
17.	Integrate extra-curriculum activities with sports talent					
18.	Appropriating resources (facilities, supplies, equipment, financial and human) for sports talent					
19.	Baseline assessment (fitness, coordination, games, and gymnastics					

13. The following is a list of statements highlighting the importance of the approaches towards sports talent development in school. On a scale of 1 to 5 (1=strongly disagree (SD), 2= disagree (D), 3= neither agree nor disagree (N), 4= agree (A), and 5= strongly agree (SA); *please tick ☒ appropriate response to which you perceive to be the importance of the approaches used in your school.*

S/N	Importance of the approaches for sports talent development	Scale				
		SD	D	N	A	SA
20.	Enable designing programmes that reflect the needs for sports talent					
21.	Provide opportunities to capture the diversity of talented students					
22.	Enable regular setting of goals with teachers and administrators specific to sports talent development					
23.	Provide consistent supervision of the sports talent programmes					
24.	Emphasize more sports activities rather than winning					
25.	Facilitate sports talent transfer					
26.	Provide collaboration between school administration and other sports stakeholders					
27.	Enable school administrators and teachers to review sports talent progress					
28.	Enhance involvement in most decisions by school administration and teachers about sports talent development					
29.	Provide guidelines for sports talent regarding what is needed for progression					
30.	Influence deployment of enough teachers and coaches for sports talent					
31.	Guide scheduling of enough sports training sessions					
32.	Provide support to students within the school framework					
33.	Enable distribution of facilities and equipment					
34.	To form strong and reflective school boards for sports activities					
35.	Influence securing support for competitive sports activities in school from the population and media					
36.	Enable collaborations with sports associations and federations toward sports talent					
37.	Enable following of plans set as a basis for sports talent training					
38.	Provide comprehensive sports training content					

14. Below are a series of statements that show the challenges towards sports talent development in school. On a scale of 1 to 5 (1=strongly disagree (SD), 2= disagree (D), 3= neither agree nor disagree (N), 4= agree (A), and 5= strongly agree (SA); *please tick ☒ appropriate response to which you perceive to be the challenge(s) in your school.*

S/N	Challenges to Sports Talent Development	Scale				
		SD	D	N	A	SA
1.	Large class size					
2.	Lack of consideration of diverse students in sports programmes					
3.	Inappropriate sequencing of sports programmes					
4.	Limited facilities such as playgrounds, pitches, and courts					
5.	Inadequate equipment, such as goal posts, balls, nets, jersey, bibs, racquets, and bats					
6.	Insufficient time allotted for sports talent programmes					
7.	Inappropriate supervision					
8.	Inadequate human resources such as teachers and coaches					
9.	Competitive atmosphere					

Other challenges: specify

- (a)
- (b)
- (c)
- (d)
- (e)

15. What are your recommendations for sports talent development in your school?

- (a)
- (b)
- (c)
- (d)
- (e)

Appendix V

Questionnaire for Students

Dear participant,

Thank you for agreeing to take part in this study. As highlighted in the questionnaire consent form you read and signed, this study focuses on Understanding the Perceptions of Secondary School Administrators, Teachers and Students towards Sports Talent Development in Dar es Salaam Region in Tanzania. As one of the respondents in this study, you are asked to provide your responses through answering the questionnaire. Please be assured that all the provided information will not be disclosed to the public and will remain treated firmly, handled, and kept from unauthorized personnel. Therefore, you are kindly requested to be honest in providing the required information.

Part 1: Demographic Information

In the following items, please respond by either filling in the spaces or ticking in the applicable response.

1. Name of district.....
2. Name of school.....
3. Location of the school: -

City	<input type="checkbox"/>
Municipal Council	<input type="checkbox"/>
Not Applicable	<input type="checkbox"/>
4. Your gender:

Male	<input type="checkbox"/>
Female	<input type="checkbox"/>
5. Nature of the school in terms of students in school:

Single gender (Male)	<input type="checkbox"/>
Single gender (Female)	<input type="checkbox"/>
Both genders (Male and Female)	<input type="checkbox"/>
6. Your class

Form one	<input type="checkbox"/>
Form two	<input type="checkbox"/>
Form three	<input type="checkbox"/>
Form four	<input type="checkbox"/>
7. Your age..... (In years).

Part 2: Specific Items on Sports Talent in School

In the following items, please respond by either filling in the spaces or ticking in the applicable response.

8. Do you like to participate in sports activities in your school?

Yes ☐

No ☐

9. Which sports activities are conducted in your school? (tick ☒ all appropriate option(s))

Football ☐

Netball ☐

Basketball ☐

Volleyball ☐

Handball ☐

Tennis ☐

Table Tennis ☐

Badminton ☐

Gymnastics ☐

Athletics ☐

Swimming ☐

Aerobics ☐

Traditional Games ☐

Other (please specify)

10. Is there any need to develop sports talent in your school?

Yes ☐

No ☐

11. During the execution of sports activities, which approach do you perceive appropriate for developing sports talent? On a scale of 1 to 5 (1=strongly disagree (SD), 2= disagree (D), 3= neither agree nor disagree (N), 4= agree (A), and 5= strongly agree (SA); *please tick ☒ appropriate response in the table.*

S/N	Approaches for sports talent development	Scale				
		SD	D	N	A	SA
1.	Coaching and mentoring					
2.	Collaborative mentoring approach					
3.	Sports education programmes					
4.	Training and visit					
5.	Multi-skills sessions					
6.	Facilitative students-centred approach					
7.	Student-centred approach					
8.	Constructivist approach					
9.	Examining developmental trajectories of students					
10.	Game and sports performance assessment tool					
11.	Integration and implementation of sport policies and education policies					
12.	Structure of school, national, and international sports competitions					
13.	Early investment in focused intensive training					
14.	Early investment in one sport					
15.	Students - sports talent support					
16.	Structure of school sports culture					
17.	Integrate extra-curriculum activities with sports talent					
18.	Appropriating resources (facilities, supplies, equipment, financial and human) for sports talent					
19.	Baseline assessment (fitness, coordination, games, and gymnastics)					

12. The following is a list of statements highlighting the importance of the approaches towards sports talent development in school. On a scale of 1 to 5 (1=strongly disagree (SD), 2= disagree (D), 3= neither agree nor disagree (N), 4= agree (A), and 5= strongly agree (SA); *please tick ☒ appropriate response to which you perceive to be the importance of the approaches used in your school.*

S/N	Importance of the approaches for sports talent development	Scale				
		SD	D	N	A	SA
1.	Enable designing programmes that reflect the needs for sports talent					
2.	Provide opportunities to capture the diversity of talented students					
3.	Enable regular setting of goals with teachers and administrators specific to sports talent development					
4.	Provide consistent supervision of the sports talent programmes					
5.	Emphasize more sports activities rather than winning					
6.	Facilitate sports talent transfer					
7.	Provide collaboration between school administration and other sports stakeholders					
8.	Enable school administrators and teachers to review sports talent progress					
9.	Enhance involvement in most decisions by school administration and teachers about sports talent development					
10.	Provide guidelines for sports talent regarding what is needed for progression					
11.	Influence deployment of enough teachers and coaches for sports talent					
12.	Guide scheduling of enough sports training sessions					
13.	Provide support to students within the school framework					
14.	Enable distribution of facilities and equipment					
15.	To form strong and reflective school boards for sports activities					
16.	Influence securing support for competitive sports activities in school from the population and media					
17.	Enable collaborations with sports associations and federations toward sports talent					
18.	Enable following of plans set as a basis for sports talent training					
19.	Provide comprehensive sports training content					

13. Below are a series of statements that show the challenges towards sports talent development in school. On a scale of 1 to 5 (1=strongly disagree (SD), 2= disagree (D), 3= neither agree nor disagree (N), 4= agree (A), and 5= strongly agree (SA); *please tick ☒ appropriate response to which you perceive to be the challenge(s) in your school.*

S/N	Challenges to Sports Talent Development	Scale				
		SD	D	N	A	SA
1.	Large class size					
2.	Lack of consideration of diverse students in sports programmes					
3.	Inappropriate sequencing of sports programmes					
4.	Limited facilities such as playgrounds, pitches, and courts					
5.	Inadequate equipment, such as goal posts, balls, nets, jersey, bibs, racquets, and bats					
6.	Insufficient time allotted for sports talent programmes					
7.	Inappropriate supervision					
8.	Lack of support from the school administration					
9.	Inadequate human resources, such as teachers and coaches					
10.	Competitive atmosphere					

Other challenges: specify;

- (a)
- (b)
- (c)
- (d)
- (e)

14. What do you recommend to the school administration on sports talent development in your school?

- (a)
- (b)
- (c)
- (d)
- (e)

Appendix VI

Semi-Structured Interview Guide for Assistant Head of Schools

Introduction of the Study

Dear participant,

Thank you for agreeing to participate.

You will be asked some questions about your background and sports career. As the study focuses on Understanding the Perceptions of Secondary School Administrators, Teachers and Students towards Sports Talent Development in Dar es Salaam Region in Tanzania, being one of the sport's stakeholders serving as a school administrator, we will discuss how sports talent in secondary schools is practiced and developed, therefore; your views and experiences are of great value. Please be assured that your responses will remain firmly confidential; feel free to discuss anything you consider important to this study.

Part 1: Demographic Information

1. Name of the school:
2. Age (in years):
3. Gender:
4. Education qualification:
5. How long have you worked in your current position?

Part 2: Specific guiding items

6. What are the sports activities that are conducted in your school?
7. What are the sports talent developed for your students?
8. As an assistant head of school with your esteem experiences, how do you ensure the development of sports talent in your school?
9. Which processes have you gone through in sports talent development at your school?
10. Who is involved in designing the sports talent activities in school?
11. What are the factors being considered in designing sporting talent activities?
12. To what extent do the resources in terms of human resources, funds, equipment, facilities, time, and supplies allow you to achieve sports talent development?
13. To what extent are students' needs for sports talent development catered for before and for now?
14. Do you feel that you have had adequate support? If anywhere, would you have liked more support?
15. Have there been any barriers to conducting sports activities for sports talent development in your school? What have these been?
16. What do you think should be done to overcome the faced barriers?
17. What are your general comments on developing sports talent in school?

Appendix VII

Semi-Structured Interview Guide for Academic Teachers

Introduction of the Study

Dear participant,

Thank you for agreeing to participate.

You will be asked some questions about your background and sports career. As the study focuses on Understanding the Perceptions of Secondary School Administrators, Teachers and Students towards Sports Talent Development in Dar es Salaam Region in Tanzania, being one of the sports stakeholders and school administrators in a school, we will discuss how sports talent in secondary schools is practiced and developed, therefore; your views and experiences are of great value. Please be assured that your responses will remain firmly confidential; feel free to discuss anything you consider important to this study.

Part 1: Demographic Information

1. Name of the school:
2. Age (in years):
3. Gender:
4. Education qualification:
5. How long have you worked in your current position?

Part 2: Specific guiding items

6. What are the sports activities that are conducted in your school?
7. What are the sports talent developed for your students?
8. As an academic teacher of a school with your esteemed experiences, how do you support the development of sports talent in your school?
9. What processes have you gone through in sports talent development at your school?
10. Who is involved in designing the sports talent activities in school?
11. What are the factors being considered in designing sporting talent activities?
12. To what extent do the resources in terms of human resources, funds, equipment, facilities, time, and supplies allow you to achieve your targets within sports talent development?
13. To what extent are students' needs for sports talent development catered for before and for now?
14. How does the school administration support the development of sports talent in school?
15. Do you feel that you have had adequate support? If anywhere, would you have liked more support?
16. Have there been any barriers to conducting sports activities for sports talent development in your school? What have these been?
17. What do you think should be done to overcome the faced barriers?
18. What are your general comments on developing sports talent in school?

Appendix VIII**Sports Equipment, Facilities, and Supplies for Schools A and B**

Item(s)	School A			School B		
	Available	No	Status	Available	No	Status
First aid kit	Yes	1	Not in use	No	-	Nil
Soccer balls	Yes	4	In use	Yes	5	In use
Netball balls	Yes	3	In use	Yes	2	In use
Volleyball balls	Yes	5	In use	Yes	2	In use
Handball balls	Yes	1	In use	Yes	1	In use
Basketball balls	Yes	3	In use	Yes	2	In use
Tennis balls	Yes	11	Not in use	No	-	Nil
Table tennis balls	Yes	16	In use	Yes	27	In use
Shuttle cocks	No	-	Nil	yes	6	Not in use
Soccer pitches	Yes	1	In use	Yes	1	In use
Netball courts	Yes	1	In use	Yes	1	In use
Volleyball courts	Yes	1	In use	Yes	1	In use
Handball courts	No	-	Nil	No	-	Nil
Basketball courts	Yes	1	In use	Yes	1	In use
Tennis courts	No	-	Nil	No	-	Nil
Badminton courts	No	-	Nil	No	-	Nil
Table tennis tables	Yes	2	Not in use	Yes	1	In use
Tennis rackets	Yes	4	Not in use	No	-	Nil
Table tennis bats	Yes	8	In use	Yes	14	In use
Badminton rackets	Yes	6	Not in use	Yes	3	Not in use
Gymnasium	No	-	Nil	No	-	Nil
Gymnastics equipment & supplies	No	-	Nil	No	-	Nil
Swimming Pools	No	-	Nil	No	-	Nil
Swimming facilities	No	-	Nil	No	-	Nil
Changing room	No	-	Nil	No	-	Nil
Shower enclosures	No	-	Nil	No	-	Nil
Discuses	Yes	1	In use	Yes	2	In use
Shot puts	Yes	2	In use	Yes	2	In use
Javelins	Yes	6	In use	Yes	9	In use
Hammers	No	-	Nil	No	-	Nil
Jerseys	Yes	4sets	In use	Yes	3sets	In use
Stocks	Yes	2sets	In use	No	-	Nil
Shoes	Yes	2pairs	In use	Yes	3pairs	Not in use
Athletics apparel	No	-	Nil	No	-	Nil
Coaching boards	No	-	Nil	No	-	Nil

Appendix IX**Sports Equipment, Facilities, and Supplies for Schools C and D**

Item(s)	School C			School D		
	Available	No	Status	Available	No	Status
First aid kit	No	-	Nil	No	-	Nil
Soccer balls	Yes	4	In use	Yes	5	In use
Netball balls	Yes	5	In use	Yes	6	In use
Volleyball balls	Yes	3	In use	Yes	4	In use
Handball balls	Yes	2	In use	No	-	Nil
Basketball balls	Yes	4	In use	Yes	5	In use
Tennis balls	No	-	Nil	No	-	Nil
Table tennis balls	Yes	10	In use	Yes	28	In use
Shuttle cocks	Yes	4	Not in use	Yes	5	Not in use
Soccer pitches	Yes	1	In use	Yes	1	In use
Netball courts	Yes	1	In use	Yes	1	In use
Volleyball courts	Yes	1	In use	Yes	1	In use
Handball courts	No	-	Nil	Yes	1	In use
Basketball courts	Yes	1	In use	Yes	1	In use
Tennis courts	No	-	Nil	No	-	Nil
Badminton courts	No	-	Nil	No	-	Nil
Table tennis tables	Yes	2	In use	Yes	1	In use
Tennis rackets	Yes	4	Not in use	Yes	6	Not in use
Table tennis bats	Yes	8	In use	Yes	11	In use
Badminton rackets	No	-	Nil	No	-	Nil
Gymnasium	No	-	Nil	No	-	Nil
Gymnastics equipment & supplies	No	-	Nil	No	-	Nil
Swimming Pools	No	-	Nil	No	-	Nil
Swimming facilities	No	-	Nil	No	-	Nil
Changing room	No	-	Nil	No	-	Nil
Shower enclosures	No	-	Nil	No	-	Nil
Discuses	Yes	2	In use	Yes	3	In use
Shot puts	Yes	2	In use	Yes	2	In use
Javelins	Yes	6	In use	Yes	7	In use
Hammers	No	-	Nil	Yes	2	Not in use
Jerseys	Yes	4sets	In use	Yes	3sets	In use
Stocks	No	-	Nil	Yes	2sets	Not in use
Shoes	Yes	3pairs	Not in use	Yes	2pairs	
Athletics apparel	No	-	Nil	No	-	Nil
Coaching boards	No	-	Nil	Yes	2	Not in use

Appendix X**Sports Equipment, Facilities, and Supplies for Schools E and F**

Item(s)	School E			School F		
	Available	No	Status	Available	No	Status
First aid kit	Yes	1	In use	Yes	1	In use
Soccer balls	Yes	4	In use	Yes	6	In use
Netball balls	Yes	5	In use	Yes	4	In use
Volleyball balls	Yes	4	In use	Yes	5	In use
Handball balls	Yes	2	In use	No	-	Nil
Basketball balls	Yes	3	In use	Yes	4	In use
Tennis balls	No	-	Nil	Yes	7	Not in use
Table tennis balls	Yes	21	In use	Yes	15	In use
Shuttle cocks	No	-	Nil	Yes	8	In use
Soccer pitches	Yes	1	In use	Yes	1	In use
Netball courts	Yes	1	In use	Yes	1	In use
Volleyball courts	Yes	1	In use	Yes	1	In use
Handball courts	Yes	1	In use	Yes	1	In use
Basketball courts	Yes	1	In use	Yes	1	In use
Tennis courts	No	-	Nil	No	-	Nil
Badminton courts	No	-	Nil	No	-	Nil
Table tennis tables	Yes	1	In use	Yes	1	In use
Tennis rackets	No	-	Nil	No	-	Nil
Table tennis bats	Yes	11	In use	Yes	9	In use
Badminton rackets	No	-	Nil	Yes	3	Not in use
Gymnasium	No	-	Nil	No	-	Nil
Gymnastics equipment & supplies	No	-	Nil	No	-	Nil
Swimming Pools	No	-	Nil	No	-	Nil
Swimming facilities	No	-	Nil	No	-	Nil
Changing room	No	-	Nil	No	-	Nil
Shower enclosures	No	-	Nil	No	-	Nil
Discuses	Yes	3	In use	Yes	2	Not in use
Shot puts	Yes	4	In use	Yes	3	In use
Javelins	Yes	7	In use	Yes	9	In use
Hammers	No	-	Nil	No	-	Nil
Jerseys	Yes	2sets	In use	Yes	3sets	In use
Stocks	Yes	3pairs	In use	Yes	4pairs	In use
Shoes	Yes	4pairs	Not in use	Yes	3pairs	In use
Athletics apparel	Yes	2	In use	Yes	4	Not in use
Coaching boards	Yes	2	In use	Yes	1	Not in use

Appendix XI**Sports Equipment, Facilities, and Supplies for School G**

Item(s)	School G		
	Available	No	Status
First aid kit	Yes	1	In use
Soccer balls	Yes	6	In use
Netball balls	Yes	5	In use
Volleyball balls	Yes	6	In use
Handball balls	Yes	4	Not in use
Basketball balls	Yes	5	In use
Tennis balls	Yes	19	Not in use
Table tennis balls	Yes	27	In use
Shuttle cocks	No	-	Nil
Soccer pitches	Yes	1	In use
Netball courts	Yes	1	In use
Volleyball courts	Yes	1	In use
Handball courts	Yes	1	In use
Basketball courts	Yes	1	In use
Tennis courts	No	-	Nil
Badminton courts	No	-	Nil
Table tennis tables	Yes	2	In use
Tennis rackets	Yes	7	Not in use
Table tennis bats	Yes	14	In use
Badminton rackets	Yes	8	Not in use
Gymnasium	No	-	Nil
Gymnastics equipment & supplies	No	-	Nil
Swimming Pools	No	-	Nil
Swimming facilities	No	-	Nil
Changing room	No	-	Nil
Shower enclosures	No	-	Nil
Discuses	Yes	2	In use
Shot puts	Yes	4	In use
Javelins	Yes	6	In use
Hammers	Yes	1	Not in use
Jerseys	Yes	5sets	In use
Stocks	Yes	4sets	In use
Shoes	Yes	3 pairs	In use
Athletics apparel	No	-	-
Coaching boards	Yes	2	In use

Appendix XII

Documentary Guide:

Item (s)	Status	Comments
Number of students in school		
Attendance in sports talent activities		
Sports training materials and programmes		
Fund		
School newspaper		
Human resource		
School timetable		
Policies		
Log books		
Facilities and equipment inventories		
Journals		
Minutes of sports activities meetings		
Directives		
Other school-level materials		

FILED LETTERS

যাদবপুর বিশ্ববিদ্যালয়
কলকাতা-৭০০০৩২, ভারত



*JADAVPUR UNIVERSITY
KOLKATA-700 032, INDIA

শারীর শিক্ষা বিভাগ, কলা অনুষদ / DEPARTMENT OF PHYSICAL EDUCATION, FACULTY OF ARTS

Dear Sir/Madam

RE: RESEARCH CLEARANCE FOR Mr. ALFA SIMWANZA

Kindly refer to the above subject.

Mr. Alfa Simwanza is the bonafide Ph.D student of Jadavpur University at the Department of Physical Education under African Scholarship Scheme-Indian Council for Cultural Relations (ICCR).

His research title is "An Understanding of Perceptions of Secondary School Administrators and Students towards Sports Talent Development in Dar es Salaam Region in Tanzania". The Department has allowed Mr. Alfa to collect data in Tanzania; the data collection will be done in Tanzanian secondary schools where the heads of schools, assistant heads, academic teachers, physical education, sports and games teachers as well as students will be involved. Also, the region and district sports officers will be part of the respondents. The study is expected to be conducted from May, 2023 to October, 2023.

The department of Physical Education requests all the institutions and participants that will take part of this study to kindly grant him any help that may enable him achieve his research objectives. Specifically we request your permission for him to meet and talk to the respondents in connection with his research. Please accord him with the required support and collaboration regarding his fieldwork so that he can successfully conduct the research and complete his studies.

We wish Mr. Alfa a successful and timely completion of data collection.

Yours sincerely

Dr. Asish Paul
Head of Department

Head
Department of Physical Education
Jadavpur University
Kolkata-700 032

* Established on and from 24th December, 1955 vide Notification No.10986-Edu(I)-42/55 dated 6th December, 1955 under Jadavpur University Act, 1955 (West Bengal Act XXIII of 1955) followed by Jadavpur University Act, 1981 (West Bengal Act XXIV of 1981)

JAMHURI YA MUUNGANO WA TANZANIA
Ofisi ya Rais
TAWALA ZA MIKOA NA SERIKALI ZA MITAA

MKOA WA DAR ES SALAAM

Anwani ya Simu:
 Simu: 2203156/58
 Fax: +25522203213
 Tovuti: www.dsm.go.tz
 Barua Pepe: ras@dsm.go.tz
 Unapojibu Tafadhali taja:
 Kumb. Na. EA.260/307/02C/167



OFISI YA MKUU WA MKOA
 3 Barabara ya Rashidi Kawawa,
 S. L. P 5429,
 12880 - DAR ES SALAAM.

18 Julai, 2023

Mkurugenzi wa Jiji,
 Halmashauri ya Jiji la Dar es Salaam,
DAR ES SALAAM.

Wakurugenzi wa Manispaa,
 Halmashauri ya Manispaa ya Kinondoni,
 Kigamboni, Temeke na Ubungo,
DAR ES SALAAM.

YAH: KUMTAMBULISHA NDG. ALFA SIMWANZA

Tafadhali husika na habari tajwa hapo juu.

2. Ofisi hii imepokea barua Kumb. Na. AB/12(B) ya tarehe 17 Julai, 2023 kutoka Chuo Kikuu cha Dar es Salaam ikimtambuliisha na kumuomba kibali cha utafiti Ndg. Alfa Simwanza kabika Halmashauri zenu.
3. Mwanafunzi huyu atafanya utafiti kuhusu "An Understanding of Perceptions of Secondary School Administrators and students towards Sports Talent Development in Dar es Salaam Region in Tanzania".
4. Kwa barua hii, kibali kimetolewa kuanzia Mei, 2023 hadi Oktoba, 2023.

Nakushukuru kwa ushirikiano.

Samwel Magweiga
 Kny: KATIBU TAWALA MKOA
 DAR ES SALAAM

Nakala:- Makamu Mkuu wa Chuo,
 Chuo Kikuu cha Dar es Salaam,
DAR ES SALAAM.

Ndg. Alfa Simwanza



**JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA RAIS
TAWALA ZA MIKOA NA SERIKALI ZA MITAA
HALMASHAURI YA MANISPAA KIGAMBONI**



[Barua zote zipelekwe kwa Mkurugenzi wa Manispaa Kigamboni]
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Fax: +255 22-2928469

Barua pepe: info@kigamboni.go.tz

Tovuti: www.kigamboni.go.tz

Unapojibutafadhaitaja:

S.L.P. 36009,

KIGAMBONI,

DAR ES SALAAM,

TANZANIA.

Kumb. Na.AC.24/283/01/D/66

Tarehe: 19 Septemba, 2023

Mkuu wa Divisheni ya Elimu Sekondari
MANISPAA YA KIGAMBONI.

**YAH: KIBALI CHA KUKUBALIWA KUFANYAUTAFITI ALFA SIMWANZA
KUFANYA UTAFIGI (RESEARCH) MANISPAA YA KIGAMBONI**

Tafadhali husika na mada tajwa hapo na rejea barua yenye Kumb. Na. EA.260/307/02C/167 ya tarehe 19 Julai, 2023.

2. Mtafiti **Alfa Simwanza** ni mwanachuo wa Chuo Kikuu cha Dar es salaam amekubaliwa kufanya Utafiti kuhusu **'An Understanding of Perceptions of Secondary School Administrators and students towards Sports Talent Development in Dar es salaam Region in Tanzania'**. Manispaa ya Kigamboni.
3. Kibali cha kufanya utafiti huo utanza Mei, 2023 hadi Oktoba, 2023.
4. Hivyo, Halmashauri haitawajibika na malipo ya aina yoyote kwa kipindi chote cha Utafiti kwa mhusika.
5. Ninashukuru kwa ushirikiano wako.

**Kw MKURUGENZI MANISPAA
KIGAMBONI**

Kuluthum Seif

KNY; MKURUGENZI MANISPAA YA KIGAMBONI

Nakala:

Mkurugenzi wa Manispaa - Aione kwenye jalada
HALMASHAURI YA MANISPAA YA KIGAMBONI

JAMHURI YA MUUNGANO WA TANZANIA



OFISI YA RAIS,
TAWALA ZA MIKOA NA SERIKALI ZA MITAA

HALMASHAURI YA MANISPAA YA KINONDONI



Unapojibu tafadhali taja:

Kumb. Na. HB.345/49

Tarehe: 19 Julai, 2023

Alfa Simwanza

Chuo Kikuu Dar es Salaam,

DAR ES SALAAM.

Yah: KIBALI CHA KUFANYA UTAFITI

Kichwa cha habari hapo juu cha husika.

2. Ofisi ya Mkurugenzi wa Manispaa ya Kinondoni imepokea barua toka ofisi ya Katibu Tawala Mkoa yenye Kumb.Na. EA.260/307/02C/167 ya tarehe 18 Julai, 2023 ikimtambulisha mtajwa hapo juu kwa ajili ya kufanya utafiti.

3. kwa barua hii, Kibali kimetolewa cha kufanya utafiti kuhusu *"An Understanding of Perceptions of Secondary School Administrators and Students towards Sports Talent Development in Dar es Salaam Region in Tanzania"* Utafiti utafanyika Katika *Divisheni ya Elimu ya Sekondari*, utafiti huu utaanza tarehe Mei, 2023 hadi Oktoba, 2023.

4. Zingatia taratibu na Sheria za kazi katika kipindi chote cha kufanya utafiti.

.....
Maria Masimbo
Kny: MKURUGENZI WA MANISPAA
KINONDONI
DAR ES SALAAM

Nakala:

Mkurugenzi wa Manispaa - alone kwenye jalada
KINONDONI.

Divisheni ya Elimu Sekondari - Mpokee na kumpa ushirikiano
KINONDONI.

JAMHURI YA MUUNGANO WA TANZANIA



Kumb. Na:DCC/LR.6/V/

OFISI YA RAIS
TAWALA ZA MIKOA NA SERIKALI ZA MITAA
HALMASHAURI YA JIJI LA DAR ES SALAAM



Tarehe: 02/08/2023

Mkuu wa Shule,

Shule ya Sekondari Azania, Kinyerezi, Juhudi, Vingunguti, Mvuti,

B. W. Mkapa, Tambaza, Pugu,

DAR ES SALAAM.

Yah: RUHUSA YA NDUGU ALFA SIMWANZA KUFANYA UTAFITI
(RESEARCH)

Tafadhali rejea somo tajwa hapo juu.

2. Halmashauri ya Jiji la Dar es Salaam imemruhusu Ndugu Alfa Simwanza kutoka Chuo Kikuu cha Dar es Salaam ambaye amekubaliwa kufanya utafiti juu ya "An Understanding of Perceptions of Secondary School Administrations and Students towards Sports Talent Development in Dar es Salaam City Council" katika Ofisi yako kuanzia tarehe Mei, 2023 hadi Oktoba, 2023.

3. Hivyo mpokee na kumpa ushirikiano kulingana na mahitaji yake.

4. Ninakutakia kazi njema.

Mwl. Mussa S. Ally

Kny: MKURUGENZI HALMASHAURI YA JIJI

**RAIS MKURUGENZI WA JIJI
HALMASHAURI YA JIJI LA DAR ES SALAAM**

Nakala:

- Mkurugenzi,
Halmashauri ya Jiji la Dar es Salaam (alione kwenye jalada).
- Ndugu Alfa Simwanza.



THE UNITED REPUBLIC OF TANZANIA
PRESIDENT'S OFFICE,
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT
UBUNGO MUNICIPAL COUNCIL



In reply please quote:

Ref. No. HA.22/288/02'A/78

Date: 12 September, 2023

The Headmaster/Headmistress,
 Goba Secondary School,
 Ubungo Municipal Council,
 P.O. Box 55068,
DAR ES SALAAM.

Re: **RESEARCH PERMIT**

Please refer to the above heading.

2. The research permit has been offered to Mr. Alfa Simwanza who is a Student/Researcher from University of Dar es Salaam intending to conduct a research on "An understanding of perceptions of Secondary School Administrators and students towards sports talent development in Dar es Salaam Region in Tanzania "
3. The research will commence on 01st May, 2023 to 31st October, 2023.
4. During the period of data collection, you are required to adhere to the School rules and regulations which will be defined to you by the Headmaster/Headmistress.
4. Please assist him accordingly.

For: MUNICIPAL DIRECTOR
 UBUNGO MUNICIPAL COUNCIL
 DAR-ES-SALAAM

Zania Kesowani

For: **MUNICIPAL DIRECTOR**

C.C: University of Dar es Salaam
DAR ES SALAAM



JAMHURI YA MUUNGANO WA TANZANIA

OFISI YA RAIS

TAWALA ZA MIKOA NA SERIKALI ZA MITAA
HALMASHAURI YA MANISPAA KIGAMBONI

[Barua zote zipelekwe kwa Mkurugenzi wa Manispaa Kigamboni]



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Tovuti: www.kigamboni.go.tz

S.L.P. 36009,
KIGAMBONI,
DAR ES SALAAM,
TANZANIA.
20/09/2023

THE HEADMASTER,
NGUVA, PEMBAMNAZI SECONDARY SCHOOL,
P.O.BOX 36009,
DAR ES SALAAM.

REF: RESEARCH PERMIT

Reference is made to the above heading.

2. This is to inform you that the permission is granted to MR. ALFA SIMWANZA to conduct research in your school.
3. He is working on the research under the topic "AN UNDERSTANDING OF PERCEPTIONS OF SECONDARY SCHOOL ADMINISTRATORS AND STUDENTS TOWARDS SPORTS TALENT DEVELOPMENT IN DAR ES SALAAM REGION IN TANZANIA" from 01/05/2023 to 30/10/2023.
4. I therefore highly request your close assistance to enable him to complete research.
5. Yours Faithfully.

Restituta Mtaita

FOR: MUNICIPAL SECONDARY EDUCATION OFFICER
KIGAMBONI MUNICIPAL COUNCIL

For: MUNICIPAL DIRECTOR
KIGAMBONI