

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

**By**

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## **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).

## **1.2 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.

### **1.3 Purpose and Objective 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.

### **1.4 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.

### **1.5 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.

### **1.6 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.

### **1.7 Theoretical Framework**

This study was guided by the achievement goal orientation theory developed by Maehr and Nicholls in 1980. The theory acknowledged that individuals take part in

Physical education and sport by one of the three goal orientations, namely; ability, task and social approval orientations (Urdan & Maehr, 1995).

### **1.8 Operational Definition of the Key Terms**

Sport, Talent, Secondary Schools Administrators, Students, Teachers and Perception

## **2. 1 Literature Review**

This section presents and discusses the review of the literature regarding school administrators and sports talent development. It provides the conceptualization of sports talent, the descriptions of the sports talent activities in schools, school administrators' positions and perceptions towards sports talent development in schools as well as the challenges on the way to sports talent development. Also, the chapter describes the empirical review, synthesis of literature and knowledge gap as well as the conceptual framework.

### **3.1 Philosophical Paradigm**

This study used the pragmatism philosophical paradigm which is useful in a mixed-methods research approach. The main assumption of this paradigm is that reality is a sensible consequence which works as a foundation of transformation (Saunders, Lewis & Thornhill, 2007).

### **3.2 Research Area**

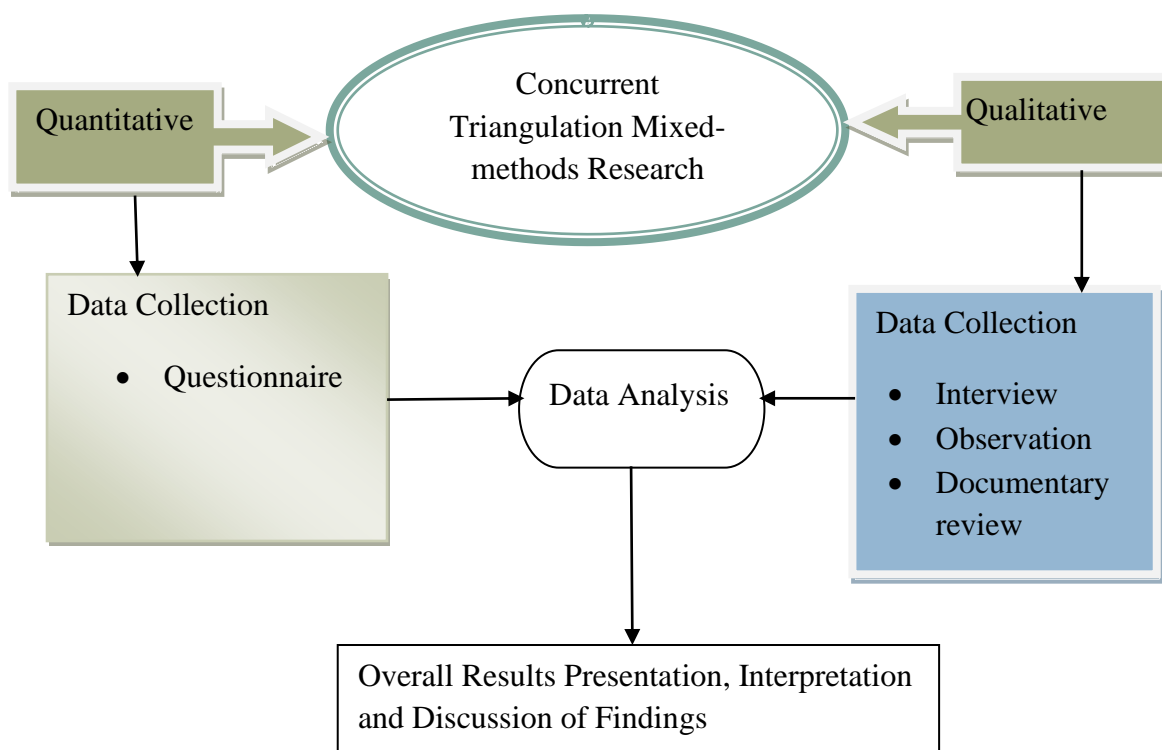
The research was conducted in Dar es Salaam region in Tanzania. The region consists of five districts namely Ilala, Kinondoni, Temeke, Ubungo and Kigamboni. The region was purposely selected because has a relatively great number of secondary schools that implement physical education and sport curriculum, in each district there is at least one school that implements PE and sport curriculum (Information, Culture, Arts and Sports Statistics Report, 2015).

### **3.3 Research Approach**

This study used a mixed-methods research approach by incorporating both quantitative and qualitative research approaches.

### 3.4 Research Design

The study used a concurrent triangulation mixed-methods research design.



**Figure 3.1:** Summary of the research design. **Source:** Author's Source, (2022)

### 3.5 Target Population

The target population in this study involved school heads, assistant heads, academic master teachers, physical education, sports and games teachers and students in Dar es Salaam Region.

### 3.6 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 (BEST, 2021). Sports activities take place in all secondary

schools, but for the sake of adding significant value to this study, all schools that implement PE and sport curriculum in Dar es Salaam region took part in this study.

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
<b>TOTAL</b>								<b>427</b>

### 3.7 Sampling techniques

The sampling techniques used in this study are criterion purposive sampling, convenience sampling as well as stratified random sampling.

### 3.8 Data Collection Methods

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

### 3.9 Validity and Reliability of the Instruments

In this study, the research instruments were prepared and given to supervisors to review to check content validity across all objectives guiding the study. Apart from supervisors, fellow PhD scholars were given the tools for the review and provision of comments. Likewise, other staff members in the Department of Physical Education at

Jadavpur University were asked to provide their comments in terms of the clarity, relevance and appropriateness of instruments. Thereafter, the provided comments, including the comments from departmental presentations were incorporated to improve the instruments based on the provided comments.

Thereafter, Cronbach's Alpha coefficient was computed, this helped to increase statistical power, development and use of instruments with a required Cronbach's Alpha coefficient. Appropriate statistical power depends on the value of Cronbach's alpha, the alpha coefficient ( $\alpha$ ) should be greater or equivalent with greater inter-item correlations, which implies smaller measurement error for the used instruments (Heo, Kim & Faith, 2015).

### **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).

### **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 organising the information in such a way that allowed the researcher to see patterns, identify themes of the data, and look at the relationship, which so far helped the researcher to interpret the findings (Hatch, 2002).

### **3.12 Ethical Considerations**

Ethical considerations were adhered to through research clearance and permit as well as providing informed consent to respondents, also anonymity and confidentiality were observed.



## **4.0 Research Findings, Conclusions and Recommendation**

### **4.1 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.

### **4.2 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).
- iii. Games and sports performance assessment tools (Cronbach's Alpha 0.795).
- iv. Training and visits (Cronbach's Alpha 0.781).
- v. Student sports talent support (Cronbach's Alpha 0.784).
- vi. Constructivist approach (Cronbach's Alpha 0.778).
- vii. Early investment in focused intensive training (Cronbach's Alpha 0.790).
- 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).

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

The 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.
- ii. The majority of the respondents perceived 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.
- 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.
- iv. The majority of the respondents perceived that approaches to the successful conducting of sports talent activities in secondary schools enable school administrators and teachers to review sports talent progress.
- 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. The majority of the respondents perceived 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.

#### **4.4 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.
- 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.
- 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.
- 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 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.

#### **4.5 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.
- 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.

#### **4.6 Conclusions**

Based on the findings the following conclusions were drawn:

- 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 etc.
- 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.

## **5. References**