Physical education policy and practice:
Issues and controversies in Tanzania secondary schools
PHYSICAL EDUCATION POLICY
AND PRACTICE: ISSUES AND
CONTROVERSIES IN TANZANIA
SECONDARY SCHOOLS

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Abstract


Schools’ decisions to offer Physical Education (PE) is among the possible ways of involving students in physical activity, which has significant effects on students’ health, lifelong participation in physical activities and participation in sport. This thesis explores the factors and the ways they influence secondary schools’ decisions on whether or not to offer PE in Tanzania. The study is based on Institutional Theory, and on a social constructivist approach to knowledge generation, employing qualitative research methods, such as document analysis and interviews with different actors within and related to secondary schools.

The study areas and the participants were purposefully sampled and included heads of school boards, heads of schools, PE teachers, parents and students. Document reviews were used in order to gather information concerning the regulative and normative conditions that govern schools. Four schools were more carefully studied – two that offer and two that do not offer PE. In these schools I focused on cultural conditions and local frames that could influence schools’ decisions.

The findings indicate a number of factors which influence schools’ decisions whether or not to offer PE. Some of these factors are the availability of teaching and learning logistics, including facilities, equipment, qualified PE teachers, text books and teaching hours for the subject. Furthermore, the contribution of the examination for promotion purposes, the pen and paper examinations, the prioritization of other programmes and subjects, reliable support for the subject and the interest of those empowered to make decisions at school level also influence schools’ decisions concerning offering the subject.

On the basis of the theory used in this study, to enable schools to make decisions favouring the offering of PE, there need to be consistency among the regulations and the normative and cultural-cognitive aspects of the institution. First, the regulative conditions are those that legalize the subject by forming the basis for schools’ decisions to offer the subject; these include governing and monitoring organs. Second, the normative conditions stipulate the logic of appropriateness for how the teaching should be approached; these include various normative directives, such as the curriculum and the syllabus. Finally, the cultural-cognitive conditions exert an influence on schools’ decisions through various perceptions held about the subject within the community.

The thesis concludes with some implications of the study, indicating what changes will be needed concerning both the general institutional level and the school level.

Keywords: Educational policy, Institutional theory, Physical Education, Secondary school, Tanzania.
Svensk sammanfattning

Att skolor i Tanzania beslutar sig för att erbjudas skolämnet Idrott och hälsa (Physical Education) kan vara en förutsättning för att engagera elever i fysiska aktiviteter, vilket är betydelsefullt med tanke på deras hälsa, fortsatta fysiska aktiva liv och deltagande i idrott.

Denna avhandling undersöker olika faktorers inverkan på skolors (motsvarande högstadium) ställningstagande för eller emot att erbjuda Idrott och hälsa som valbart ämne. I studien, som är baserad på nyinstitutionell teori och på ett socialkonstruktionistiskt perspektiv på kunskapsutveckling, tillämpas en kvalitativ ansats genom metoder som dokumentanalys och intervjuer med olika aktörer inom och i anknytning till ett urval av skolor.

Dokumentgranskningar har gjorts som grund för en analys av vilka regulativa och normativa villkor som inverkar på skolors ställningstaganden. Därutöver har fyra skolor studerats - två som erbjuder och två som inte erbjuder Idrott och hälsa. Här har syftet varit att klargöra vilka kulturella förhållanden och lokala ramar som inverkar på skolornas beslut om att ge eller inte ge ämnet. Vid dessa skolor har intervjuer genomförts med strategiskt valda personer; ordföranden i skolstyrelser, skolledare, idrottslärare, föräldrar och elever.


Utifrån den teori som används i studien måste det finnas en samsyn och överensstämmelse mellan de regulativa, normativa och kulturella villkor som styr skolan som institution för att skolor ska kunna erbjuda Idrott och hälsa. Denna studie har visat att en sådan samsyn inte föreligger. För det första bör de regulativa villkoren ge tydlig legitimitet åt ämnet genom att etablera legala förutsättningar för skolors möjligheter att erbjuda ämnet, vilket även involverar de institutioner som övervakar utbildningen. För det andra bör de normativa villkoren såsom läroplan och kursplan, vilka styr innehållet i och formerna för undervisningen i ämnet, vara relevanta och realistiska utifrån de lokala förutsättningar som råder. Slutligen bör insatser göras för att förändra de kulturella-kognitiva förutsättningarna i form av att synliggöra värden av ämnet Idrott och hälsa med tanke på barns och ungdomars utveckling av goda hälsovanor.

Avhandlingen avslutas med några implikationer av studien, vilka indikerar vilka konkreta förändringar som kan behövas såväl på institutionell och nationell nivå som på skolnivå.

Nyckelord: Idrott och hälsa, nyinstitutionell teori, skola, utbildningspolicy, Tanzania
Dedication

I dedicate this hard work and its academic merit to my beloved wife Salesia Daniel Mwanzalila and to my children: Ngeleja, Rodney, Rhoda and Jackson, who have not just tolerated this journey with me but have supported me, encouraged me, and cheered me on throughout the process. They have mysteriously been the pillars of strength throughout the process, and I am proud of them.

Special dedication to my mother: the late Rhoda Yande Kazungu who took me by hand and led me to school.  
(Rest in eternal peace “mammy” I will always be missing you)
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My supervisors’ scholarly guidance and constructive criticism and their sharp eyes and unfailing trust in my ability have given me confidence as an academician. I am tremendously grateful for their encouragement and challenges; I will not regret being supervised by them, they were more than supervisors. Besides my supervisors, I would like to thank my examiner Associate Professor Martin Stigmar, who contributed to the quality of this thesis through advice and positive criticism. My sincere thanks also go to Professor Karin Redelius and Senior Lecturer Jan Håkansson for their constructive feedback during my final and half seminar, respectively. Both of them pointed out what I needed to focus on to improve the quality of my thesis.

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<td>BEST</td>
<td>Basic Education Statistics in Tanzania</td>
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<td>ETP</td>
<td>Education and Training Policy</td>
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<td>HoS</td>
<td>Heads of schools</td>
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<tr>
<td>HoSB</td>
<td>Heads of the school boards</td>
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<tr>
<td>IOM</td>
<td>Institute of Medicine</td>
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<td>LGA</td>
<td>Local Government Authorities</td>
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<tr>
<td>MoEC</td>
<td>Ministry of Education and Culture</td>
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<tr>
<td>MoEVT</td>
<td>Ministry of Education and Vocational Training</td>
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<tr>
<td>NECTA</td>
<td>National Examinations Council of Tanzania</td>
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<td>PE</td>
<td>Physical Education</td>
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<tr>
<td>PMO-RALG</td>
<td>Prime Minister's Office-Regional Administration and Local Government</td>
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<tr>
<td>TIE</td>
<td>Tanzania Institute of Education</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organisations</td>
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<tr>
<td>URT</td>
<td>United Republic of Tanzania</td>
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<td>WHO</td>
<td>World Health Organization</td>
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CHAPTER ONE: INTRODUCTION AND BACKGROUND

Introduction

Policies supporting physical education (PE) in school curricula are emphasized by governments and international organizations as a means to enhance children’s fitness, health and, more recently, for obesity control. Despite recognition and support at various levels, schools’ reaction to offering the subject has not been convincing either in Tanzania or globally. PE does not seem to hold an unchallenged position in the Tanzanian context. It is officially one of the core subjects only in primary school curricula, and just an optional subject in secondary schools. In Tanzania there are currently only five out of about 4,500 secondary schools that offer PE (NECTA, 2013). Research questions that could be asked in this regard include: what are the factors influencing the PE situation in Tanzania and how can this be explained or understood? Is it a steering or management problem? Is it a traditional or cultural issue? Or, what are other possible explanations why only a few schools decide to offer the subject? The current study deals with conditions which influence schools’ decisions to offer PE.

1.1 Study motivation

When I was a pupil in primary school we used to spend some time a week learning games and sports. Things changed when I joined secondary education. During my six years in secondary education there was no time for learning games and sports as it was in primary schools. However, there were some few students from very few schools who reported having learnt the subject under the name of PE. When I started university education I realized that the games and sports which are identified as PE in the secondary education curriculum were lacking in most secondary schools. As a student in the then Department of Physical Education, Sports and Culture (PESC), I experienced together with my fellow student-teachers difficulties in finding
secondary schools and teacher colleges for practical training. There were few secondary schools and teacher colleges that could offer PE accommodating all of us. Most of us were required by the school or college administration where we were allocated to teach the other subject of our specialization1 besides PE. Similarly, ever since I was employed as a teacher by the University at the Department of PESC difficulties have arisen in allocating our PE student-teachers in schools for practical training, as there are so few secondary schools and teacher colleges offering PE.

At the same time I have noticed that a growing proportion of childhood obesity has become a concern not only in developed countries but also in Tanzania. Statistics (Mosha & Fungo, 2010; Muhiihi et al., 2013; Mpembeni et al., 2014) in Tanzania show that the prevalence of overweight continues to increase during school age and adolescence. Both obesity and overweight affect children’s academic progress and their psycho-social and physical health. Children with obesity and overweight run the risk of being exposed to adult non-communicable diseases such as cardiovascular diseases, cancers, chronic respiratory diseases and diabetes. Physical inactivity has been consistently associated with increasing obesity and overweight (Kafyulilo & Mafumiko, 2011). As, in contrast, PE has been claimed to increase physical activity (Ericsson & Karlsson, 2014), it can possibly be considered an area for fighting childhood obesity and overweight.

I have further noticed that a growing sports market requires personnel with a background in PE. Apart from talent identification for professional sports, there are opportunities such as sports administration and management as the result of increasing competitive and organized sports, creating possibilities for employment in a sector for which PE forms a relevant background. Sports clubs and organizations are increasing and expanding, which creates a demand for personnel with a background in PE. In this connection, there is an increasing demand for sports clubs to enrol students and other individuals with sports talents (Massao & Fasting, 2003), which makes school PE important, especially when considering competitive sport. Due to the link between sports and PE, it is a subject that is worth studying in most schools if not all to enable the benefits to extend to all children.

Apart from the benefits that are claimed to be associated with participation in PE, it is unclear what factors influence schools’ decisions whether or not to offer the subject. When it is not taught in secondary schools most students have no place to go to study it. Since PE is included among the subjects in the education system, I am convinced that there could be various reasons that influence secondary schools’ decisions with regard to offering PE. My interest

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1 Apart from educational subjects (measurement and evaluation, psychology, management, educational foundation) a student-teacher was required to specialize in two academic subjects.
is to understand and explain the grounds on which secondary schools choose to offer or not offer PE as an optional subject.

1.2 Definition of operational terms

This section presents some of the concept used in the study and my interpretation of these terms.

1.2.1 Educational policy and its hierarchy

Educational institutions are not free from constraints in deciding what goes on within their organizations. Education policy is the unspoken representation of government action in the process of addressing educational problems, which exemplifies, legitimizes and initiates practices and at the same time provides privileges for certain visions and interests, while incorporating policy activity and enactments that take place in schools (Maguire et al., 2015). Education policy can be conceived as a text or discourse; as a text which actors at the school level translate and interpret into action influenced by social events, or as a discourse which shapes and reshapes actors’ actions (Ball, 2015). A further discussion of policies and policy interpretation is described in Chapter Four. I consider education policies as a series of statements which describe or prescribe a course of action. In my opinion these statements shape what happens in schools and the lived experience of those who study and work there.

In Tanzania, the general policy document that governs education is the Education and Training Policy (ETP). The next level of steering document is the curriculum, which prescribes the standard that guides the delivery of education by considering the competence to be acquired and developed by learners in the teaching and learning process; the pedagogical approaches to be used in the teaching and learning process together with the educational materials to facilitate this; the professional and academic qualifications of the curriculum translators; the infrastructure enabling the effective delivery of the curriculum; and the instructional time required for completing the intended learning outcomes and monitoring and evaluating the curriculum (URT, 2007). Furthermore, every subject is governed by a specific syllabus, which represents the contents that the government considers worth being taught in schools, the strategies for how these contents should be put into action and the expected learning outcomes. The discussion of the hierarchy involved in policy interpretation in Tanzania is discussed in Chapter Two.

1.2.2 Physical education

Kirk (2010) defines PE as a body of knowledge that involves the use of the body and physical activities or exercises to keep fit for leisure and sport. This body of knowledge forms a physical culture, which in total includes sport and
health or physical activity. The subject aims to provide children and young people with learning experiences that enable them to develop the knowledge, motivation and competence to live a physically active life. It is the systematic teaching of school children to acquire knowledge and skills for long-lasting and enjoyable participation in safe physical activities to be able to lead an active life. Therefore, PE in the context of this study refers to the subject offered in school settings to students of different backgrounds, like gender, socio-economics, race or religion, for the aim of keeping them fit and enjoying participation in physical activities and sport.

In the context of Tanzania, PE is labelled differently on different levels; in primary school the subject is named Personality, Development and Sports, while in secondary school it is called PE.

1.2.3 Physical activity

Akker (2003) describes physical activity as all human body movements that contain elements of play, sports, and exercise. In daily life, physical activity includes occupational, sport, household activities and other responsibilities requiring energy. However, in this study, physical activity applies to contents provided in the PE curriculum that lead to the use of energy.

1.2.4 Secondary schools

Holsinger and Cowell (2000) acknowledge the difficulty of defining or coming to a general agreement of what a secondary school is. Thus, Holsinger and Cowell (ibid.) state that secondary schools form the educational level between the primary and tertiary level of education. Secondary education in Tanzania refers to post-primary formal education offered to those who have successfully completed seven years of primary education and have met the requisite entry requirements (URT, 1995). This level is divided into two: ordinary level secondary education (14-17 years) and advanced level secondary education (18-19 years). A further description about the education system of Tanzania is provided in the context of the study. Although the present study aims to develop knowledge about PE in secondary schools it may, with regard to the assessment of the study context, the methods used and the population involved, be applied to other levels of education as well.

Secondary schools in Tanzania may be owned by the central government, a community, or a private or seminary school (URT, 2012). Central government secondary schools are schools which are established and taken care of, including their financing, by the central government through the ministry responsible for education and vocational training or a local authority (Ngimbudzi, 2009). The 1995 ETP defines the community secondary school as a secondary school owned by a community or by an institution on behalf of the community (URT, 1995). Machumu (2011) concludes that community secondary schools in Tanzania are basically established by the people at a ward, division or district level before being transferred to the central
government for the supply of teaching and learning materials, teaching staff and administration. Further, private secondary schools refer to schools established and managed by private individuals or non-governmental organizations or institutions (URT, 1995). The financing of private secondary schools depends in most cases on parents paying school fees, donations, income-generation projects and fund-raising (Mahonge, 2008). In addition, seminary schools are schools which are established and run by religious institutions. Basically, seminary schools are established for the purpose of training future officials of the religious institutions, although opportunities are also provided to students with different expectations. The funding of seminary schools depends on school fees and subsidization from the religious institutions in question.

Broadly speaking, secondary schools in Tanzania are divided into two major categories: either ‘government’ - which includes community and central government schools - or ‘non-government’ - which includes private schools and seminaries (URT, 2012), depending on who establishes and manages the school. Along these lines, I have categorized schools as either ‘government’ or ‘non-government’ on the basis of who funds them.

1.3 Delimitations

First, the study focuses on government-funded ordinary level secondary schools. The other level of secondary school does not offer PE in its curriculum. Government-funded schools depend on the government as their main source of whatever goes on within the school. There might, however, also be support from donors, parents, local communities and non-government agencies, as documented in URT (1995). It is claimed by Yule (2001) that government-funded schools rely on the central government for policy, funding, teacher training and curricula. Therefore, the choice of government schools was motivated on the assumption that they rely on the government as the main support of what goes on in them.

Secondly, the study concentrates on factors that influence secondary schools’ decisions to offer or not offer PE. According to URT (2007), the curriculum for ordinary level secondary education in Tanzania leaves room for schools to decide on whether or not to offer PE. Since the status of PE in the Tanzania curriculum is one of several options, there may be various influences working on schools when making a decision on whether to offer PE or not.

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2 Currently there are 3508 ordinary level government funded secondary schools and 1020 non-government funded secondary schools (URT, 2012)
1.4 Situational analysis and Background

1.4.1 Overview

Schools can provide many opportunities for young people to engage in vigorous physical activity through PE and are thus better placed amongst societal institutions to motivate them for an active lifestyle (Jenkinson & Benson, 2010). This is where all children who have the opportunity to go to schools are introduced to PE in a formal setting together with a curriculum to guide such exposure (Wanyama, 2011). In the prevailing conditions of poor health among pupils and students with declining or stagnating levels of physical fitness, an increase in obesity and heart disease, and a general lack of fitness among young people (Schneider & Zhang, 2013; UNESCO, 2014), schools become an important venue for children to get access to and benefit from engaging in PE. The provision of PE is recommended in the school curriculum on the basis of the claims that PE programmes can contribute to an overall improvement of physical activity, enhancing physical fitness and contributing to childhood obesity prevention (Hunter, 2006).

In a similar vein, the former United Nations Secretary General Kofi Annan stated in his speech on the international year of sport and physical education in 2005 that:

…when young people participate in sports or have access to PE, they can build up their health and self-esteem, use their talents to the fullest, learn the ideals of team work and tolerance and be drawn away from the danger of drugs, and crime. (Report on the International year of sport and physical education, 2005, p. 7)

However, since the important task of schools is to develop students’ intellectual abilities (Kirk, 2014a), the claimed benefits of PE can be contested to justify whether what is provided in PE is of an educational or non-educational nature. Detailed claims and counter-arguments in the discussion of the subject’s position in the school system are analyzed in the literature chapter.

In most countries there are legal requirements for PE during certain stages or phases of compulsory schooling years, even though the provision differs across regions and countries (UNESCO, 2014). There are governmental and non-governmental level policy commitments and support to PE in schools to make children enjoy the claimed benefits of PE. While PE is acclaimed as having immense benefits for school children and their future life, the literature has shown that PE continues to be a marginalized subject in school curricula throughout a great part of the world. In some primary and secondary schools, the subject is either given the last consideration or not offered at all, and in Africa, especially, the marginalization is alarming (Hardman, 2008; Shehu, 2009; UNESCO, ibid.). There are indications that some national and, where appropriate, educationally autonomous regional governments have committed
themselves through legislation to providing PE in schools but have been either slow or reluctant to translate this into action (UNESCO, 2014).

A world-wide survey of PE in schools reveals that the general lack of the subject is due to various reasons, like prioritization. In addition, the proportion of countries without PE mandates at the secondary schooling level is higher in low- than in high-income countries (Hardman, 2008; UNESCO, 2014). At a global level, PE is perceived to be a low priority or non-essential subject, while priority is attached to other ‘examinable’ or more ‘academically’ perceived subjects whose emphasis is placed on high-stake examination (Wanyama, 2011; UNESCO, ibid.). The lack of priority has led policy makers and top administrative officials, such as heads of schools, to sideline PE under growing pressure to include other ‘more important’ subjects (UNESCO, ibid.). UNESCO (ibid.) claims that some national governments have proposed either removing PE from the curriculum or reducing its curriculum time. This is particularly true about Africa (Shehu, 2009; Wanyama, 2011; UNESCO, ibid.). The commitments to the right of access to PE in schools either through state legislation or as a matter of general practice are far from being met.

The ability of schools whether to offer PE or not is influenced by conditions which differ worldwide. On the national level, the situation may be complicated by local policy interpretations and levels of provision (UNESCO, 2014). Persistent factors influencing schools are seen in the loss of time allocation, in some cases because time is taken up by competing prioritized subjects, or because of the lack of strong PE advocacy, the perceived lower importance of school PE, the lack of official assessment, financial problems in school, the diversion of resources elsewhere, inadequate material resources, deficiencies in the number of properly qualified personnel, and attitudes of significant individuals such as head teachers (Morgan & Hansen, 2008; Shehu, 2009; Wanyama, 2011; UNESCO, ibid.; Allan et al., 2015). Arguably, the observed challenges face the decision on whether or not to offer PE.

### 1.4.2 Country specific examples

On the national level, Benson and Jenkinson (2009) report that in Australia, despite the presence of a policy promoting the provision of PE in schools, only 67% have decided to offer the subject. Hardman (2008) adds that in Cyprus the actual situation of providing PE in schools is not in concurrence with official statements. Similarly, many districts in the US State of Illinois do not enforce the requirement of PE, despite the PE policy. In China, there are schools showing little interest in the subject, due to the quantity and quality of PE teachers and the lack of parent support leading to a gap between the requirement and provision of PE, and for these reasons it is not offered in all schools (UNESCO, 2008). Similar trends of schools not offering PE in accordance with policy and other requirements are observed in Venezuela, Jamaica, Finland and Ireland (Hardman, ibid.). While in Venezuela the government does not make an effort to ensure the provision of PE in schools,
in Jamaica, although the subject is compulsory, it is assigned little value, and hence schools do not bother providing it (Hardman, ibid.). Likewise, in Finland, the freedom of curriculum planning in schools has led to situations where PE is not implemented according to the regulations. In Ireland, on the other hand, PE is being squeezed out of the education system by more and more compulsory academic courses which are of little benefit when compared to PE (Hardman, 2008).

Reports throughout Africa indicate that the continent experiences more challenges to offering PE in schools. In Africa its value is considered to be peripheral in the curriculum and it is regarded as a non-educational, non-productive use of time only befitting recreation or playtime schools (Shehu, 2001; Hardman & Marshall, 2005; Mafumiko & Pangani, 2008). Hardman and Marshall (ibid.), in particular, argue that in Botswana and Malawi PE suffers from its optional status, leading to many schools preferring not to provide it. Mafumiko and Pangani (ibid.) found out that in Tanzania school managements’ and heads of schools’ understanding of the subject has always influenced the schools’ decisions about offering it. In an international survey, Hardman (2008) found that the state and status of PE in Africa is low and that the subject is in serious danger of being sidelined. In South Africa, PE is merged with the subject of Life Orientation, involving the reduction of most of its contents because of the time shared to meet the other elements of Life Orientation (health promotion, social development, personal development and orientation to the world of work) (Van Deventer, 2004; Hendricks, 2004). In addition, the majority of African countries has either no or just a minimal provision of PE for children with a disability (Hardman & Marshall, ibid.).

1.4.3 Background Tanzanian experience

It is documented that in the Tanzania education system PE is not a new but a relatively old subject that has existed in the system since before the colonial period. Ndee (1996) argues that PE has existed in primary school, secondary school, and teacher’s education for a long time. During the colonial period (18th C), Nkongo (1993) reports, PE was introduced in schools as one of the academic disciplines taught from primary, through middle to secondary education. Further, Mafumiko and Pangani (2008) claim that at different times the ministry responsible for education in Tanzania has issued PE syllabi for secondary schools, e.g., in 1969, 1987, 1996 and 2005 (ibid.).

Despite the various syllabus versions, the contents of PE have always been influenced by the colonial powers and by religious and traditional interests. The presence of gymnastics, hockey, cricket and ball games such as soccer and netball are good examples of the contents introduced into the education system during the colonial period. Those aiming at minorities are now offered to all, for example, hockey and cricket, which were played in European and Asian schools during the colonial period (Ndee, 2010a), are now part of the secondary school PE syllabus. In addition, religion also influences
participation in modern sport and hence in PE programs. In observing religious modesty, participation in many modern sports, such as athletics and swimming is limited to Muslim children, and the situation is even worse for Muslim girls (ibid.). The mix of colonial powers and religion in the country has complicated the situation, with the result that local traditions, religious interests, and colonial interests have affected education in general and PE in particular.

The PE secondary education syllabus currently in use was introduced for implementation in January 2005 (MoEC, 2005). The 1995 Education and Training Policy (ETP) which guided the general provision of education in the country up to 2014 emphasizes the teaching of PE on all educational levels. The ETP lists games and sports (translated as PE in the secondary school curriculum) under the subject group of humanities together with history, geography, general, social and environmental studies, civics, economics, commerce, accountancy, music, plastic and performing arts.

Humanities subjects are expected to form the citizen and promote understanding of the self, society and its culture, civic rights and obligations, government, international peace and understanding and the environment. (URT, 1995, p. 53)

According to ETP, the teaching of PE is emphasized in primary education (ages 7-13), both ordinary and advanced secondary education (ages 14-19), vocational and job-related training and university education.

The curriculum for primary education requires all pupils to study PE, which at this level is named Personality, Development and Sports. In the curriculum for ordinary secondary education, PE is treated as an optional subject together with music, theatre arts and fine arts. Other subjects included among optional studies are Additional mathematics, Information and computer studies, French, Arabic, Bible knowledge, Islamic studies and Literature in English (URT, 2007). The curriculum requires students to choose one optional subject. The secondary school curriculum explicitly stipulates as follows:

Students in form I and II shall be required to take one optional subject...similarly students in form III and IV shall be required to study one optional subject. (URT 2007, pp. 20-21)

The curriculum for the advanced secondary education leaves out PE despite the ETP emphasis that the subject be included in all levels of education.

In regards to the aims as stipulated in the PE syllabi for the various years, PE has the opportunity for diversity benefits. It is claimed that:

In PE students learn to develop obedience, self-confidence and a spirit of cooperation. Through PE they also learn to develop love and value of recreation and develop an attitude of willingness to work with others as well as an attitude to care for personal and community property. (MoEC, 2000, p. 54)
Mafumiko and Pangani (2008) add that the aims of offering PE in secondary education are to foster students’ physical fitness, build and promote the attitude of self-reliance both mentally and physically, build and promote socialism, develop character among students and build as well as promote cultural well-being in society.

Currently, the offering of PE in secondary schools in Tanzania does not depict trends that are dissimilar from those observed in other African countries. Despite the claimed benefits of PE to school children, the policy support and its long-time existence in Tanzanian secondary schools, it is still being offered in few schools. In a study of *PE in Tanzanian Secondary Schools: Perceptions towards PE as an Academic Discipline*, Mafumiko and Pangani (2008) argue that, although the PE curriculum in Tanzania is as old as any other subject’s curriculum with specifically stated aims, it has not been implemented in many schools. While statistics on enrolments from 2010-2012 indicate yearly enrolment of an average of 1.75 million students (URT, 2012), current statistics from the National Examination Council of Tanzania (NECTA) indicate that there has been a downward spiral in the number of secondary schools in Tanzania offering PE. No documented reasons are available for schools’ decisions whether or not to offer the subject. Equally notable is the decreasing student enrolment trend over time in the PE subject (NECTA, 2010-2013).

Together with the fact that PE is an optional subject for students in secondary school, it is not taught in many secondary schools as compared to other optional subjects. In the national Form Four examinations the subject was examined in only one government-funded and two privately funded schools in 2013 (NECTA, 2013). This means that in 2013 there were three secondary schools offering PE as an optional subject. Statistics also indicate that since 2010 there have been no more than five (0.1%) secondary schools offering PE to the final level (Form Four) of ordinary secondary education (NECTA, 2010, 2011, 2012 and 2013). These five schools are indeed few compared to the current number of 4,528 secondary schools in Tanzania (URT, 2012). Statistics also indicate that out of the five schools that have been offering the subject, only one³ (0.02%) is a government-funded school (NECTA, 2010, 2011, 2012, 2013). With regard to the few schools teaching PE, statistics also show that the number of students who have been opting for the subject is very small. In the same examination results the number of students who registered for the PE examination keeps fluctuating, as shown in Table 1.1.

³Statistics from the national examination council of Tanzania (NECTA) exclude schools that have not participated in examinations at the national level, a reason why one school included in this study cannot be traced in the NECTA’s statistics.
Table 1.1: Students registered for PE examinations in different years

<table>
<thead>
<tr>
<th>Years</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students</td>
<td>112</td>
<td>84</td>
<td>129</td>
<td>72</td>
</tr>
</tbody>
</table>

Source: NECTA (2010-2013)

This trend shows that the teaching of PE in Tanzania is not stable. Nor does it give a favourable picture of the subject for the future in terms of the number of schools and students opting for the subject.

While the trend indicates the scarcity of secondary schools offering PE, little is known about the reasons influencing schools’ decisions with regard to the observed trend. It is claimed by Ndee (2010a) that lack of information is a major problem in the field study of PE in Tanzania, as well as of the rationale behind schools’ decisions to offer PE. The few studies on PE in Tanzania available have focused, for example, on the role of PE in the total development of the child (Ogundare, 2002), on the attitude to or perceptions and concept of PE (Pangani, 2007), on perceptions of PE as an academic discipline in secondary school (Mafumiko & Pangani, 2008), the understanding of the PE curriculum contents, and on instructional practice (Kazungu, 2010). Generally, little is known about the rationale behind school priorities as far as PE is concerned, which makes this study an important effort to address this gap in knowledge.

1.5 Research problem

There is policy support on the global as well as the local level for the provision of PE in school systems (Hardman, 2008; UNESCO, 2014; MacLean et al., 2015). This is further supported by research evidence that PE is a useful subject for the development of youth (Sanchez-Vaznaugh et al., 2012; MacLean et al., 2015). Despite the educational purpose dilemma such as the inability to engage students cognitively and develop their intellectual ability, difficulties in articulating what students should learn in PE, and the overload of competitive sport connotations (Larsson & Redelius, 2008; Kirk, 2010, 2014a; Nyberg & Larsson, 2014), it is suggested that PE is worth becoming an integral part of the education system worldwide (Sanchez-Vaznaugh et al., ibid.; Coulter & Chróinin, 2013; MacLean et al., ibid.). However, a number of researchers have reported the status of schools to offer PE to be unconvincing and facing different challenges on different levels of education (Mafumiko & Pangani, 2008; Jenkinson & Benson, 2010; Rainer et al., 2012; Mhando, 2015). In the context of Tanzania, the knowledge of conditions that influence schools’ decisions whether or not to offer PE in secondary schools has not been scientifically documented. However, previous studies in Tanzania on the challenges of schools to offer PE have associated it
with implementation problems on the school level. Previous studies have paid more attention to factors within schools, marginalizing those outside. However, factors from both contexts could jointly explain schools’ decisions whether or not to offer PE.

When searching for possible explanations of the conditions that influence schools’ decisions to offer PE, one needs to look under many rocks or possibilities. Could the explanations be related to the education system, its policy or steering documents and the way the system is managed? Or could it be related to conditions at various schools, such as teaching and learning logistics, including teaching and learning materials, qualified PE teachers, equipment and facilities, text and reference books? Could it be related to cultural values that are embedded nationally and locally? Or could all these factors interact? Searching for explanations of this kind calls for a theoretical perspective which addresses more complex relations. I have therefore chosen to use Institutional theory and, more specifically, the interpretation made by Scott (2008) of the three pillars of institutions: what must be done, what should be done, and what people think should be done. These conditions could be summarized as regulative, normative and cultural-cognitive, respectively, detailed descriptions of which are presented in the theoretical stance chapter. The institutional perspective is employed in the study to expand the view of the teaching of PE to look into different domains that together form meaning. The fact that there are few studies if any, particularly such using the institutional theory in the Tanzanian context to explore the institutional conditions that influence secondary schools’ decisions to offer PE, makes this study worth undertaking.

1.6 Aim of the study

The aim of this study is to explore the factors and the ways they influence secondary schools’ decisions to whether or not offer PE in Tanzania. After being informed by the theory of the study, this preliminary aim is specified and complemented by specific research questions. The specific research questions are presented in Chapter Three, section 3.8.

1.7 Thesis structure

This thesis is written in the form of a monograph with ten chapters. Chapter One introduces the study by providing a background discussion of the situation for offering PE in an international perspective as well as in the context of the Tanzanian school system. The chapter also presents the research problem and the preliminary aim of the study. Chapter Two introduces the context of the study and provides discussions of the historical pattern of education and the educational system in Tanzania. Within the chapter, the
hierarchy of education provision is presented, including a more general picture of PE in Tanzania. Chapter Three describes and argues for the relevance of the institutional theory guiding the study. The specific research questions are presented toward the end of the chapter. Chapter Four reviews and discusses the literature that I consider relevant to the study. The methodology that informs this study is presented in Chapter Five, which also contains its epistemology, research approach, strategy of inquiry, study area, participants and the sampling techniques used. Generally, this chapter throws light on the protocols that were followed during the study data collection and analysis.

After this follows a few data presentation chapters, starting with Chapter Six, which covers the regulative conditions that influence schools’ decisions to offer PE. Chapter Seven presents result findings relating to the normative conditions and their influence on schools’ decisions to offer PE. The local frames and cultural conditions influence on such decisions is presented in Chapter Eight, including various views and perceptions of PE that have a bearing on PE offering decisions. Chapter Nine presents the intersections between the institutional pillars by assembling issues discussed in the regulative, normative and cultural-cognitive (local frames and cultural conditions) chapters. Finally, in Chapter Ten, the findings of the study are discussed in relation to the specific research questions. The chapter also covers implication of the study and direction for future researches.
CHAPTER TWO: THE CONTEXT OF THE STUDY

Introduction

This chapter presents the context in which the current study was conducted. It starts by highlighting factual aspects related to the United Republic of Tanzania that are linked to the current study. Then it proceeds by presenting the history of education in Tanzania during various periods and the Tanzanian education system. Moreover, PE and physical activities is introduced, followed by a presentation of cultural influence on PE and sport. Furthermore, the provision of PE in secondary schools is discussed before the discussion on the conditions for after school sport and physical activities. Equally, sport and sport marketing in Tanzania, in particular, as well as training for PE teachers are discussed. The hierarchy involved in education policy interpretation is described before the summary of the chapter.

2.1 The United Republic of Tanzania: General background

The United Republic of Tanzania is a union of two countries, Tanganyika and Zanzibar Islands. Tanganyika was a former colony and part of the German East Africa after the Berlin Agreement (the Scramble for Africa, 1884-1885) until the end of the First World War. After the war, Tanganyika was mandated by the League of Nations to the British and remained so until 1961 (Kitta, 2004). On December 9, 1961, Tanganyika won her independence while Zanzibar, which was under the Sultanate of Oman, won her full independence on January 12, 1964, following the overthrow of the Sultan of Zanzibar. The two nations merged to form a union resulting in the birth of the country named the United Republic of Tanzania on April 26, 1964. The former Tanganyika is popularly known as Tanzania Mainland and Zanzibar as Tanzania Islands,
populatively simplified to Tanzania and Zanzibar, respectively (Kitta, ibid.). The current study was conducted in Tanzania Mainland as shown in figure 2.1.

Figure 2.1: The political map of Tanzania

Since its independence, Tanzania has been struggling to provide quality life for its population, which, according to the 2012 census, amounts to about 45 million (URT, 2012a). The demographic characteristics are made up of about 44% young children aged 0-14 years, 19% are between 15-24 years, 29% covers a group of 25-54 year olds, the population between 55-64 years accounts for about 4%, while the population of 65 years and above is about 3% (URT, Ibid.). Kitta (2004) reported that the first priority after the independence of Tanzania Mainland was to achieve quality life by fighting the three major enemies, which were named as poverty, diseases and ignorance. The major weapon that was considered crucial for fighting against these
enemies was education (Kitta, 2004). Unfortunately, the success was not so easily achieved, and actually problems still exist due to economic realities of Tanzania in general.

According to The World Factbook (2012), Tanzania is among the least developed countries in the world. Now, over 50 years after independence, the per capita income is said to be 1600 USD, with an annual growth rate in 2009 of 6.4 (The World Factbook, 2012). Tanzania’s economy depends heavily on agriculture, which accounts for more than one quarter of GDP, the country being predominantly a nation of small peasant farmers who provide about 85% of the exports. Other recent sources for income are gold production and tourism.

Education is one sector that has been adversely affected by the economic situation, especially by the economic crisis and reforms of the 1980s. Because of the dwindling economy, especially with poorly performing per-capita incomes in the 1980s and 1990s, the Universal Primary Education (UPE), which was almost achieved, and the literacy rate, which reached 85% in the 1970s, could not be sustained. Currently, the literacy rate is 69.4% (The World Factbook, 2012), and the education expenditure as per 2013 was about 17% of the overall government budget. However, this indicates that the overall education services are still inadequate both in terms of quantity and quality on all levels.

### 2.2 Education in Tanzania

#### 2.2.1 History

**The pre-colonial period**

The history of education in Tanzania dates back to before the coming of missionaries, explorers and, finally, colonists in the 18th century. The Ministry of Education and Culture stipulated through the Education and Training Policy (URT, 1995) that Tanzania had its own traditional education which emphasized values, customs, citizenship and the acquisition of life skills. This kind of education did not apply all over the country, as it differed according to the needs of the community. The teaching during this traditional period, going back to before the 1880s, was done in accordance with oral tradition and was mainly informal with the aim of providing the general knowledge required in the community. However, during this period, as reported by Osaki (2002), some variation also existed within the formal educational system, with local experts offering specialized life skills required in the community according to age and gender. Ndee (2010a) also added that during this period different

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4 I will use the name of Tanzania, when I refer to the history of the former region of Tanganyika
experts imparted various kinds of knowledge such as astronomy, astrology, travelling, trade (mainly in the form of barter), hunting, animal husbandry, counselling and farming. The local experts included elderly men and women in the village or clan with expertise in a certain field (Kitta, 2004). Within this training, apart from traditional rituals, girls at the age of puberty were taught how to take care of their families, whereas boys were taught how to become brave soldiers to protect their families and the community in general. These skills were offered at special places and were trained during specific periods of the year.

The colonial period

The colonial period includes both the German and the British occupation of the country and covers the years between 1885 and 1961. With the arrival of the missionaries, a formal education system and schooling was introduced in Tanzanian society during this period. Especially during the British colonial period 1919-1961 the education provided was restricted to a few individuals earmarked to serve colonial interests (Osaki, 2002). Thus, the system of education was of a stratified nature. There were schools for Europeans, schools for Asians and schools for Africans operating during this time. The intentions of the curriculum varied depending on the group it was designed to serve. The curriculum for European schools focused on academics and grammar, whereas the Asian curriculum focused on commercial studies. An integrated curriculum, which was a combination of closely related subjects to form general subjects, was offered to African schools. In the African group, students studied subjects such as gardening, agriculture and other related subjects with the aim of giving them the practical skills necessary for their survival. In general, education during this period was not meant for all children but for serving the specific needs of the colonial government.

The post-colonial period

Immediately after the independence of Tanzania in 1961, the educational system also experienced a new era. The government introduced the Educational Act of 1962 with the aim of regulating the provision of education. In his study, Kitta (2004) described that the Education Act of 1962 replaced the 1927 Educational Ordinance with the intention to abolish, among other things, racial discrimination and classes within education, and to streamline the curriculum, examinations as well as the administration and the financing of education in order to provide uniformity. Education was made available to every child regardless of socio-economic status or ethnic group.

Despite the measures that were taken by the government, such as the abolition of social classes and racial discrimination in the provision of education and the streamlining of the curriculum, there were no observable

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5 represents groupings in society based upon occupation, education and housing (Green et al., 2005)
significant changes in the goals and objectives of education (URT, 1995; Osaki, 2002). The same colonial system continued to operate, even if Africans were allowed to go to schools that were previously geared more towards European and Asian children. To promote a sense of belonging in education, the government introduced the philosophy of Education for Self-Reliance (ESR) in 1967 to guide the planning and practice of education. This philosophy emphasized the need for curriculum reform in order to integrate theory with the acquisition of practical life skills. More specifically, ESR was an education policy that aimed at enabling learners to become independent and creative thinkers, able and eager to combine knowledge with practice (URT, 1995). Generally, as stated in URT (1995), all reforms in the education system since independence to date have always been geared towards achieving quality education and strengthening the relationship between the education provided and the social economic development of Tanzania.

2.2.2 The educational system today

Formal educational structure of Tanzania

The formal education is predominantly related to subject knowledge areas and is hierarchically structured (URT, 1995) in the sense that it starts from a lower level, and success in the lower level gives a student an opportunity to proceed to another and higher level. The structure of the formal education and training system as described below is built up of 2+7+4+2+3 years.

Pre-primary education

According to URT (1995), formal education comprises the pre-school to the tertiary level. The preschool level involves children 5 to 6 years old. This level prepares children to enter primary school. The pre-primary school education lasts for two years and contains no examination for promotion purposes.

Primary education

This seven-year cycle is compulsory in enrolment and attendance (URT, 1995). At the end of the seventh year, pupils sit for national standard-seven examinations, the Primary Schools Leaving Examination (PSLE). The results from the examination are used as a criterion to select pupils to join ordinary-level secondary education. In primary school education the subject of ‘Personality, Development and Sports’ is compulsory for all students. This subject is similar to the PE subject in secondary schools. Pupils who do not continue to secondary education for various reasons such as not meeting the criteria required or the lack of enough secondary schools to accommodate all students who passed the examination, can join vocational training or join the work force.
Secondary education

Secondary school education in Tanzania is divided into two levels, ordinary secondary education (O-level) and advanced secondary education (A-level) (URT, 1995). The O-level comprises four years, and at the end of the fourth year students sit for the national Certificate of Secondary Education Examination (CSEE) (ibid.). PE is among the subjects which students can be examined in if opted (URT, 2007). Some of the students who perform better in this examination continue to the two-year level of advanced secondary schools (URT, 1995). Those who are not selected can choose between joining professional training for certificates, vocational training, or the work force of the country. The advanced level of secondary education comprises two years, and at this level PE is not offered despite being included in the curriculum (URT, 2007a). At the end of the second year, students sit for the Advanced Certificate of Secondary Education (ACSE) (URT, 2007a). Some of those who score good results can join higher education or vocational training, while those who cannot continue to further studies join the work force (URT, 1995).

University education

The last level of education is the university. This level lasts for three years or more depending on the degree programme. For example, the teacher education programme comprises three years, while the engineering program takes four years.

Figure 2.2: Formal education structures of Tanzania
In summary, on all levels of education, teaching in PE, is compulsory only in primary school education under the name of Personality, Development and Sports. In secondary schools PE is taught as an optional subject in the first cycle (ordinary level) of secondary education (URT, 2007) while in the second cycle (advanced level) the subject is not offered at all. In teacher training colleges the subject is offered in selected certificate and diploma teacher training colleges (Mhando, 2015). At the university level PE is taught in only one university, the University of Dar es Salaam (UDSM, 2011, 2012, 2013 and 2014).

Teacher education for PE in Tanzania is presented and elaborated more in section 2.8. In short, teacher education for pre-primary and primary school is offered at specific teacher training colleges leading to a certificate or a diploma (Mhando, 2015), and teacher education for secondary school and teacher training colleges is offered at teacher training colleges and the university level, leading to a diploma or university degree (ibid.).

2.3 Physical education and physical activity in Tanzania a historical perspective

The pre-colonial period

The history of PE in Africa, and Tanzania in particular, dates from when formal education was introduced, which was during the missionary and colonial period. Before colonialization, one of the major features of traditional African physical activity and recreation was that they were locally and community based. These recreational and physical activities reflected the life style of the said community paying attention to the need of that particular community. For example, people around lakes, rivers and oceans had activities that differed from highland communities. For centuries these recreational and physical activities were part and parcel of the religious and secular life of the people and served to fulfil social functions (Shehu, 2001). This is to say, even before the coming of the colonizers, African societies had their way of involving the young in physical activities and further on to recreation. Activities such as archery, wrestling, canoeing, tugs of war, javelin and stone throwing or bao (a board game) were tied to the historical needs of the community and thus came to characterize traditional physical activities and recreation (Shehu, 2001). Bao is a game played with pebbles, beads or large seeds on a regularly patterned playing wooden board consisting of a number of pits arranged in two or four rows (Kazungu, 2010, p. 43).

Ndee (2010a) adds that before colonization many tribes had played some form of team or group games, both as recreation and as training for hunting and war. Nevertheless, activities performed during this period were sex- and age-discriminatory and also varied according to the values of ethnic groups. Boys engaged in games such as plays of attack, spear-throwing, hoop-and-
hope, hunting, chase and escape, and games for defence, while girls were more occupied with domestic activities such as fetching water, firewood and home caring, which in one way or another helped them to be active (Shehu, 2001; Ndee, ibid.; Chepyator-Thomson, 2014). Other types of physical activities practised by various tribes in the pre-colonial period and still evident include archery, wrestling, singing games and local dances (Ndee, ibid.).

Bressan and Van Der Merwe (1992), studying the history of PE in Africa, found that games were used as opportunities for young people to practise the skills and attitudes needed for successful participation in society. These activities in the forms of games were conducted during initiation ceremonies commonly known in Kiswahili as Jando (for boys) and Unyago (for girls) with the aim of promoting general fitness and developing specific skills necessary for specific tasks in the future lives of the youth or children. Jando and Unyago are rituals or initiation schools, which involve teaching young people the cultural norms of gender roles, family life and sexuality. However, Mligo (2013) argues that a young person did not become a full member of the community unless he had undergone ritual training, called Jando and Unyago, which prepared him for guardianship of the society, parenthood and leadership. Therefore, rituals were taken as seminars that prepared young people for maturation and transition from childhood to adulthood.

The missionary and colonial period

In the 18\textsuperscript{th} century Tanzania received foreigners from different parts of the world. These foreigners were traders, explorers or missionaries. The Arabs were among the first foreigners to settle along the coast of Eastern Africa in the history of the country today called Tanzania. Their coming was associated with the Islamization of the indigenous people (Ndee, 2010a) and the spread of Islamic religion in Tanzania (Lodhi, 1994). In search of slaves the Arabs spread to the interior part of Tanzania where they also established small towns. Nevertheless, the Arabs did not get involved in traditional physical activities, as they considered them unholy. However, their influence was observed when modern sports started to diffuse in Tanzania during the 18\textsuperscript{th} century (Ndee, ibid.).

In keeping with beliefs regarding religious modesty, Ndee (2010a) argued that it remains a violation of morality for a Muslim male to wear shorts, as exposing the leg from the knee upwards is unacceptable in public. This restriction makes participation in school PE and many modern sports, such as athletics and swimming, difficult. The situation for Muslim women, constrained by the wearing of hijab, is even more limiting (Ndee, ibid.). Since part of the indigenous population were Islamized, they also developed negative attitudes towards taking part in modern sports and other physical activities that were considered unholy on a religious basis. It should be kept in mind that the population of Tanzania is made up of Christians, Muslims and
followers of indigenous African religions, including many who were not influenced by Muslim cultural beliefs.

It was also during this period (the 18th C) that Tanzania experienced the spread of Christianity and the introduction of formal education. Anangishye and Mligo (2014) claim that Christian missionaries introduced western formal education in Tanzania in 1868. The missionaries introduced formal education ahead of the colonial administration (Anangishye & Mligo, ibid.). This education aimed at imparting and developing indigenous peoples’ knowledge, skills and character in a structured programme which was influenced by the founder of the education. Formal education in this context consisted of systematic instruction conveyed by professional teachers. However, there is little information and no clear evidence that either indigenous physical activities or imported sports were included in the missionary school curriculum. According to Ndee (2010b), due to the paucity of information concerning the place of PE in the curriculum of these early mission schools, it can only be assumed that the missions had little effect on the history of physical activity in German East Africa.

The explorers and missionaries were followed by the colonists, first the Germans and then the British. Their arrival in Tanzania and Africa in general can be associated with large changes that were observed in different aspects of life. The coming of the colonists was associated with the introduction of the formal education system as well as the so-called white civilization or westernized culture. In the view of Ndee (2010b), the coming of the Germans and the British was also linked with the distortion of the usual routines of indigenous life. These colonists paid little or no attention to what existed before their coming. Their arrival affected the nature and kind of physical activities that people engaged in. The existing local games were labelled as crude, wild and primitive and were claimed to be callous, monstrous and unpleasant to watch (Shehu, 2001). These labels and claims were intended to discourage African indigenous games and recreation activities. In addition, these negative perceptions worked as road blocks to the transmission of the activities to future generations. Such degradation and falsification smoothed the way for the introduction of western sports (Shehu, ibid.).

**The Germans’ period**

The country was first colonized by the Germans in 1884. Upon their arrival in Tanzania they introduced western education school systems which operated together with the already established missionary schools (Ndee, 2010b). Therefore, during this period education was provided jointly by the missionaries and the German administration. The Germans introduced western sports and ignored or put less emphasis on traditional physical and recreational activities. In all the colonies, western sports were canonized and constructed as obligatory activities that must be unconditionally embraced by the natives (Shehu, 2001). It was during this period that PE was introduced into the school
system. Gymnastics formed the major components of the PE curriculum in schools. According to Ndee (2010b), the teaching of gymnastics was broadly based on gymnastics movement, order, exercise and the Swedish Ling system of free-standing exercises. In Tanzania, these activities were introduced in order to train African soldiers and lower-rank civil servants particularly at the Mpwapwa military school (Ndee, 2001). In addition, Ndee (2010b) adds that gymnastics activities played an important part in the training of lower-ranking civil servants for the colonial government and soldiers for the colonial forces, the primary task of the school system. It is furthermore acknowledged by Ndee (2010b) that during the German period PE was indeed used as a means of developing skills and instilling other values as an educational package on its own. Other activities that were introduced into the PE curriculum include gymnastics, running, wrestling, jumping and tug of war (Ndee, 2001).

**The British period**

Britain took over the administration of the defiant German East Africa under the umbrella of the League of Nations in 1919. During their time, 1919-1961, the British also emphasized formal education by adopting schools that were either run by Christian missionaries or German colonial governments. The British introduced syllabi for PE and sport (Chepyator-Thomson, 2014) with the aim of introducing British sport. They also included competitive sports which could ideally be described as physical training with the aim of making the indigenous people more physically fit for work while at the same time teaching them discipline and obedience to the government, (Ndee, 2010b). While the Germans introduced their system of gymnastics and drill, Ndee (2010a) reports that the British, for their part, introduced ball games and athletics in the 1920s and 1930s. According to Ndee (2010a), most of the modern sports played in Tanzania today are of western and largely British origin. However, the British were systematic in including, alongside the new sports and games, the indigenous traditional physical activities in the school curriculum. Using the British approach, PE in schools developed a new look with some indigenous activities being introduced.

### 2.4 Cultural influence on physical education and sport in Tanzania

There is a close relationship between PE and sport, although they are not synonymous. Sport as a collective noun usually refers to a range of activities, which form part of the process of learning in PE (Bailey et al., 2009; Kirk, 2014; MacLean et al., 2015). On the other hand, PE is the area of the school curriculum related to developing students’ physical competence and confidence and their ability to use these to perform in a range of activities (Bailey et al., 2009). Even though other contents are also evidenced in the PE
curriculum (Larsson & Redelius, 2008; Larsson & Karlefors 2015), sport teaching, specifically the inclusion of competitive sport, has characterized the teaching of PE and may have various impacts on schools’ decisions to offer PE. Although the studies by Larson and Redelius (ibid.) and Larsson and Karlefors (2015) were conducted in Sweden, their observations regarding the teaching of PE in general could also reflect on the Tanzanian context. For instance, the PE syllabus contents (presented and discussed in Chapter Seven) are characterized by competitive sport. For this reason, I include in this section sport together with PE on the basis that the perception held of sport can also apply to PE.

In general, when tracing the history of sport and PE in Tanzania today, it becomes obvious that it contains influences and elements of indigenous, Islamic and western culture. As presented above, the African indigenous population had their own physical activities, which were used for various motives. In this respect, Ndee (2010a) argues, the African population educated their young men and women through specific physical activities which were used for socialization and recreation. The Islamic culture, on the other hand, put restriction on some traditional dances and physical activities that were considered unholy on a religious basis. Ndee (ibid.) argues that attitudes within Islamic culture towards dance, dress code and religious practices bred negative attitudes towards modern sport among Muslims. Since part of the population were Islamized it becomes obvious that even their involvement in some physical activities was restricted. To a great extent western culture played and still plays a big role in the influence on sport, and PE in particular, in Tanzania. According to Ndee (ibid.), it is the western culture that played the significant role in the introduction of modern games and sports and it is also associated with the concepts of modernization and globalization.

These cultural influences continue to play a part even in school PE in terms of school curriculum contents and participation in PE as well as of physical activities. These influences are what Ndee (2010a) calls the triple heritage history of sport in Tanzania. Although he does not talk directly about the influences of the three cultures on PE, yet these influences can be seen operating in school PE today as well. Ndee (ibid.) adds that the 2005 secondary school PE syllabus for example, is mainly occupied with western sports (football, netball, gymnastics etc.), some traditional activities (swimming, athletics etc.), and in some situations participation in PE might still be influenced by Islamic culture, especially with regard to religious views on modesty.

It can possibly be argued that PE and sport in Tanzania experience influences from the three cultures. From the western culture, the contents that were introduced during the colonial periods are still found in the present syllabus. Some religions do not allow women to participate in sport at all, while others allow participation if they wear clothes that cover the whole body, and some allow it if the person is being taught or observed by the same
sex only (Ndee 2010a). The belief that women’s participation in sport and exercise in public is unacceptable stems from the desire to protect women’s modesty. Further discussions on the relationship between PE and religion and gender are presented in the literature chapter.

Lastly, the indigenous culture also makes some contribution to the present sport and PE. Shehu (2001) argues that some indigenous activities were not given emphasis during colonial period, and as the result these activities are still not emphasized in the PE curriculum today. In concurrence, Nkongo (1993) notes that activities such as fishing competitions and canoeing, which used to be part of sport in lake zones, are not seen in the school curriculum. However, it is important to note that there are some traditional activities that are observed in the PE content in Tanzania today Ndee (2010a). For example, activities such as swimming and track and field events, which used to form traditional activities, are now included in the school curriculum. A detailed examination of the syllabus will be presented in the discussion of the normative conditions influencing the teaching of PE in schools.

2.5 Reflection on the provision of PE in secondary schools in Tanzania

Studies (Ndee, 2010a, 2010b; Mafumiko & Pangani, 2008) and a government document, MoEC (2005), indicate that PE in secondary schools has been offered since the period of colonialization to present time. On the other hand, there have been government efforts to promote and support schools to offer PE on all levels of schooling in Tanzania. These efforts include the promotion of PE in the education and training policy within the subject of humanities. For PE to be included among the subjects that are examined at the national level, accordingly, is another government effort to make sure that PE is offered in schools. Ndee (1993) acknowledges that the establishments of a degree programme in PE at the University of Dar es Salaam in 1993, a certificate programme in PE in 1985 and a diploma in PE in 2003 at Butimba Teachers’ College are among efforts by the government to promote teaching of PE in the school system. The recent increase in the number of teachers’ colleges offering PE, according to NECTA (2011, 2012, 2013, 2014), from one college before 2011 to 13 colleges in 2014 is another positive government effort to promote the teaching of PE in schools. In addition, the issuing of PE syllabi for different years and the inclusion of the subject in the curriculum could be considered as further government efforts to support schools in offering PE.

Nevertheless, the said government efforts can be contested on the score that the subject lacks material support from the government to allow schools to offer PE successfully. The said supports have not been fruitful enough to attract more schools to offer PE, and hence the subject is still faced with
challenges. Studies (Mafumiko & Pangani, 2008; Kafyulilo & Mafumiko, 2011) have also associated problems in school PE with a severe shortage or lack of facilities, teachers and equipment. Pangani (2007) argues that it is due to the challenges inherent in the teaching of PE that so few secondary schools offer the subject.

As with other subjects, the attempts at influencing schools to offer PE face a complex hierarchy of policy translation that needs to be understood. This hierarchy involves various agencies which range from national education and training policies to school level management and administration. The hierarchy starts from the ministry responsible for education, whose responsibility is distributed among the TIE, NECTA, district councils, school boards and the value systems that exist within schools. Since the process involves different organs I argue that the problems of how schools decide to offer PE can be ascribed to various conditions that range from the steering points of view, the normative aspects that operate within schools and cultural or traditional aspects within society.

The linkage between PE and leisure and recreation after studies is in conflict with purposes related to maintaining good health for all children. In some schools competitive sports and not PE has represented the selling brand for schools to attract more students. Schools that offer PE tend to do so in order to fulfil the recreational demands of students, which are considered as the right of all children. This creates confusion about whether the subject of PE should be considered as an academic subject matter with a value relevant for all children or as recreation after studies for those specially interested.

There are also various cultural traditions that have influenced the content of and participation in PE. The value of subjects is influenced by the possibility of a subject to achieve results in scholars’ further education and employment. Since the subject is not offered on the advanced level of secondary school, studying it may be counted as a waste of time. On the other hand, the religious aspects of faith, rules about mixed gender sports and dress code requirements have either prevented or given the impression of preventing participation in PE.

2.6 The conditions for after school sport and recreational activities

The purpose of physical education is to stimulate to long-life participation in physical activities beyond school life. In spite of this, Palmer and Bycura (2013) claim that physical educators do not have enough time during school hours to directly increase physical activities to a level that will result in significant health benefits. In a situation like this, after-school programmes for physical activities are considered important. Participation in extra-school physical activities may develop students’ intrinsic motivation to take part in
PE at school (Palmer & Bycura, ibid.). Consequently, the lack of opportunities for students to engage in physical activities outside the school environment may inhibit their interest in studying PE. Despite that there is no available statistics of the kind that the ‘Swedish Sport Confederation’ produces, personal experience shows low level of students’ participation in after school sport and recreational activities in Tanzania.

This section therefore describes conditions for after-school physical activities which, I believe, may have an influence on students’ decisions to opt for PE and their schools for offering PE.

Opportunities for after-school sport and recreational activities can be obtained through organized and self-initiated physical activities. Participation in organized activities depends on the availability of sport clubs and the facilities required (Massao & Fasting, 2003), as well as the ability of participants to pay participation fees. On the other hand, the possibilities of conducting self-initiated activities are dependent on the availability of time and the absence of school-related and domestic work (Kazungu, 2010). Gender barriers and conflicts of interest can also interfere with the possibilities of self-initiated activities (Massao & Fasting, ibid.). Although it is difficult to find statistics about after-school participation in physical activities, in my personal experience the situation in Tanzania is not very encouraging when it comes to students taking part in such activities.

To begin with, there are no adequate facilities and equipment that could support sport and physical activities for those who would like to practise after school. Most playgrounds that are used for after-school physical activities belong to schools (Bulamile, 2002). However, in 2001, the Tanzanian government abolished competitive sports and physical education in schools (Bulamile, 2002). The abolishment resulted to some of the facilities that were used in PE to be turned into buildings, thus leaving schools with no facilities not only for PE but also for sports. In addition, Bulamile (ibid.) concludes that after the abolishment of sport in schools in 2001 some of the schools’ sport facilities which were also used for after school activities were converted into buildings. Although this situation was later rectified and sports activities were allowed again, it left scars in that several schools still lacked sports facilities.

It is argued that, although the government re-introduced sports in schools in 2008 after being abolished for about seven years, many schools, particularly in urban areas, were left without either a garden or space for sports activities (Kafyulilo & Mafumiko, 2011). Because of the lack of facilities, school children’s opportunity to participate in sports and other physical activities is limited, a situation that affects more urban than rural children. Closely related to lack of adequate facilities is also the lack of equipment that could be used

for such after-school activities. As most equipment of this kind belong to schools, they are difficult to access after school hours.

In recent years, some training clubs have been established in the country to identify, mobilize and develop youth talents in sports. Fitness and training centres have also been started in urban areas for some few individuals. These centres are not so far very common, and in most cases they are not available in rural areas. Participation in these training clubs depends on membership or entry fees. The lack of financial support to pay for private facilities and equipment affects participation in sport and recreational activities. While the presence of sports clubs in cities creates an opportunity for children and young people to take part in sport and recreational activities, being able to afford the cost for private facilities, equipment and sports clubs is challenging for most children or students. In addition, Lindqvist (2012) found that, the lack of such facilities and equipment in rural areas also constitutes a challenge for children in these areas, although affording the fee remains a common challenge.

In close connection with this is the paucity of public recreational and sport facilities. The lack of such public facilities and places is linked with the invasion or change of uses for previously reserved areas for recreational and sports activities (Bulamile, 2002; Kafyulilo & Mafumiko, 2011). For example, while it is the duty of the local municipality or township to control and ensure that public recreation grounds are used for the purpose of games, exercise and recreation and for no other purpose (Karlsson & Maniette, 2015), these grounds and places are not reserved for the said purposes. The local municipalities have been entering into contract with private sectors to develop and manage these places where access to members of the public is allowed only after paying an entry fee (Karlsson & Maniette, ibid.). These arrangements of paying a fee for admission have excluded most people, not only children and the young generation, but the entire population from taking part in sport and recreation activities in these areas.

The possibilities of conducting self-initiated activities are dependent on the availability of time and the absence of school-related and domestic work. Most schools in Tanzania are day schools, especially the government-funded schools, a few of them being boarding schools (URT, 2000). Students who attend these schools live with their parents or guardians, though some students rent rooms close to schools and live on their own. It happens in Tanzania that students live a long distance from their school and are required to walk for hours to school. This situation is common in rural areas where, apart from students living far from the school, the transportation system is poor (Kiunsi, 2013). Since students are at school as early as 7 am and stay there till 4 pm, they spend most of their daytime in schools (URT, ibid.). The time remaining for them is spent on either walking or travelling back home or doing domestic work at home. From my personal experience, these students are assigned

various family responsibilities back home, which differ depending on where they live. In rural areas it is possible that after the school routine students are assigned farming or domestic activities at home. Students living in urban areas may have a different routine after school. However, those living in big cities like Dar es Salaam, Mwanza and Arusha may also face road traffic problems and arrive home late (Kiunsi, ibid.). Late arrival, spending most of the time in schools as well as domestic responsibilities, minimizes the possibilities for these students to take part in physical activities as they cannot do so during the night.

Another conflict of interest influences after-school sport and recreational activities. The perception that sport and PE are non-essential and do not in any way have an impact on students’ academic prospects affects students’ after-school sport and recreational activities (Mafumiko & Pangani, 2008; Shehu, 2009; Wanyama, 2011). This perception has led to some students spending their after-school time studying or going for extra teaching (tuition) in schools and other places offering the same service. Through personal experience, it is obvious practice for some parents to pay for extra teaching in the evening and ask students to remain in schools for that purpose. Some parents think that their children are too intelligent to take part in recreational and sport activities and hence they have to nurture that intelligence by paying for tuition (Mafumiko & Pangani, 2008).

Gender differences also influence after-school sport and recreational activities. Historically, in Tanzania sports and recreational activities have been dominated by males. It is a more common practice for men to go out in the evening to play in the local soccer team than for women going out to play in the local netball team (Massao & Fastin, 2003). Observing this, girls are more disadvantaged than boys when it comes to after-school sports and recreational activities. As girls are more involved in domestic activities, they lack time for physical activities after school.

This being the routine of students at school and at home, the only remaining opportunity for these students to take part in sports and recreational activities is to do so at school. There students may take part in irregular and unplanned sports and recreational activities during their free time. In schools students also have the chance to take part in planned sport and recreational activities assigned in their general school timetable through PE classes. If students are to enjoy the claimed benefit of PE such as physical health, sport and freedom from obesity, it is necessary for schools to offer the subject, since the opportunity to engage in physical activities and sport out of school is limited. In a similar vein, Walseth (2015) argues that students of different backgrounds need to be offered PE, especially when they do not do any exercise in their after-school programmes.
2.7 Sport and sport market in the context of Tanzania

Sport covers a range of physical activities some of which characterize the PE school curriculum. Due to this relationship, Mafumiko and Pangani (2008) argue that some school heads and managers sell their schools in the name of providing sport to attract more students. Furthermore, as the market for sport is rapidly increasing on the global level (Seyed & Bashiri, 2010), it needs to be considered in the Tanzanian context, as it could influence students to prioritize PE and schools to decide to offer it.

Sport in Tanzania

The history of sports in Tanzania goes as far back as the colonial periods, with some sports attracting the attention of the majority and others, for some reason, not being so popular. The most popular sport in Tanzania today is soccer (football), which is played all over the country (Ndee, 2010a). In big cities and towns soccer has attracted many young people to take part, by either playing or being spectators. This is the case in cities and towns where big soccer clubs have existed for some years now. The Tanzania Football Federation (TFF) is the overseer of football activities in the country. Tanzania’s senior football national team is called Taifa Stars for men and Twiga Stars for women (Massao & Fasting, 2003). Apart from the national teams, which have not been successful in recent years, there are team clubs, which have been recruiting young people to participate in the national premium league. Some secondary school students developing talents in soccer have been signed up by various team clubs to participate in various league competitions. The signing up of some young people to play in the team clubs have motivated others to take part in sport activities or joining PE classes. For example, students with various talents in sport all over the country have been attracted to register at the Makongo secondary schools where they also study PE (Massao & Fasting, ibid.). These students have sponsors to provide for the requirement to nurture their talents. Soccer has been attracting sponsors who invest huge money in supporting the sport, particularly in the national team and in team clubs participating in the national premium league.

Netball is another sport that has been attracting the attention of many Tanzanians today. It used to be a popularly sport for girls and women (Massao & Fasting, 2003) but is now being played and gaining popularity among boys and men as well. The Netball Association of Tanzania (CHANETA) is responsible for the management and organization of all netball activities in the country. Tanzania’s national netball team is called the Taifa Queens, but while there is a national team for women soccer, there is not so far a national netball team for men. As netball has not been successful in attracting sponsorship,
there are no strong competitive leagues for the sport. Nor are there any readily available statistics of students who have secured registration in schools because of taking part in netball.

Athletics, which have at different periods earned the country some medals in Olympic competitions, is another sport played in Tanzania. Moreover, according to Ndee (2010a), athletics has been the nation’s core sport in international arenas, with Tanzania entering teams in the All-Africa Games, the Commonwealth Games and the Olympic Games. Athletics, which is practised by both men and women in urban and rural places, has dominated the sporting life of Tanzanians.

More recently, professional boxing has become popular, especially in urban areas. In this sport, Tanzanians have participated in international competitions and fared prominently in major competitions such as Olympic, Commonwealth and All-Africa games (Ndee, 2010a). Basketball, volleyball and tennis are other sports that are played in Tanzania, although they are not very popular (Ndee, ibid.). With the exception of soccer, netball and athletics, which are more popular and played all over the country including rural areas (Ndee, ibid.), these other sports are mostly found in urban areas and are played by minorities. Facilities for these sports played by few individuals are mostly found in urban areas in a few schools and recreational centres, which are not so common in rural areas (Ndee, ibid.).

However, it is important to remember that apart from the popular sports played in Tanzania, there are other sports that have not drawn the interest of the majority but are practised in Tanzania. These include activities such as canoeing, hockey, cricket, mountain climbing, gaming, fishing and golfing (Ndee, 2010a). These less popular sports are mostly practised by tourists and other people from the rich part of the population (ibid.).

The sport market in Tanzania

Historically, indigenous physical activities, sports and recreation in Tanzania were used to fulfil certain requirements including the promotion of indigenous culture (Shehu, 2001; Ndee, 2010a). Participation in sports activities was not attached to any kind of economic gain apart from that of individual and group prestige. In Tanzania, Ndee (ibid.) maintains that taking part in sports (at the time traditional games) was aimed at building self-confidence, and for recreation, integration and cultural identity. However, today sports in Tanzania, like in other parts of the world, play an important role in the individual as well as the country economy (Seyed & Bashiri, 2010). As the sport sector has offered employment to individuals, it has thus, either directly or indirectly, contributed to economic development. Sports participation in Tanzania used to be characterized by free participation or by an amateur nature.

Although there is a paucity of literature on when sports in Tanzania started to be commercial, sport in Tanzania today is among the sectors that attract and
provide employment, especially to young people. Young people are employed in team sports, particularly those related to soccer. Soccer teams participating in the main soccer league in Tanzania have been signing up young people to play their teams. A good number of these players have also been promised to continue with their studies if they sign up for a certain soccer team. In their study, Massao and Fasting (2003) state:

Youth who participated in national soccer team had important motivational incentive through provision of a scholarship to study free at Makongo secondary school and they were also provided with free accommodation at the school. (Massao & Fasting 2003, p. 121)

Young people who had the opportunity to study sports and PE have also benefited from employment in the domestic sport industry. Some of them are employed as sports officers on various levels, while others work with the national sport council (Massao & Fasting, 2003). However, there are also those who have had the opportunity to work as coaches, trainers or teachers in different institutions. At the international level, Tanzania has not made a tremendous success. At the moment there are few Tanzanians playing overseas, although their statistics are difficult to be obtained.

2.8 Training for physical education teachers in Tanzania

Teacher training in Tanzania is sub-divided into three categories: certificate, diploma and university levels. Teachers graduating at the certificate level teach in primary schools, those graduating at the diploma level teach in secondary schools, while those awarded a degree are qualified to teach in teacher colleges and in secondary schools. The training of PE teachers in Tanzania can be traced back about three decades. Ndee (1993) argues that the training of PE teachers started with a certificate program in PE in 1985 and was followed by a diploma program in 2003 at Butimba Teachers College. In the same study Ndee adds that a degree program in PE at the university level was introduced in 1993 at the University of Dar es Salaam. Furthermore, Crosby (2009) concludes that Butimba remained the only teacher training college offering PE until 2009. Evidence shows that there have been few qualified teachers for PE, sports and games at all education levels in Tanzania (Crosby, 2009), which has necessitated the Ministry of Education and Vocational Training, in collaboration with other stakeholders such as LiiKe9, to increase the number of teachers by expanding teacher training colleges.

9 Finland-based non-governmental organization with the aim of using sports as a tool for development in different societies
Currently, there are twelve teacher training colleges offering specialization in PE at the certificate and diploma levels (NECTA, 2011, 2012, 2013 and 2014). Eight of these colleges offer PE specialization at the diploma level, while four colleges offer PE specialization at the certificate level (ibid.). There is one university (the University of Dar es Salaam) that offers specialization in PE at the degree level (Ndee, 1993). Tables 2.1 and 2.2 indicate the number of teachers with a qualification in PE who have graduated at diploma and degree levels. Mhando (2015) found that PE in colleges is provided as a compulsory curriculum and is characterized by gender inequalities in the enrolment with few female student-teachers. In the teacher colleges student-teachers are taught professional studies, academic courses and teaching methods and general courses. Student-teachers are taught academic content to improve their competence in their subjects of specialization and methods, strategies and techniques used in its teaching (URT, 2007). Reflecting on the topics offered in teacher colleges, Mhando (ibid.) adds that there are topics covered in the PE teacher education curriculum that are not taught. They include swimming, hockey, badminton and table tennis, whose nonexistence is due to the lack of related facilities and equipment. However, due to the limited time allocated to PE, Mhando (ibid.) also found that practical teaching is either taught ineffectively or not taught at all. The statistics below indicate the number of graduates with qualification in PE at diploma and degree levels.

Table 2.1: Teachers graduated with PE qualification at diploma level

<table>
<thead>
<tr>
<th>Name of the college</th>
<th>2011 Male</th>
<th>2011 Female</th>
<th>2012 Male</th>
<th>2012 Female</th>
<th>2013 Male</th>
<th>2013 Female</th>
<th>2014 Male</th>
<th>2014 Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Butimba</td>
<td>33</td>
<td>9</td>
<td>29</td>
<td>7</td>
<td>30</td>
<td>3</td>
<td>25</td>
<td>6</td>
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<tr>
<td>Mtwarra</td>
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<td>-</td>
<td>29</td>
<td>4</td>
<td>12</td>
<td>11</td>
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<tr>
<td>Kasulu</td>
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<td>17</td>
<td>5</td>
<td>20</td>
<td>6</td>
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<td>-</td>
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<td>-</td>
<td>26</td>
<td>5</td>
<td>22</td>
<td>9</td>
</tr>
<tr>
<td>Monduli</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>13</td>
<td>4</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>Mpwapwa</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>10</td>
<td>5</td>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td>Korogwe</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>21</td>
<td>13</td>
<td>16</td>
<td>10</td>
</tr>
<tr>
<td>Klerruu</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>13</td>
<td>1</td>
<td>13</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>33</td>
<td>9</td>
<td>29</td>
<td>7</td>
<td>159</td>
<td>40</td>
<td>126</td>
<td>58</td>
</tr>
</tbody>
</table>


It could be noted from Table 2.1 that by 2012 only one teachers’ college was offering PE, while in 2013 these colleges had increased to seven. A total of 461 teachers (347 male and 114 female) were trained at the diploma level to become secondary school teachers from 2011 to 2014.
Table 2.2: Teachers graduated with PE qualification at degree level

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>33</td>
<td>12</td>
<td>45</td>
</tr>
<tr>
<td>2009</td>
<td>15</td>
<td>04</td>
<td>19</td>
</tr>
<tr>
<td>2010</td>
<td>12</td>
<td>05</td>
<td>17</td>
</tr>
<tr>
<td>2011</td>
<td>12</td>
<td>06</td>
<td>18</td>
</tr>
<tr>
<td>2012</td>
<td>04</td>
<td>00</td>
<td>04</td>
</tr>
<tr>
<td>2013</td>
<td>12</td>
<td>02</td>
<td>14</td>
</tr>
<tr>
<td>2014</td>
<td>14</td>
<td>01</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>102</td>
<td>30</td>
<td>132</td>
</tr>
</tbody>
</table>


Table 2.2 shows that at the degree level from 2008 to 2014 there were 132 graduates with a qualification in PE who were entitled to teach in teacher colleges and secondary schools. Assuming that all teachers who graduated with diploma and degree qualifications from 2008 to 2014 were to be allocated in secondary schools, and that each school would obtain at least one teacher, only 593 about (13.1%) schools would receive a single PE teacher.

2.9 Hierarchy involved in policy interpretation in Tanzania

Studies by Braun, et al. (2010) and Maguire et al. (2015) reveal that putting policies into practice is a creative, sophisticated and complex process involving sense-making that is always also located in a particular context and place. In the education system a policy is interpreted by diverse policy actors. However, the said actors, according to Maguire et al. (ibid.), may maintain different aspects on the interpretation of the policy, which may lead to different decisions.

In Tanzania, the process from policy to educational practice starts from the ministry responsible for education and ends in schools. Apart from issuing the policy which is translated into a curriculum and curriculum materials by the Tanzania Institute of Education (TIE), the ministry responsible for education also provides directives to guide the provision of education and financial support direct to schools (URT, 1995). To ensure adherence to the policies, laws, regulations and standards set out in the delivery of education, the inspectorate department is mandated responsibility. URT (1995) documents that efficiency and quality delivery in education will be achieved through the inspectorate department. In addition, URT (ibid.) identifies that school
inspection is a vital means for monitoring the delivery of education according to stipulated curricula and set standards.

For the purpose of strengthening community participation and involvement in the management and administration of schools, the ETP authorizes the establishment of school boards (secondary schools) and school committees (primary schools). URT (1995) stipulates that, along with other responsibilities, the school board is expected to form the link between parents and schools by incorporating the community’s view in the school management. Working at the school level together with the school board is the school management team. It is stated in URT (2010) that the school management team is responsible for ensuring that the day-to-day implementation of the ETP is done as expected. To ensure proper ETP school interpretation, the management team is specifically assigned responsibility for preparing school development plans and budgets, managing the day-to-day affairs of the school, ensuring high quality for new constructions and school maintenance and a conducive teaching and learning environment, including the integration of sports and games into the school timetable (URT, ibid.).

Translating curriculum materials into the actual teaching at schools requires qualified teachers. In Tanzania it is a joint work between the Ministry of Education and Vocational Training (MoEVT) and the Prime Minister’s Office Regional Administration & Local Government (PMO-RALG) to ensure that schools are supplied with qualified teachers. In agreement with decentralization policies, the management of primary and secondary school teachers is placed at the Local Government Authorities (LGA). Among the responsibilities of the LGA is to post teachers to working stations and to develop strategies for retaining them, providing technical and financial supports to new teachers for a smooth take-off of teaching posts, and organizing annual community sensitization meetings to support teachers (URT, 2013). As the LGA allocates teachers to schools according to their qualification and schools’ requirements, the allocation process allows teachers no choices of where to be allocated.

For the teaching and learning materials in schools, ETP delegates responsibility to the Tanzania Institute of Education (TIE), (URT, 1995). TIE is responsible for the preparation, approval and distribution of teaching and learning materials in all schools. It is expected that with the monitoring of TIE schools will use similar and approved teaching and learning materials such as text books, reference books and teaching aids.

For examination purposes the ETP mandates The National Examinations Council of Tanzania (NECTA) to be responsible for all examinations of all subjects at the national level and for certification purposes. It is stated in the ETP:
The National Examinations Council of Tanzania shall be responsible for the design, regulation, conduct and administration of National Examination. (URT, 1995, p. 60)

To this end it is important to note that in Tanzania it is expected that the process from policy to educational practice is not left to one organ to manage but involves several actors to cooperate. Two ministries, MoEVT and PMO-RALG, are supposed to work closely to ensure that the provision of education is achieved successfully, according to policies and other directives. To achieve the provision of education in secondary schools there is a mix of different regulative and normative conditions that will be discussed in detail in the result chapter together with the associated cultural cognitive conditions that affect the teaching of PE in secondary schools.

2.10 Summary of the Chapter

In this chapter I discussed the context in which the present study was conducted. The chapter also covered education in Tanzania from historical perspectives and presented the formal education system. In the chapter I have also described the historical perspective on physical activity and PE in schools. The teaching of various subjects in secondary schools includes joint activities which involve multiple actors, all of whom may contribute to schools’ decisions with regard to offering PE. That is why I consider it necessary to understand the influence of these actors on schools, which is the task performed in the results chapters. It is important to understand the history of physical activity, sport and PE, because it may have an influence on the curriculum for the subject which determines how the subject is viewed within the community. The chapter also covers teacher training, and the impact that the availability of qualified teachers can have when schools decide on which subjects to offer and which ones not to offer.

When the subject is promoted as sport, it attracts schools to offer and students to opt for the subject. Therefore, schools’ decisions to offer PE can be linked to the value and the name attached to it. From another point of view, the influence of western, Islamic and traditional culture has been described in the chapter as the triple heritage influence on PE and sport in Tanzania. These cultural influences have an impact on the contents and restrictions which may dictate schools’ decisions to offer PE. The following chapter will present the theoretical stance of the study.
CHAPTER THREE: THEORETICAL STANCE OF THE STUDY

Introduction

Factors that influence schools’ decisions about various activities can better be understood when studied with a theoretical orientation that allows the view of multiple influences in the school context. The factors may be those operating at the steering and management level, the requirement of what must be done, how or what should be done and the influence the community has in schools’ decisions. Within this perspective of multiple influences, it becomes absolutely necessary to consider an approach that could allow an examination of diverse possible conditions and the ways they influence schools’ decisions on various initiatives to be taken within the schools. This study explores the factors and the ways they influence schools’ decisions to whether or not to offer PE and how these influences operate. Therefore, it requires a theory that takes into account multiple aspects when looking for a school solution that is influenced by various factors, some of which originate from within the schools themselves, some from the outside but from within the school system, and some from the community surrounding the schools. It requires a theory that refrains from narrowing down the study into implementation problems, which is a top-down perspective, i.e., a clear-cut system of command and control from the government to schools, which is not an ideal solution.

Regarding the advantage of looking at a number of aspects that may have an influence on schools’ decisions I consider the institutional theory to be most appropriate for this study. Therefore, the chapter presents the study’s theoretical outlook. It starts with a brief overview of how the choice of institutional theory (Scott, 2008) ‘the theory of the current study’, was arrived at. The chapter then proceeds by discussing how this theory is approached in the study. It then advances a number of definitions of institutions and organization including school as an organization and how these concepts, as well as the theory itself, are broadly used in the current study. The chapter closes with a summative note.
3.1 The choice of theoretical stance

As argued elsewhere in the study, the knowledge of conditions that influence schools’ decisions on various actions in the context of Tanzania has been rarely documented, especially with regard to the offering of optional subjects, PE in particular. There are few studies available (Bulamile, 2002; Pangani, 2007; Mafumiko & Pangani, 2008) that have associated problems in PE in Tanzania with implementation difficulties that occur where the policy is translated into practices at school level. These studies have at different points associated schools’ decisions to offer various subjects with their ability to teach the subject. That could be one way to understand the problem in situations where schools act in accordance with the policy but, since there are some schools that offer and others that do not offer the subject, there might be more factors that influence such decisions which might not be related to implementation difficulties. I argue that the problems with PE in Tanzania, particularly as regards the rationale behind the few schools that have decided to offer the subject may be understandable when looking at the multiple actors involved in policy translation.

Looking at the hierarchy of policy execution in the Tanzanian context there are a number of governmental institutions that are tasked with various responsibilities to achieve the policy process. These multiple actors involve, for example, the ministry responsible for education, the prime minister’s office, local government authorities, the Tanzania Institute of Education, the national examination council, school boards, schools and their internal conditions. Further, the translation of policies at the school level is influenced by factors that emanate from school environments.

Therefore, in response to this complexity, to understand what influences schools’ decisions regarding what optional subjects to offer it is necessary to consider the interplay between various forces. There is a formal structure regulating school as an institution in Tanzania. There are also intentions expressed in various documents on the national level. Furthermore, there are different conceptions held concerning the value of the subject. These conceptions are expressed both nationally and locally. In addition, there are local conditions to be faced in every school, such as the access to qualified teachers and to facilities. No single factor can explain the situation. Faced with such complexity I required a theoretical and a methodological perspective that allowed an analysis of these varying forces. In this broad approach to the problem, I believe that the institutional theory as used in Scott (2008) provides an appropriate framework to explain institutional conditions which may influence schools’ decisions to offer or not offer PE in secondary schools in Tanzania. The institutional framework reorganizes the interplay between what must be done, what should be done, and what people think should be done. Scott (2008) organizes the work of the institutions around three pillars arguing that the regulative systems, which are about what must be done, the normative
systems, which concern what should be done and the cultural-cognitive systems, which deal with what people think should be done, are all crucial for an understanding of institutions and institutionalization.

I believe that the diffusion or synergies among these pillars and the way different actors understand and translate policy requirements are likely to influence the achievement of the set goals of the institution. Based on new institutionalism, this study therefore seriously considers that the institutional theory will lead the way towards understanding the topic studied. It is this theory, the well-coordinated interaction among the regulative, normative and cultural cognitive aspects of institution, that will generate an understanding of the rationale behind secondary schools’ decision whether or not to offer PE.

**3.2 Institutional theory - general elements**

Peters (2005) argues that the new institutionalism approach emerged from a weakness that was perceived to be at the centre of the rational choice theory and behaviour approach to institutionalism. Grubovic (2004) also asserts that the behaviour and rational choice approaches were the most influential ones at the development of the new institutionalism. The revolutions of behaviourism and the rational choice theory led to the emergence of the new institutionalism approach to the study of institutions. The assumptions of the behaviour and rational choice theories were more based on individuals in institutions. According to Peters (2005), these two theories assume that individuals act autonomously since their actions are based either on social-psychological characteristics or on the rational calculation of their personal utility. According to these approaches, individuals are left without any serious constraints from the institutions. Their choices of what to do and how to do it were largely determined by the two assumptions of rational and social-psychological calculation.

Peters (2005) associates the emergence of the new institutionalism approach with the work of James March and Johan Olsen, who gave name to the movement in the 1980s. The new institutionalism shifted the approach in which political science was studied to include a dimension of greater multiplicity and complexity in the study of institutions. The multiplicity approach was based on the assumption that institutions involve a variety of issues that are embodied in society. Likewise, Grubovic (2004) argues that new institutionalism as a theoretical framework focuses on themes identified as rules in organizations and informal links that shape decision-making. Such focus, according to Grubovic (ibid.), calls for broadening the spectrum of formal or legal analysis of institutions to include the informal aspect that operates and shapes them. This is how the institutional theory takes into account Lowndes’ argumentation:
The institutionalists concern themselves with informal conventions as well as formal rules and structures, they pay attention to the way in which institutions embody values and power relationships, and they study not just the impact of institutions upon behavior, but the interaction between individuals and institutions. (Lowndes, 2001 p. 1953)

3.3 Defining an institution

Different authors have defined the institution on the basis of their field of interest. However, these definitions converge when the characteristics of the institution are concerned. March and Olsen (1989) who are acclaimed as founders of the term new intuitionalism, define it by taking into consideration what actually goes on ‘within’. They define institutions to include:

[a] repertoire of procedures, and they use rules to select among them. The rule may be imposed and enforced by direct coercion and political or organization authority, or they may be part of a code of appropriate behavior that is learned and internalized through socialization or education. (March & Olsen, 1989 p. 21)

According to March and Olsen (1989), an institution is not like a formal structure but rather a set of rules, norms and understandings together with routines. They also argue that institutions possess an inherent legitimacy that obliges their members to behave in ways that may even violate their own self-interest. Looking at March and Olsen’s (ibid.) conception of institutions, it emerges that individuals within are expected to act according to rules that govern them. However, according to the above definition, one may miss the concept of cultural influence on institutions as they have much bearing on the rules and values together with the normative aspects of an institution.

In another definition, Peters (2005) includes rules used by individuals for determining who and what are included in decisions, how discussions are structured, what action can be taken and in what sequence, and how individuals’ actions will aggregate to form collective decisions. According to Peters’ (ibid.) definition, an institution is expected to have a mechanism of monitoring individuals within the institution to make them act according to requirements and rules. As these requirements are supposed to be accomplished, actors’ choices of decision are often influenced by the governing rules. To achieve their goals, institutions need to apply restrictions on in-individuals’ behaviour so as to avoid individualism and thus achieve a common collective standpoint vis-à-vis the institution goals.

However, it should be acknowledged that to some extent collectiveness in an institution may become difficult to achieve especially in the view of North’s (1990) game analogy. In his view, institutions can in some situations be viewed as the rule of the game, while individuals improvise the games
according to their interpretation of the rules. This view of the game analogy is discussed later in this chapter under the sub-heading of Schools as an organization. In situations where it is possible to improvise, as argued in the game analogue, collective goals can be difficult to achieve. That is why sanctioning powers are deemed important to support rules and norms so as to work as per requirement. In the same evaluating line, Peters (2005) argues that if individuals are left alone they will become too individualistic or behave too randomly, and therefore some means of structuring their behaviour is required for the collective good. When individuals are left free without any mechanism of controlling them, institutional goals may be difficult to attain. That is why mechanisms to guide and direct individuals to act in accordance with the desired goals of an institution become important.

Notably, Scott (2008) in defining an institution expands the scope of his definition to include the requirement, the routine as well as the inclusion of culture into institutions. He defines an institution as:

...comprised of regulative, normative and cultural-cognitive elements that together with associated activities and resources provide stability and meaning to social life. (Scott, 2008, p. 48)

According to Scott’s (2008) definition, given required resources, an institution is expected to provide outcomes that are relevant to and required by society. This means that what is done in the institution should be of benefit to society. Institutions are identified with a social purpose that is why it is important to state that an institution is for society, which should henceforth benefit from it. Another way of understanding an institution can be through describing what actually occurs or takes place within the institution. Applying such a perspective, the description can include sets of rules and incentives with central intentions of achieving specific preset institutional goals.

In the light of the definitions reviewed, I consider the definition by Scott 2008 to be most useful in the present study. While all the reviewed definitions emphasize the position of the rules set, Scott (2008) goes beyond the observation of formal rules to include the cultural aspects. Arguably, Scott (ibid.), apart from accepting rules, norms and cultural-cognitive aspects, extends the discussion of institutions to include social activities, behaviour, and material resources for the purpose of providing meaning to social life. This means that an institution does not exist for its own sake but rather for the sake of society. Institutions do not comprise a set of rules and incentives alone, but they also comprise an important component consisting of social interaction between individuals in the institutions and other things that can mistakenly be considered as unimportant, although they really are important for understanding what goes on within an institution. Accordingly, Furusten

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10 As used in the study it is a threatened penalty for disobeying rules, intended to ensure compliance
notes that: *what we can’t see is important for what happens in institutions* (Furusten, 2013, p. 8).

Social interactions produce human behaviours that also form part of an institution. Hence, for the purpose of understanding the institutional conditions which influence schools’ decisions on various matters, the offering of PE in particular, I consider the definition of an institution that takes into consideration rules and norms as well as the informal process to be relevant.

Taking the stance of Scott’s definition of an institution, it must be considered that the central ingredients of institutions cannot be left to operate without mechanisms that ensure harmony towards achieving the institutional goals. In an attempt to ensure that institutions operate in a desired order, restrictions should be provided. Scott (2008) argues that institutions impose restrictions by defining legal, moral and cultural boundaries and initiating legitimate and illegitimate activities as the means to emphasize their capacity to control and constrain behaviour. In the same line of thinking, Peters (2005) contends that institutions define a set of behaviour expectations for individuals in positions within the institution and then reinforce behaviour that is appropriate for the role and sanction behaviour that is inappropriate. However, it is important to recognize that institutions also support and empower activities and actors. Likewise, they provide guidelines and resources for taking action as well as prohibitions and constraints on action. It is the duty of institutions to ensure that individuals are supported with the necessary resources and that they operate according to given standards. Institutions are thus likely to operate with the perspective that freedom without law is a mess and that individuals within an institution should be bound by laws.

### 3.3.1 Central elements in institutional analysis

In assessing what elements are essential and accorded priorities in the operation of an institution, Scott (2008) names three elements that he refers to as institutional pillars. He argues that each one of the regulative, normative and cultural-cognitive systems has been identified by social theorists as a vital ingredient in institutions. As such, these systems have therefore been identified not only by Scott (ibid.), but also by other theorists. However, in their operation these ingredients influence one another in mutually reinforcing ways. For instance, in the educational organization, apart from the policies adopted by schools, there are sometimes other forces and cultural values in the community that exert external pressure which may result in reshaping the adopted policies.

These may explain why schools that are located in similar or different settings with little or no interaction but under similar institutional conditions vary in their decisions on a number of matters including the subjects to be offered. Therefore, the prescribed legal rules and institutional norms that are supposed to govern individual schools’ behaviour are exposed to structural interactions originating from communities outside and forming the basis of
standard procedures for operating formally as well as taking seriously what is cherished and taken for granted in the community.

The first element used in the analysis of institutions is the regulative. The regulative element of the institutional pillars is associated with the legally enforced and systematic aspects of institutions. This element provides the regulatory guidelines, procedures and rules. Scott (2008) adds that the regulative pillar deals with the processes of rule setting and monitoring and sanctioning activities. The regulations shape or provide for directives about decisions to be taken during the enforcement of an action. In the provision of directives strict rules might be established at the same time as rewards for compliance and sanctions for non-compliance might be induced. Enforcement for compliance might come from within the institution or from an outsider who has the responsibility for making sure that things are done according to the rules. In the education system, for example, the enforcement from within the school might come through assigning resources and taking deliberate decisions to offer certain subjects or from the ministry as an organ of the state given the mandate to supervise education. In the context of this study, the analysis of the regulative element involves policies and other directives considered important in influencing schools’ decisions. The analysis at this level includes organizations involved in the steering and administrative process in schools.

The second element for analyzing institutions is that of the normative aspect, which deals with the role of values and norms in creating expectations and obligations. Values are conceptions of what is preferred or desirable together with the construction of standards which the existing structures or behaviours can be compared to and assessed by (Scott, 2008). Norms specify how things should be done and define legitimate means to pursue valued ends. In the normative pillar, obligation is the main fundament of an institution. The normative element defines goals and designs appropriate ways to pursue them (Scott, 2008). It is within this pillar that individual roles are specified and the hierarchical order, responsibility specialization and the assignment of duties such as teaching subjects are described. Directives given through the regulative element of institutions are expected to be translated into the normative aspect. However, in undertaking responsibilities or roles, March (1994) argues that the logic of appropriateness guides what is supposed to be done. In his view, the logic of appropriateness entails that the process is systematic, reasoning and often complicated rather than being random, arbitrary or trivial. In the school context, this pillar is considered important when studying how the teaching of various subjects is expected to take place in school and what are the goals of teaching and of the subject. Documents such as syllabi, log books, lesson plans and timetables are essential when analyzing how teachers assess their roles. Divisions of responsibility based on individual qualifications are considered to be part of this pillar. For example, the qualification of teachers assigned to teach PE is examined as part of this
element. Documents such as syllabi and teacher guides that govern the teaching of the subject are evaluated in an effort to understand the teaching of PE in schools. It is through this pillar that the formal values attached to the teaching of PE will be learnt. Scott (2008) concludes that obligations, binding expectations, appropriateness, shame or honour are functions of the normative pillar.

The third element is the cultural-cognitive one, which draws on the idea that social actors act because they attach meanings to their actions. This element considers the social reality and how culture in one way or another influences our knowledge and actions (Scott, 2008). In addition to the objective approach to institutions there is another subjective view concerning those who are within the organization. Individual actors within institutions bring different meanings into the organization through interaction within society. According to Scott (2008), meanings arise in interaction and are maintained and transformed as they are employed to make sense of the ongoing stream of happenings. It is possible that the meaning brought by the individuals may interfere with actions within an organization. In the context of this study, individuals such as teachers and students in schools have their subjective approach to supplementing the objective requirement even if the subjective views are not registered or officially acknowledged. Operations within schools are largely influenced by the surrounding community. Issues considered relevant or important within the community are likely to be supported in the school system. That is why sometimes teachers may decide to teach what they think is important and leave out what they think is not cherished within the community. Likewise, students choose to study subjects that they think are important to them and leave out other subjects. This is why Scott (ibid.) points out that the cultural-cognitive element creates frames through which meaning is created in the community. This means that the community views also add to the subjective aspect within an organization like schools. Central elements are also the individual schools as organizations within the entire institution.

To understand or explain any action or decision taken within a school, the analyst must take into account not only the objective conditions but also the actor’s subjective interpretation of them (Scott, 2008). Both teachers and students bring with them subjective views from their surrounding community to the school. These influences in turn may in one way or another affect what goes on in the school. They may affect not only the teaching but also how society supports what goes on within the school. For the purpose of this study I consider it important to include analysis of information from students, teachers, parents, heads of school, and school boards, because their knowledge of the subject may have an influence on schools’ decisions to offer PE.
3.4 School as an institution

On the basis of the elements that influence institutions, schools cannot isolate themselves from what is going on around other institutions. This means that the same elements that are used to analyze political institutions can also be used in the analysis of schools. Although the roots of the institutional theory are found in the study of political science (Peters, 2005) or despite being popular in that field, the approach has also been used in other social science disciplines such as sociology because of their focus on the multiplicity and complexity of goals (Selznick, 1996). Based on its multifaceted approach (Barr & Dreeben, 2015; Berg, 2007), this theory could qualify for use in schools. As the pillars that make up the study of political institutions can also operate in the school system, I consider this theory as one of those suitable for this study. When schools are considered an institution, they are expected to be similar in a variety of ways. As institutions, schools located in diverse settings are expected to adopt similar policies and practices. The regulative, normative and cultural-cognitive elements make schools as institutions more similar even though it is not necessary to make them similar in efficiency or in their decisions. Schools can make different decisions regardless of belonging to the same institution.

From the institution perspective, schools receive directives which are centrally provided and are expected to function in accordance with institutional demands. The directives (regulative and normative) received are generally applicable to all departments within the school or concern individual subjects. According to what is considered a distinct relation between institution and organization, Scott (2008) maintains that institutions provide the rules of the game while organizations act as players. The regulative aspect of an institution is considered as providing the constitutive rules of the game. These rules are provided to the level of individual schools or organizations where they have to be enacted. However, as in a real game situation, apart from the official rules of the game, players also plan for some rules to help them to reach the goals. In the same line of thinking, organizations also in some way devise rules that operate together with what has been provided by institutions to reach the organizationally and institutionally planned goals. These rules devised by the organization tend to find ways of legitimizing the organization in the community surrounding the organization, making an organization part and parcel of community.

Emphasizing the social obligation forces, Selznick (1957) indicates that individual organizations develop a distinct and characteristic structure over time, developing commitments that channel and constrain future behaviour in the service of their basic values. It is therefore likely that the regulative force of the institution meets and operates together with the normative aspect under the influence of the cultural–cognitive element that includes values and norms operating within the organization environments. The organization
environment can be considered as an element existing outside the boundaries of the organization but having a potential to affect what goes on within it. That is to say, the cultural-cognitive aspect of institutions seems to influence the process and structure of an organization. Organizations cannot be detached from the physical environment, which is also made up of a community, e.g., according to Scott (2008), organizations are under social pressure to ensure that their goals are congruent with wider societal values. According to Scott’s (ibid.) arguments there should be a strong link between processes happening at the community level and the structure and operation of individual organizations.

In the same tone, Scott (2008) asserts that neo-institutionalists emphasize the importance of the social fitness of organization, which is considered as the acquisition of a form regarded as legitimate in a given institutional environment. School as an institution should therefore be of use to society, meaning that the surrounding community should benefit from the end product of the school. On the other hand, schools as institution cannot isolate themselves from society, because what goes on in school may in one way or another influence the school negatively of positively. That which is considered to have a positive impact from society can be positively promoted while the negative ones can be sidelined according to society’s views. In the teaching of PE for example, the positive and negative attitudes may have an impact on the teaching of the subject. Boys and girls taking part in sports as well as school PE or other physical activities can be influenced by culture within and outside the school.

3.5 School as organization

In this section I will discuss an organization by going through its definition and what takes place within it. In the section I will link the discussion between what goes on in an organization (schools) and the institutional pillars in relation to this study. Decisions for action in schools can be influenced by the forces of institutions, in other words, by regulative, normative and cultural-cognitive elements, as discussed in this section.

3.5.1 Defining an organization

Greenwald (2008) defines organizations as a body of individuals working under a defined system of rules, assignment procedures, and relationships designed to achieve identifiable objectives and goals. Organizations are created for a specific purpose and those who are within the organizations have to fulfil organization interests. Individual interests are supposed to be kept aside and the organizations’ goals are prioritized. Organizations enable individuals to collaborate and combine their efforts to respond to and shape an ever-changing and complex external environment (Godfrey & Mahoney,
They operate under defined roles and responsibilities where individuals within are assigned tasks to perform and they have to be coordinated by a supervisor or senior member of the organization. The division of responsibility and roles then brings about a hierarchy of responsibility within organization structures. Hierarchy is a categorization system where individuals or departments are ranked over other individuals or departments on the basis of skills, centrality, and status (Godfrey & Mahoney, 2014). For instance, in the light of hierarchy in schools, teachers are assigned different responsibilities, such as teaching subjects according to their specialization and administrative roles.

3.5.2 School functions

Individual schools are looked upon as an organization on the basis of clearly defined goals, structure and norms. Defined goals refer to observable and measurable end results, while structure refers to both formal and informal ranking of positions and individuals within the school, and norms refers to prescribed standards. Like other organizations, schools have formally stated goals, criteria for membership, a hierarchy of offices, and a number of informal goals, such as friendship and the sharing of interests (Barr & Dreeben, 2015). Regardless of the owner, individual schools around the world share a number of similarities in their structures and roles, and they also have their own distinct personalities. When considered as organizations, schools exhibit equal conditions whereby they are expected to be similar in their undertakings although in reality major differences may probably exist between them. Schools provide the context for meeting certain functions and goals of societies and preparing young people for future statuses and roles, all achieved under the directives of teachers. However, there is a conflict over how to carry out those functions and goals, what curriculum to teach, what courses to offer, and how to best prepare all students for society. Barr and Dreeben (ibid.) conclude that conflicts about what functions and goals to achieve can occur between the school and its environment, between the school and school board, with different community groups, and between schools and the government. Other possible sources of conflict could be religious and political interest groups that want a say in what schools teach and how they teach it.

The external demands which are made on schools from a wide variety of sources often conflict with each other, especially at a time of limited and even declining resources (Bell, 1980). Different members of the schools or organs that have invested powers in the operation of the schools may perceive different goals or attribute different priorities to some goals or even attach different meanings to the goals, which may have an influence in schools. The conflict could be the justification of the case described in this study that despite schools operating under similar institutional conditions, it is only five out of about 4,500 secondary schools that offer PE in Tanzania. Further, apart from formal similarities, informal variations may be due to differences in the
communities surrounding schools in terms of the way they get involved in the schools. For example, parents may contribute to school differences on the basis of the support they offer to schools and the way they support their children’s education. The differences between schools can have a significant influence on schools’ decisions on various matters including the type of subject to offer among non-compulsory subjects, in particular.

According to their goals, schools prepare students for the future through transmitting shared knowledge, societal values and ideals. However, it can be contested if the contents of the curriculum can indeed prepare students for the future. Taking an example in PE, the use of sport educational model may be questioned whether it helps to prepare all students for the future or it can be considered suitable primarily for students with talents in sport and is hence challenged for not being inclusive. In the preparation of students for the future, schools are enclosed in their specific space, like a classroom, separated from home or family, while students are graded by age and compelled by law to attend and being taught by specially qualified teachers (Rowan & Mayer, 2006). In their operation, regardless of being government or privately funded, schools operate under the elements identified by Scott (2008) as important for any institution. This means that each school lives up to an institutional demand for what is considered a real school. In other words, schools have to conform to institutional rules, which results in schools under the same institution resembling one another. In such resemblance, schools display the quality of isomorphism as per DiMaggio and Powell (1983). Under isomorphism, schools share the same appearance and forms or structure and action vertically and horizontally. Vertically schools receive directives centrally in terms of regulative while horizontally these organizations operate in more similar ways under the influence of normative and mimetic from the state.

The regulative, normative and cultural-cognitive features of an institution, as per Scott (2008), operate within school as an organization. Schools are run under specified rules that govern both teachers and students together with others who work in school. Schools as organization are supported by similar legislation, which guides their day-to-day activities. However, the important elements of an institution, as described by Peters (2005), including the structural features of the community and the existence of stability over time, affecting individuals’ behaviour and the sense of shared values and meaning among members of the institution, are also found to operate in schools.

In summary, principally, a school as a learning organization has the function of teaching and learning, characterized by multiple interactions of the institutional elements. These interactions are bound by various rules, roles, and prevailing practices that, in combination with technical resources, constitute schools as formal organizations. The interactions between the elements influence schools to making different choices and decisions, enabling some schools to offer different subjects. On the other hand, members in a school are required to observe rules and other regulations that in one way
or another put limits on how individuals have to act within the school. Behaviours within the institution are not free but are geared towards achieving the school goals. Schools have shared values and meanings among members, since they do not exist in a vacuum. These values and meanings give direction to what schools should achieve for society. The values in schools bring about the connection between schools and the community.

3.6 Schools from an institutional perspective in the Tanzanian context

In the context of this study, marking a point of departure for how institutional conditions influence schools’ decisions when justifying the teaching of PE in secondary schools, I have chosen the viewpoint of the institutional pillars as developed by Scott in 2008:

- The regulative pillar, which is about what must be done in schools,
- The normative pillar, which rests upon social obligations or what should be done, and
- The cultural-cognitive pillar, which is associated with what people think should be done.

In a close analysis, the regulative pillar is directly related to regularizing or controlling the behaviour of individuals in an institution. Individuals are confined to a set of rules which are closely monitored, and measures are taken to make sure that they behave according to standards. The regulative pillar involves the capacity to establish rules, inspect others’ conformity to them and, if necessary, give rewards or impose sanctions in an attempt to influence future behaviour (Scott, 2008). This pillar also goes beyond directives given in the institution to include resources and other incentives required in the operation of the schools. In the context of this study, the school system in Tanzania is centralized with all government-funded schools receiving regulative measures in the form of policies, curricula, curriculum materials, supplies of teachers and other staff, to mention a few necessary ingredients for enabling schools to add various subjects to the curriculum. The government is expected to maintain the same standards throughout the country by issuing similar guideline and directives.

To enable schools to carry out their functions successfully, the government has established different institutes to monitor, evaluate and supervise the teaching. The Tanzania Institute of Education (TIE) is responsible for translating the ETP into curricula and curriculum materials and their dissemination, monitoring and evaluation. It is expected that all schools will use curricula given out by the TIE. Therefore, the Inspectorate Department, which is responsible for monitoring the delivery of education for the adherence to policies, laws, regulations and to the stipulated curriculum and set standards and for ensuring efficiency and quality in education, is used to
assess whether schools operate in accordance with what has been laid down. The National Examination Council of Tanzania (NECTA) is another institute, which is responsible for designing, regulating, conducting and administering examinations at the national level. At the school level the education system empowers the school board and management team to work as watchdogs on what takes place in schools. All these organizations have the responsibility of regularizing and controlling the behaviour of individuals and schools so that they can operate by the same standards within the institution to reach the education goals. From another point of view, within the institution schools are accountable to different organs.

In the view of the normative pillar, schools’ decisions are influenced by collective norms and values that impose social obligations on them and constrain their choices (Oplatka, 2004). On the basis of the obligation and what should be done at the school level, there are a number of subjects that are supposed to be offered to all students, while others are offered as optional subjects. Schools are expected to offer the compulsory subjects and are free to add certain optional subjects based on an analysis of conditions in the individual school. It is through the normative aspect that duties are divided according to qualifications and subject specialization and teachers’ obligations are stipulated. In the setting of the school teachers share responsibilities depending on their specialization and teach according to standards set out in the syllabus.

While the regulative and normative conditions seem to relate to the directive level, the cultural-cognitive pillar stands for assigning and attaching values to what goes on in schools. This pillar concerns social reality and how culture in one way or another influences decisions and actions (Scott, 2008). Experiences have shown that in Tanzania some students do not opt for certain subjects due to their association with the value attached to those subjects within the community at large. Subjects which are considered non-academic are often rejected by students. In an effort to be accepted in the community, schools are also compelled to offer subjects that are cherished by its majority.

Thus, in the context of Tanzania, in the institution perspective, schools receive directives which are vertically provided. They are accountable to various institutes ranging from the school level up to the ministry responsible for education. Schools’ decisions might therefore be influenced by the various organs which are involved in various stages of the school functions.

3.7 The institutional theory in the present study

This study set out to explore the factors and in what ways they influence secondary schools’ decisions to whether or not offer PE in Tanzania. Therefore, I consider that Scott’s three pillars of institutional theory can be useful in developing an in-depth understanding of the study objective. I
believe that the institutional pillars provide a useful framework for examining the interpretation of policies and policy directives into action through multidimension views in factors influencing schools’ decisions in various respects. The combination of the regulative, normative and cultural-cognitive pillars coupled with material support may influence schools’ decisions whether to offer PE in secondary schools or not.

The regulative pillar is used to examine those sections of the policy that governs, legalize and influence schools’ decisions. In this respect, there are various documents, directives and institutes available which may have an influence on schools’ decisions to whether or not to offer PE, not only in secondary schools but also on other school levels. The regulative aspect influences schools in the form of authorizing, giving financial support, building educational facilities, employing teachers, and other incentives that will enable schools to work accordingly. It is within the regulative aspect that schools are monitored by various institutes which may have negative or positive influences or a mixture of both on schools’ decisions. Schools are also supplied with similar teaching and learning logistics through TIE and the ministry responsible for education. In these respects, schools that are funded by the government are expected to be supplied with similar directives and being monitored by similar institutes. Therefore, with regard to this aspect, an extended discussion will also cover issues concerning rule, monitoring and sanction aspects as stipulated in Scott’s pillars of institution.

On the other hand, the examination of the obligation dimension, what should be done and how with regard to schools’ decisions relating to PE the normative pillar, applies. This pillar encompasses the standard that has to be reached and the values that specify the content of PE and how the teaching should be done. Since this pillar puts emphasis on the dimensions of value and norm, it is a useful tool to assess the obligation to offer PE teaching, which also has an influence on the decision. Viewed through another lens, this pillar is used to examine the contents of the curriculum as compared to the influence of the cultural-cognitive aspect. Scott (2008) discusses that some values and norms are applicable to all members of the collectivity, whereas others apply only to selected types of actors or positions. As his argument gives rise to roles that are supposed to be fulfilled by different actors to meet the intended goals, the pillar will be used to assess individuals with different roles in schools who could exert an influence on schools’ decisions, particularly regarding PE. A point to stress in using this pillar is Scott’s (ibid.) assertion that apart from imposing constraints on individual behaviour, the same element at the same time empowers and enables social action. The normative pillar confers rights as well as responsibility, privileges as well as duties, license as well as mandate to fulfil the assigned roles (Scott, 2008).

The cultural-cognitive pillar, which is the central distinguishing feature of the new institutionalism within sociology and organizational studies (Scott, 2008), is employed in the study through the analysis of the organizational
environments and their influence on teaching and decision-making. Within this dimension, people in the same organization can have different perceptions and thus act differently vis-à-vis the same action. Likewise, in the organizational environment people may hold different interpretations of what goes on in the organization. In school systems, for example, despite guiding actions of the normative aspect, actors may have different perceptions and interpretations which may influence schools’ decisions to offer certain subjects, particularly non-mandatory ones. Thus, in the context of this study there are, apart from the regulative and normative elements, other factors related to the cultural-cognitive pillar that influence schools’ decisions whether to offer PE or not. Therefore the pillar is used to examine how students’ choice of subject and schools’ decisions on what to offer are influenced by the organizational environment, both internally and externally. The surrounding culture prevailing in the organization environment has a great influence on what goes on within the organization.

One of the challenges of treating the institutional pillars differently brings the notion of superiority between the pillars. Scott’s typology of the three pillars provides useful analytical distinctions about the conditions that operate within institutions. However, in order to investigate why some schools choose to make decisions that differ from others, the cultural-cognitive conditions of individual schools need to be studied. This is in line with Hirsch (1997) who stated that:

…actions are legitimated by their accordance with a range of appropriate external cultural scripts and assumptions, rather than the conscious adherence to internalized values, social obligations, formal laws… (Hirsch, 1997, p.1715)

In this study I have decided to connect the cultural cognitive pillar with local frames and cultural conditions. The local frames include factors that directly affect schools’ decisions, such as availability of qualified teachers, facilities, and equipment. On the other hand, the cultural conditions also include factors that originate from the surrounding community, such as perceptions and support given to schools for the purpose of offering various subjects.

Schools’ decisions to whether or not offer certain subjects and teachers’ decisions in the teaching process are not based merely on the discretion of the school or of the teacher (Lundgren, 1999). Schools’ decisions are limited to factors or frames, which may be beyond the control of either schools or teachers. Different researchers provide different typologies of these frames (Raza et al. 2012). With the influence of what is labeled as frame factors by Lundgren (ibid.) I have decides to use the term local frames as factors that influence schools’ decisions to offer various subjects. According to Raza et al. (ibid.) organizational or as I have used in this study, the local frames are tangible components employed in the teaching process. These frames delimit not only the teaching process as argued by Raza et al. (ibid.) but also schools’ decisions to offering various subjects. Therefore, the local frames as used in
this study are components that influence schools’ decisions and thus, schools depend on them to be able to offer various subject, PE in particular. I assume that the rationale behind schools’ decisions to offer certain subject depends largely upon the local frames. In this regard the local frames include frames such as availability of teacher, equipment, textual materials and facilities. The local frames exert forces on schools as well as teachers in making decisions to offer various subject or topics to be selected in the syllabus for the teaching process.

3.8 The aim of the study and research questions

As presented in Chapter One, the aim of the study is to explore the factors which influence secondary schools’ decisions to whether or not offer PE in Tanzania, and in what ways. In reviewing the elements that are found to operate in and influence schools’ decisions on a number of actions taking place within schools, there is no element that can be singled out alone to be influencing schools’ decisions. The influence can be observed in all pillars that are identified by Scott (2008) to be important in the analysis of institution. On the other hand, the literature (Shehu, 2009; Wanyama, 2011; UNESCO, 2014) has identified factors influencing schools’ ability to offer PE deriving from the regulative, the normative and the cultural-cognitive elements of institutions. Therefore, the specific research questions that I have chosen to guide this study are informed by the institution pillars or conditions that have a bearing on schools’ decisions. Firstly I have analytically examined each of the three pillars separately. Secondly, since the instructional do not operate independently, an analysis of how these pillars relate to each other and how they are interpreted at the school level is deemed important. It is from the intersectional perspective that information on how schools consider that institutional conditions have affected their decisions with regard to offering PE. Based on the above arguments the specific research questions of the study are:

1. To examine the regulative conditions that governs schools’ decisions to offer PE in secondary schools.
2. To examine the normative conditions that governs schools’ decisions to offer PE in secondary schools.
3. To examine the local frames and cultural conditions that influence schools’ decisions to offer PE in secondary schools.
4. To analyze in what ways the intersections between regulative, normative, local frames and cultural conditions influences schools’ decisions to offer PE in secondary schools.
3.9 Summary of the Chapter

The institutional theory assumes that an institution involves a variety of issues that are embodied in society, which thus calls for a multiplicity approach in studying them. Apart from material support, institutions are influenced by the regulative, normative and cultural-cognitive elements that together assign meaning to society. The way institutions operate depends on the regulative process that provides regulation and control and uses rewards and sanctions to influence behaviour. In the view of this study, schools operate under given regulative elements which operate through directives in the form of education policies, directives and institutes which provide close monitoring, management and advisory roles. It is through this aspect of institutions that behaviours are regulated and schools are expected to act according to rules and laws that are provided centrally.

The normative aspect which also operates within the institutions provides frameworks of how things should be done. It provides directions about procedures for achieving certain actions.

The cultural-cognitive pillar forms the belief in obligations that underpin the orientation towards groups rather than self, which governs social relationships (normative pillar), and attitudes towards actions. In organizations there are cultural influences that operate within schools and dictate interpretation to meet cultural demands (community interests). Within institutions there are cultural aspects that operate at the national or community level, which also have an influence on what goes on within that specific institution. This means that what goes on in schools have to or try to be consistent with the subjects taught but also with cultural norms surrounding the schools.

This being the case, in order to understand factors and in what ways the intersections between them influence schools’ decisions to whether or not offer PE, the examination and analysis of the regulative, normative and cultural cognitive conditions that operate within institutions is important.
CHAPTER FOUR: LITERATURE REVIEW

Introduction
Chapter Four contains a literature review. In the chapter I have reviewed literature relating to policy and education policy, PE in general, and the relationship between schools and PE. Literature of various kinds on factors that influence schools’ decisions to offer PE, curricula and teaching in PE is also covered. I have taken efforts to include current and previous literature which I consider having accurate and relevant information for this study. To find such literature, I searched and downloaded journals, peer review papers and accessed books through searching on general terms in the field. I used terms such as schools’ decisions to offer PE and schools and provisions of PE globally, in Africa and in Tanzania. I also used terms such as institutional, cultural, non-institutional and cultural conditions for schools to offer PE. For literature not related to PE, I searched for and selected a few according to the interest of the study. Such literature includes education and policies and how schools deal with policies and literature related to institutional theory. However, it was not easy to obtain literature about PE in Tanzania, mainly because of the paucity of such literature, as pointed out by Ndee (2010a). In this situation I had to rely on context similarities, and look for literature related to PE in Africa in general, especially in countries close to Tanzania.

The chapter starts by reviewing information on policy and translation. It proceeds to describe different ways by which PE could be defined, including the rationale for PE and for schools as an ideal setting for PE. Then, ‘debates’ related to PE policy and curricula in schools are advanced. Moreover, important requirements to enable schools to offer PE are discussed. Finally, before the chapter summary, the cultural-cognitive issues in the teaching of PE are presented with special attention to religious, parental and gender influences on schools’ PE decisions.
4.1 Conceptualizing policy and policy interpretation

This section describes the meaning of policies and policy interpretation. The section covers what are considered necessary conditions as well as challenges to policy interpretation.

The meaning of policy

Ball (2015) defines policy as a text or discourse representation of government action in the process of addressing problems. In school settings, Maguire et al. (2015) show that a policy is an unspoken representation of government action which exemplifies, legitimizes and initiates practices and at the same time provides privileges for certain visions and interests, while incorporating policy activities and interpretations that take place in schools. A policy tends to govern, guide, limit and influence human actions. Within the context of institutional theory, policy languages provide regulations that give a general direction of what has to be done, while leaving room for other agencies to interpret and translate it into action. In that case, what ‘must’ and ‘should’ be done is regarded as part of policies and policy directives.

Policy interpretation

Policy interpretation is a complex process requiring policy actors to initially read and respond to it, which involves a creative process of interpretation and recontextualisation (Maguire et al., 2015). The reason for the complexity of policy interpretation processes is the extent to which it makes sense to interpreters depending on their experience and on contextual factors. It is a process whereby policies are realized in practice, which means that the process is not linear and rational but depends on some sort of calculation. However, Ball (2015) reveals that in some situations, there are teachers who do not interpret policies, but instead exhibit a form of policy dependency and a high level of compliance.

For the purpose of this study and on the basis of the institutional theory according to Scott (2008) I delineate policy interpretation or translation used synonymously as a specified set of actions taken to ensure the realization of the set plans thorough enforcing formal and legal aspects into action. Policies involve rules, norms and routines which are established as authoritative guidelines for social behaviour. Policy interpretation entails locating financial and human materials to produce the expected end results (Braun, et al., 2010). It similarly involves a variety of actions such as issuing and enforcing directives, disbursing funds, making loans, and assigning or hiring personnel to achieve previously set goals (Makinde, 2005). In the views of this study, the influence of policy translation can be categorized as the regulative, normative
and cultural-cognitive aspects of an institution. These influences can be identified as necessary conditions for policy translation, including communication, resources, disposition or attitude, and bureaucratic structure.

Policy interpretation in Africa experiences numerous challenges which also influence schools’ decisions. Blimpo (2012) claims that African countries are facing a serious and difficult challenge with regard to their education policies. Policies are not interpreted as expected in most countries. Blimpo concludes that both the access to and the quality of education are subjected to challenges such as the insufficiency of funds, poor teaching and learning facilities, and inadequately qualified and motivated teachers. They can be categorized into established rules provided in policies and policy directives, norms that surround the teaching of various subjects, and forces that identify what should be offered according to perceived benefits to society. From the perspective of institutional theory, these are regulative, normative and cultural-cognitive elements which, together with associated activities and resources, provide stability and meaning to social life. It is due to these challenges, as identified by Blimpo (ibid.), that schools are forced to prioritize which subjects they can offer.

Furthermore, Hyden (2006) claims that policy-making in Africa is typically made on purely political grounds and are not based on an economic rationale, unlike the developed countries, where policy-making involves a careful calculation of how to meet the desired ends. In the context of Africa it can be deduced that policies do not take into consideration the limits of what public resources permit.

In Tanzania, policy-making is a core function of the government, with public policy action being initiated by the institution responsible within the government, which has tended to be a top-down process (Carlitz & McGee, 2013). However, the formulation of educational policy in Tanzania, as in many African countries, is supported and influenced by international aid agencies. These influences on and support for educational policy formulation have existed since independence.

The wide education paper has a clear government imprint, while the formulations of the master plan and the social sector strategy have been strongly influenced by agency officials, and their views and policies. (Buchert, 1997, p. 2)

In their argument, Carlitz and McGee (2013) note that due to the dependency regarding policy formulation and the fact that Tanzania receives a significant amount of foreign aid to support translation, the country has been accountable to its foreign funders rather than to any other non-state actors. With regard to financial dependency, Carlitz and McGee reveal that government policies have continued to be influenced by so-called development partners since independence.
It is reported that slippage is the main problem affecting policy translation in Tanzania. The lack or inadequacy of funding has always been mentioned among the principal barriers for policy translation and causes of policy slippage. Carlitz and McGee (ibid.) show that there is a disconnection between what the government policy stipulates and what is seen on the field. Lack of compliance between what is planned and the actualities at the point where policies are translated may include poor organization by the government, inadequately developed infrastructure, delegation problems involving central government reluctance to delegate authority to other levels, the country’s reliance on foreign aid which may delay fund allocation, and lack of accountability, with policies adopted but not completely put into action. In addition, policy slippage can also occur when the local community is not fully involved in the policy process, which creates difficulties in the translation process, especially when the community is required to shoulder the responsibility for it.

4.2 Policy interpretation at schools level

At the school level, policy interpretation can be undertaken during a meeting of senior leadership (school managers), at department meetings and sometimes by individual teachers (Maguire et al., 2015). In all of these, the interpretation may vary in different or similar contexts from one school or teacher to another. Maguire et al. claim that the interpretation depends on choices based on personal assumptions and utility maximization. When personal assumptions and experience are coupled with the heterogeneous nature of schools, this multiple subjectivity may lead to different interpretations of a policy. Maguire et al. conclude that policy interpretations are contingent fragile social constructions. That is why it is possible to find similar policies being interpreted differently by schools even in similar contexts, which in turn makes schools’ decisions also differ on the same ground.

In practice, at classroom level schools or teachers may modify or eliminate educational policies, programmes, materials, lessons, and instructional practices to suit the diverse nature of students or school contexts also expressed as ‘where you stand depends, at least to some extent, on where you sit’ (Maguire et al., 2015, p.487). Interpretation depends on teachers who are centrally involved in making decisions about what to do, depending on some calculation or other. As translating policy is context-specific, decisions are based on schools’ and school staffs’ own experience and context. Newton (2010) notes the gaps and clashes that may appear between what is intended by policy constructors and what is ultimately translated into practice, which, in relation to interpretation, may result in not meeting the expected objective as policy aims and intention. For example, while policy statements promote the offering of PE in schools (UNESCO, 1978; URT, 1995; Wanyama, 2011;
Usher & Anderton, 2014; Nhamo & Muswazi, 2014; Greenfield et al., 2015), research and various reports on health (IOM, 2013; Hardman, 2008; UNESCO, 2014; MacLean et al., 2015) have revealed contradictions or clashes between what is planned and the actual situation in schools, where there are always fights between various subjects for time, resources of different kinds and about how the education of children should be conducted (Redelius et al., 2009), all of which may influence schools whether or not to offer PE.

The interaction of teachers within the environment or culture of the school, as well as its social and material structures, may influence teachers’ decisions on what should take place in schools. In fact, MacLean et al. (2015) reveal that whether changes are enabled or constrained in individual schools or teachers is in part dependent on prior experiences, knowledge and motivation to act. Teachers represent personal, social and structural dimensions which in combination influence the schools toward curriculum enactment. Shared values, knowledge and ideas that are predominant contribute to the culture of schools. The social and material structures in the school setting offer both opportunities and constraints for teachers. As an example, MacLean et al. (ibid.) mention that the leadership team in the school may actively encourage curriculum innovation and seek to empower teachers by pursuing specific strategies which enable them to be creative.

In schools, teachers are expected to be flexible when translating policies. Maguire et al. (2015) add that schools, which are basically charged with policy interpretation, may have to prioritize what they do, whereas in the classroom, teachers’ priorities are also driven by a range of concerns and demands of their own. In the process of prioritizing, some subjects or topics are discarded. In the views of Newton (2010) and Ball (2015), teachers are considered as professionals mediating flexible policy frameworks and not as technicians carrying out a prescribed policy. In the same vein, MacLean et al. (2015) argue that teachers are required to exercise professional judgement as they engage in translating, moulding and enacting policies to uniquely fit within the opportunities and constraints of the cultural, social and material structure of the school.

Teachers’ flexibility and shaping policy can be reflected in schools’ decisions. Teachers at various levels are engaged in decisions about what takes place in their schools. Teachers’ flexibility leads to the expectation that schools’ decisions are also flexible and take individual and school culture into consideration. In the view of this study, decisions about what subject a school should offer depend greatly on opportunities and constraints within the cultural, social and material structure of the school in question. This is where the ‘what must be done’ stipulated in policies and other directives is turned into ‘what should be done’, reflecting on ‘what people think should be done’. Therefore, in interpreting policies, schools do not rigidly adhere to what is inscribed in texts but to rational calculation done in situ.
4.3 Defining physical education

Physical education can be defined differently depending on the context in which it is used and who defines it. Kirk (2010) demonstrates that the subject is defined by what is said, done and written in its name. Moreover, Coulter and Chróinin (2013) conclude that PE is a socially constructed activity which is informed by, and informs, a wider physical culture. Kirk (1999) views PE as one of the components that make a physical culture, which in total includes sport and health or physical activity. As physical culture PE involves the use of the body and physical activities or exercises to keep fit for leisure and sport. Kirk (2010) adds that what teachers and pupils mainly do in the name of PE is teaching and repetitious practising of the techniques of a wide range of individual and team games, aquatic activities such as swimming, gymnastics, athletics exercise for fitness and various forms of dance.

As an educational dimension PE is performed through the use of physical activities and human body movements that contain elements of play, games, sports and exercise. Martelaer and Theeboom (2006) define PE to mean compulsory physical activities taught as an integral part of the curriculum for every pupil. It comprises the systematical teaching of school children to acquire knowledge and skills for a long-lasting and pleasurable participation in safe physical activity making them live an active life. It is also documented in research (Nhamo & Muswazi, 2014; UNESCO, 2014) and policies (Wanyama, 2011; Usher & Anderton, 2014; Greenfield et al., 2015) that PE aims at providing children and young people with learning experiences that enable them to develop the knowledge, motivation and competence to live a physically active life. Hardman (2011) argues that PE is about encouraging every child and young person to become a lifelong participant in physical activity and supporting every child and young person on their physical literacy journey.

However, some of these claims are argued to be just policy rhetoric lacking scientific evidence and educational substance. While Bailey (2006) claims that participation in PE is likely to increase the number of physical activities and hence lead to health benefits, he also reminds us that such claims have often been criticized for lacking empirical foundations and for confusing policy rhetoric with scientific evidence. Although the claimed benefits are often promoted in the field of PE, Bailey warns us that there is no scientific evidence supporting that the claimed benefits will occur automatically as a result of taking part in PE programmes. There is no reason to believe that simply participation in PE will necessarily bring about positive changes for children or for their communities. Instead, the quality of the programmes as well as the actions and interactions of teachers, students and subject matters are considered by Bailey to largely determine whether or not children and young people are able to experience these positive aspects claimed to be found in PE.
The various definitions described above share some similar concepts which underline health issues, sport activities, an active life and lifelong participation in physical activities. In the definitions, the use of physical activity as a means to teach PE also occurs across the literature. In the context of this study, I refer to PE as a subject offered as an integral part of the formal education system that involves the use of physical activities such as sport, exercise, games and leisure activities with the intention of developing individual health, fitness and contributing in the war against obesity. In addition, it is a school subject that, according to the quality of the programmes and the mode of interaction, can promote and develop knowledge about living a healthy life through the use of physical activities.

4.4 School as an ideal setting for offering physical education

Policies, research and various reports have proposed the inclusion of PE into the school system to enable all school-age children to access it and benefit from engaging in it. For example, the International Charter of Physical Education and Sport, the Victorian PE and Sport policy, the compulsory English policy for PE, the sport and recreation policy of Zimbabwe, policy for physical education in Kenya and the ETP for Tanzania have identified PE as among the subjects that have to be offered in schools. Research (Nhamo & Muswazi, 2014; Usher & Anderton, 2014; Houston & Kulinna, 2014; Greenfield et al., 2015) has identified schools as an important arena for PE, and reports (IOM, 2013 & WHO, 2015) emphasize the importance of PE being offered in schools.

At the same time, several researchers have found social economic status, gender and race to be the factors that influence who is to participate in PE. For instance, there have been conflicts between teachers and students on issues such as clothing, religious festivals, dress code, swimming or parents’ attitudes to PE (Ndee, 2010a; Walseth, 2015), which have formed the reason for some groups of students not to participate in PE. According to the report by the Institute of Medicine-IOM (2013), not every child has the means or opportunity to participate in activities and intramural or extramural sports before and after school. The report claims that curriculum-based PE programmes often provide the only opportunity for all school-aged children to access health-enhancing physical activities. Without any intention of neglecting the role of sport clubs in contributing to children’s and adults’ physical activity level, school plays a paramount role in contributing to the active life of children. Jenkinson and Benson (2010) argue that schools can provide many opportunities for young people to engage in vigorous physical activities and are thus better placed among societal institutions to motivate young people to live active lifestyles.
In parallel, Carlson et al. (2013) identify schools as an important institution that touches individuals at a critical period of development, and it is therefore vitally important that PE flourishes as a well taught and well accepted subject in schools. Kühnis and Wachter (2012), in particular, argue that only schools, through PE primarily, possess the institutional process and the potential of socializing and educating all children towards a lifetime of active involvement in physical activity.

School and classroom environments have greater possibilities than after-school programmes to influence children to live an active life. The environment at school has great potential to introduce and encourage a healthy lifestyle in children across all socio-economical and ethnic borders (Siegrist et al., 2013). Cardon and De Bourdeaudhuij (2002) add that school is the primary institution with responsibility for promoting physical activities in young people through PE. With regard to school settings, Donnelly and Lambourne (2011) identify the classroom as a viable location for interventions designed to increase the possibilities to teach PE, as it is a place where students spend most their time. It is claimed that recommended levels of vigorous or moderately intense physical activity for children and adolescents are more likely to be achieved in schools where the physical environment, school programmes and staff together facilitate a greater amount of physical activity throughout the day, including during PE, recess, instructional classroom time, as well as opportunities arising before and after school (Donnelly & Lambourne, 2011).

Historically, societies have depended on schools to teach children various roles and disciplines cherished and promoted in the societies. Kirk (2010) maintains that schools have been a central mechanism of society for disciplining young bodies. Since children attend schools at certain points in life, it is claimed to be important to incorporate the subject of PE into the school system so that children have the opportunity to study the subject and discipline their bodies. Hence, the inclusion of PE into the education system ensures an all-dimensional measure for preparing children. Through education, Huitt (2011) asserts, children are developed as a whole person.

Globally, there has been an increasing emphasis on national education policies and other directives to promote the teaching of PE in schools. Sanchez-Vaznaugh et al. (2012) acknowledge that, at a global level, policies that focus on PE in schools have received particular attention as a potential means of improving physical activity, enhancing physical fitness, and contributing to obesity prevention among entire student populations. Harris and Cale (2006) also found that PE curricula have attracted a growing interest in the promotion of physical activities within schools. Similarly, there are studies (Harris & Penney, 2000; Hardman, 2008; UNESCO, 2014) indicating

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11 In the context used in the study, classroom means within school buildings, outdoor playgrounds or other areas, or indoor facilities such as gymnasium halls where the teaching of PE can take place.
the role of schools and PE in promoting health. The same studies have also identified the increasing recognition of linkages between health and education in many government programmes (Harris & Penney, ibid.; Hardman, ibid.).

It is documented in UNESCO (2014) that PE generally constitutes a formalized part of educational programmes and that in a majority of countries national governments bear at least some responsibility for the PE curriculum. There have been official and semi-official statements on behalf of governments that identify PE as critical for educating and providing opportunities for young people to pursue an active life. Similarly, Green (2004) reports that the encouragement of lifelong participation in sport and physical activity recurs as an implicit and explicit theme in government policies directed towards health promotion generally, and PE and sport in schools in particular.

The claimed benefits of PE to school children have resulted in countries emphasizing PE in the school curriculum. UNESCO (2014) found that countries like Slovakia, England, Tanzania, Canada, the United States and Zambia have produced documents promoting the place of PE in school curricula for several purposes. In Europe, UNESCO reports that more than 22 countries have emphasized PE in schools as important for exercise and health, for learning physical activities as well as for social and personal development. In contrast, there are a number of countries in Africa where such policies have not drawn much attention. Out of fifty-four African countries, the requirement for PE is only emphasized in eleven (Shehu, 2009; Wanyama, 2011; Hardman, 2008; UNESCO, ibid.).

The subscribers to these policies believe that PE classes can be used as a means to increase the amount of physical activity among children. In the support for PE, governments have taken various measures, including the formulation of policies to support schools to offer the subject and the setting aside of a budget for PE and incorporating it in school programmes. These emphases and commitments make it clear that governments have positively considered that PE has a significant and distinct contribution to make to children and to society in general. Debatably, the argument that PE increases the amount of physical activity entails a discussion of the possibility to test whether the amount of time set aside for PE and its contents in the curriculum is enough to prove such a claim.

However, while these policies, reports and research outcomes identify schools as an ideal place for students to access PE, there are factors that leave these good intentions in doubt. Despite the organizational goals of schools calling for educating all students, not all students meet the requirements of attending schools, especially when exams are administered for promotion purposes, when school fees become an obstacle or students just drop out of school. This is to say that not all students have the access to education or attend schools. UNESCO (2015) states that globally 9% of primary school-age children and 17% of adolescents of lower secondary school age are excluded
from education for various reasons. Mertaugh, et al. (2009) document that the
global economic and financial crisis has affected education programmes by
leading to cutbacks in budget support for education in poor countries. As
presented elsewhere in this chapter, government budgets and education,
particularly in developing countries, being dependent on donor support, many
low income families find, when budgetary supports from the development
partners are reduced due to economic and financial crises, that education is an
unaffordable luxury for their children, and hence a considerable number of
children stay at home. The groups of children who are at risk of not attending
schools include street children, children from nomadic populations as well as
unsupported orphans.

As physical education is not a compulsory subject in all countries (Clark et
al., 2012 UNESCO, 2014) not all children who are enrolled in schools can,
admittedly, study the subject. Furthermore, not all students who enrol in PE
manage to acquire the claimed benefit of the subject in line with Mertaugh, et
al.’ (2009) argument that many children who do attend school do not acquire
even the basic literacy and other key skills they are expected to. The lack of
sufficient teaching and learning logistics, which is registered in many
countries, may limit not only students’ acquisition of the claimed benefit of PE
but also prevent schools from offering the subject.

If there are a certain number of children who for whatever reason do not
have the opportunity to attend school, it may be contested that the policies,
researches and reports that flag up schools as an ideal place for offering PE
might exclude a considerable number of children who do not have access to
school. Given the limited time, resources of different kinds and the contested
quality of PE programmes, coupled with a situation in some countries where
PE is not compulsory, broadens the challenge and extent of the discussion of
whether schools can be an ideal place for PE.

### 4.5 Status of schools offering physical education

Globally, most countries have either legal requirements for PE, or it is a matter
of general practice for both boys and girls at least at some age/stage or phase
of compulsory schooling years. The recent (2014) world-wide survey of PE,
which was presented in the introduction, found that such provision, despite
governments’ commitments to PE and the observed promotion in the school
systems either through policy legislation or as a matter of general practice, is
far from ensured (UNESCO, 2014). This trend involving governments or
schools not responding to policies requiring schools to offer PE was
previously documented by Hardman (2008), Shehu (2009) and Rainer et al.
(2012).

What is actually planned in educational policies and other policies for PE
and supported by governments is not necessarily adhered to in schools. PE
statutory requirements and the actual practice of schools to offer PE are two sides of the coin. Internationally, it is becoming increasingly difficult for some schools to follow policies and make valuable contributions to children through PE, especially when some countries do not even offer PE within their education curriculum. In the global perspective, UNESCO (2014) states that about 29% of the countries surveyed were not offering PE in accordance with statutory obligations or expectations. Furthermore, it can also be observed that, within countries which have requirements for PE, there are vast differences between the official policy and the actual delivery of PE (UNESCO, ibid.). Likewise, other studies (Shehu, 2009; Wanyama, 2011; Clark et al., 2012) indicate that, even in countries where the subject is taught, it is a normal practice to find PE lessons being cancelled or replaced by other curriculum subjects.

**Status of PE in schools from the experience of Africa**

This section provides the status of schools offering PE in Africa. The state and status of PE in Africa show that identical pictures are experienced in various countries within the continent (Wanyama, 2011). PE in Africa is characterized by a lack of interest from heads of schools, parents and students, including a lack of educational merits, the lack or inadequacy of equipment and facilities, as well as of time and funds allocated for PE. PE teachers are also regarded as having lower academic standards than other teachers (Hardman & Green, 2011; Wanyama, ibid.; UNESCO, 2014). Thus, I consider that the state of schools offering or not offering PE in Tanzania can well be understood as a reflection of what happens in other countries in Africa, which are less similar to the situation in Tanzania.

Essentially, PE in Africa occupies a marginalized position when compared to other school subjects; in most cases schools do not offer the subject or fail to meet the requirements (Hardman & Green, 2011; Wanyama, 2011; UNESCO, 2014). Instead of struggling to ensure compliance between requirement and practice, the subject is in some countries ignored and sometimes taken out of the system to make room for other activities. Hardman (2008) found that only 11 of the 54 countries in Africa have a legal status requirement for PE. However, in countries where schools do offer the subject, its provision is surrounded by a number of challenges. Persistent factors contributing to schools’ challenges to offer PE are seen in the development of the responsibilities for curriculum translation, loss of time to other competing prioritized subjects, the lower importance of PE in general, the lack of official assessment, financial constraints, diversion of resources elsewhere, inadequate material resources, deficiencies in numbers of properly qualified personnel, as well as the attitudes of significant individuals such as head teachers (Hardman & Green, ibid.).

In Africa, Wanyama (2011) claims that PE is widely perceived as being a non-intellectual and non-essential subject, attitudes that have contributed to its
devaluation in the school system. In an earlier study, Shehu (2009) argues that the consideration of the subject to be non-academic is raised because its pedagogies commonly embody physical activities and outdoor pursuits. In addition to its subtle marginalization, Shehu maintains that the subject is isolated, disrespected, regressively funded, with reduced opportunities and a lack of meaningful professional support services crucial for advancing the offering of PE in schools. As for the perception of it being a non-intellectual and non-essential subject, Wanyama (ibid.) argues that heads of schools, teachers of other subjects, parents and students share negative attitudes towards PE. With attitudes like these, PE is taken to be a subject from which no benefits will be derived if offered in schools and that resources should be directed to other subjects that are considered to be of academic value.

In countries where the subject is taught, it is a normal practice for schools not to meet the requirements set (Mafumiko & Pangani, 2008; Wanyama, 2011; UNESCO, 2014). In Kenya, according to Wanyama (ibid.), PE is taught but is not examinable, while UNESCO (ibid.) documents that in Uganda PE is used by teachers as an opportunity to identify the best footballers and netballers to represent their schools in various competitions under the theme ‘keep schools for better future’. UNESCO adds that, since the subject is used to achieve a sports mission in Uganda, the subject is not seriously taught and examined in schools, whereas attention is directed to subjects such as mathematics, language and sciences. In Tanzania the subject is taught and examinable as an option in ordinary secondary education (Mafumiko & Pangani, ibid.) but does not exist in advanced secondary education although this is required according to the education and training policy.

It generally shows (Mutiti, 2011; UNESCO, 2014) that in Africa the subject is so ignored because it is regarded as a non-educational, non-productive use of time, treated as recreation or a playtime activity, accompanied by a shortage of facilities and by inadequately trained personnel. These challenges and the perception held about the subject can be used to explain and understand the current status and state of PE, not only in Tanzania, but also in other parts of the world which share similar problems vis-à-vis the subject. Eventually, this negative perception may influence schools’ decisions on what subjects to offer and what to be ignored.

4.6 Debates on physical education policies and schools curricula

There is evidence that PE has formed an area in school curricula from time immemorial (Phillips & Roper, 2006; Houston & Kulina, 2014; Kirk, 2014a.) For example, Kirk (2014a) reveals the existence of PE in curricula from Greek Antiquity to the present time. In addition, Houston and Kulina (ibid.) add that PE has been an integral part of the school curriculum for more than 100 years.
However, despite the long-standing history of PE in the school curriculum, its inclusion into educational institutions has been contested. Non-educational perceptions and the use of the subject as a means to achieve other agendas form part of the criticism of PE. Kirk (2014, 2014a), for example, claims that PE has been used frequently in schools for non-educational and sometimes even anti-educational purposes. Although PE has maintained a place in the curricula of most schools throughout history, Kirk (2014a) concludes that the reasons why it has been retained have rarely been educational ones (p. 43). PE has been claimed to be used for military training for warfare, the transmission of middle-class values of conformity (Ndee, 2010b; Kirk, 2014a) and also for deferred gratification, character, masculinity and social control (Kirk, ibid.).

There have been debates about recognizing PE as a means of achieving other goals. Part of the debate has been based on the contents that are supposed to be promoted in the PE curriculum. For example, studies (Ekberg, 2009; Lundvall & Meckbach, 2008) show that there have been problems in stating what contents and objectives should be included in PE and Health in Swedish schools. At the same time, Evans (2013) describes that the educational goals of PE have gradually changed during the last 20 years from a focus on social skills to the production of market principles and interests. In addition, Kirk (2014a) concludes that the subject has been used as a potential arena for meeting different political agendas and economic interests, from sports excellence to crime prevention.

Another debate concerns the approach that PE contributes multiple benefits to those who take part in the subject (Kirk, 2014a; MacLean et al., 2015). The approach of claiming a multitude of dimensions among the benefits of PE has been one criticism directed to the subject. PE is challenged for losing focus in terms of its aims as a school subject. The subject is said to be addressing multiple roles which in turn might have contributed to its loss of attention. In Australia, for example, Clennett and Brooker (2006) argue that school curricula are called upon to serve many diverse purposes. In their view, the subject in Australia is centred on the promotion and development of more generic educational outcomes, rather than representing a specific learning focus. When there are multiple aims in the curriculum there is a tendency, as observed by Chandler and Penney (2010), for a particular content to dominate the form and focus of PE, which in turn complicates even what the public understands about PE. While defining the form and focus of PE, Chandler and Penney described it as the obvious and, for many people, the only possible structure and orientation of the subject. There is a possibility that the multiple aims of PE have had the result that the subject is not clearly known by most people or being associated to sport merely.

Sport teaching in PE has also been documented in some literature as being the reason for the criticism of the subject. There has been a great deal of emphasis on the teaching of sport during PE lessons. Tinning (2010) argues that, although it is not possible to give a description of a typical PE lesson, in
many countries there is often considerable overlap between a PE class and a sport class. Other studies over years also indicate that PE teaching is dominated by the teaching of sport. It is argued in these studies (Chandler & Penney, 2010; Pill et al., 2012) that PE has for some time now been condemned for its longstanding dominance of a sport-based activity curriculum, with the place of sport in PE lessons causing criticism of the subject. It has been the concern and complaints of some PE teachers that PE lessons and sport classes look similar, although this is unusual, according to Tinning (2010). The teaching of sport in PE is interpreted as causing the exclusion of the subject from an academic perspective. It is, for example, argued in Pill et al. (ibid.) that sport teaching marginalizes the cognition aspect which is a valuable aspect of any field of education. This supposed marginalization of the cognition aspect of education has resulted in criticizing PE for being a non-academic subject.

From another point of view, the criticism of the subject is partly also associated with teachers’ interpretation of the subject and the emphasis they put on certain parts of the curriculum. A study conducted by Clennett and Brooker (2006) reveals that teachers’ narrow interpretation of the curriculum has changed the focus of PE teaching into concentrating more on school students developing an expertise in sport. In quoting an unpublished thesis by Hunter (2003), Clennett and Brooker add that, traditionally, PE teachers have spent most of their curriculum time on topics associated with “skill development for play and sport”, “physical fitness”, “movement skills”, and “physical recreation”, in both primary and secondary schools. Since some teachers emphasize competitive sports, the subject is taken by some students to be more ‘boyish’ than ‘girlish’ and thus considered more suitable for boys, which has resulted in more boys than girls attending PE (Fagrell et al., 2012). Admittedly, the focus on teaching more competitive sports or games has led the subject to be viewed as fit for boys or for developing manhood. Fagrell et al. conclude that the practice of playing ball rests on traditional masculine values that serve to promote or develop manhood. However, the increasing number of girls and women taking part in sports does not overrule the traditional perspectives that playing balls is rooted in masculine values.

While there are claims of PE being a non-educational entity, other studies (Ennis, 2003; Siedentop, 2009) assert that PE does have the quality of being included in the educational package. PE’s subject matter involves physical activity which has been challenged for its lack of cognitive substances (Kirk, 2014a). However, Ennis (2003) argues that during learning in PE students engage in a scientific inquiry process as they examine the short-term effects of exercise on their bodies. The view that students are also cognitively engaged as they select the activities to take part in also convinces Ennis that PE includes an educational dimension. Siedentop (ibid.) considers PE to be educational through the emphasis on the physical, which involves teaching
social, cognitive, and physical skills and achieving other goals through movement.

However, while there are such contradictions and debates concerning the subject of PE, efforts have always been taken to make sure that the subject is receiving its proper status in society. The literature (Chandler & Penney, 2010; Pill et al., 2012) suggests that to deal with the contradiction experienced in the field of PE, there is a need for PE to clearly articulate its purposes in relation to visions of and for future citizens and societies, to identify the kind of knowledge, skills and understanding that underpin the realization of those visions, and to establish these as the core learning towards which teaching is explicitly directed. The contradiction in terms of what should characterize the teaching of PE is a topic to be dealt with in curriculum designs. Although Locke in Kirk (2010) suggests doing away with the dominant model of PE, Chandler and Penney (ibid.), in contrast, do not see that doing away with the system is an appropriate measure, so instead they suggest measures to improve what already exists.

... the reality in all arenas of policy and curriculum development is that we are not ‘starting from scratch’, that we cannot and should not deny the rich history of PE, and that we need to be taking due account of, be building upon, and relating to, established practices. (Chandler & Penney, 2010, p. 75)

In addition, Pill et al. (2012) sees that changes and resolutions of the debate on PE can be brought about by those joining teacher training for PE. Pill et al. in particular, argues that curriculum changes can be enhanced through the injection of new ideas and the accompanying provision of learning experiences and environments that prompt and support a transformative orientation.

Despite the existing debates, studies by Pühse and Gerber (2005) and European Commission (2013) acknowledge that there are some main topics and themes that can be highlighted in relation to the intended curriculum. The main topics and themes involved in teaching PE would make a broader contribution of physical activity to the personal, social and physical development of pupils as well as to the promotion of health and healthy lifestyles. Despite the fact that the objectives and the role of the subject continue to be debated, studies keep on promoting it in the school system.

If the argument built on the basis of Kirk (2010) and Coulter and Chróinín (2013) is that PE is a socially constructed activity, it might be difficult to reach a consensus that will give the subject similar directions or definitions in different communities. If we subscribe to PE as being socially constructed, it is possible that the aims of PE will be different due to the needs of time and place. However, it has been observed that PE shares some similar expected outcomes for those who take part in it. It is indicated in the literature, Pühse and Gerber (2005) argue, that despite challenges, some consensus exists in the view that PE contributes to a healthy body through fitness and strength, which
creates a basis for long-life engagement in physical activity, identification and developing individual talents in sports and the like. On the other hand, Kirk (2010) argues that the inclusion of sport or sport techniques into the core practice of PE should not be understood as constituting a line of criticism of the subject but rather as part of a revolution taking place within the subject.

It is obvious, as argued by Tinning (2010), that school PE and sport are fundamentally concerned with bodies and hence with pedagogies of or for the body. While in the 1970s PE was linked to healthy life promotion, according to Tinning the subject’s current focus may be on addressing prevalent challenges facing society. This is why recent studies (Pierre et al., 2005; Musaiger, 2004; Gavin, 2005; Hunter, 2006; Kafyulilo & Mafumiko, 2011), as described elsewhere in this study, have identified PE as a subject that can provide significant help in dealing with problems such as childhood obesity, overweight, heart-related problems, building a lifelong habit of physical activities and developing the personal, social, physical abilities of children. However, it should be recalled that, at the same time, research (Enright & O’Sullivan, 2010; Kirk, 2012; Murphy et al., 2014) has shown that PE rewards certain students on the basis of their gender, sexuality, bodies, ethnicity and religion and thus contributes to inequality and discrimination. In other words, PE, which is supposed to contribute to public health, is counter-productive for some students, making them view themselves in negative and unhealthy ways.

4.6.1 Reflection on the debates

Despite the debates that exist in the field of PE globally (Tinning, 2010, 2015 Fagrell et al., 2012; Kirk, 2010, 2014), its place in school settings continues to be promoted (Carlson et al., 2013; UNESCO, 2014). PE attracts the attention of educational policy makers, government, politicians, health and sports advocates. It is worth noting that there have been policy statements worldwide and country wise supporting the inclusion of PE into the school system. It has been among the concerns of the UNESCO through the International Charter for Physical Education and Sport since 1978 to see that PE finds its way into the education system. Specifically, Article 1 of the UNESCO charter for Physical Education and Sport (1978) accords the subject the status of a fundamental human right guaranteed within education systems through the provision of opportunities for practice. According to the UNESCO Institute of Education (1989), UNESCO has, since the adoption of the charter, been supporting and encouraging the teaching of PE and sports for all at the global level, mainly by funding and promoting meetings linked to PE and Sports. At the national level, countries such as South Africa (Hendricks, 2004) Canada, England, New Zealand and the United States (Benson & Jenkinson, 2009) have one or several PE or sport education policies at the national, state, or territory level, which support schools in offering PE.

Hendricks (2004) states that, as part of educational transformation in South Africa after the apartheid era, PE was included as one of the subjects that have
to be offered in schools. According to Hendricks, in South Africa PE is an esteemed aspect of education. Benson and Jenkinson (2009) also report that in Australia and New Zealand individual states have policies that promote the provision of physical activities in schools. In addition to the physical activities policy of Australia and New Zealand, Benson and Jenkinson (ibid.) add that Canada, England and the USA have specific nationwide PE policies that emphasize the offering of PE in schools.

Another reflection regards the use of PE to achieve other desired aims is that PE has been used instrumentally to achieve multiple purposes (Tinning, 2015). It is through this multiple use of the subject that is exposed to constant challenges and debates. Schools are being used to realize multiple purposes like social, economic, political and other purposes of a more or less non-educational character (Kirk, 2014). However, it has been strongly argued that schools’ central purpose ought to be education (Kirk, ibid.). PE in schools is being used to achieve many non-educational missions such as military training, self-sacrifice, character, masculinity, the promotion of a healthy lifestyle and the provision of leisure pursuits (Ndee, 2010a; Kirk, ibid.), which exposes it to strong criticism and attacks for being a non-academic subject. Within that context, it seems essential for PE to have a precise focus and to leave other areas to other subjects. That will give the subject an educationally and academically credible identity, leading to a strong position in school curricula and providing valuable legitimate experience to students.

Debates about the relationship between PE and health also exist (Tinning, 2015). PE is, for example, challenged for focusing more on physical activity for health purposes. It is maintained that health comprises many elements, including nutrition, sanitary conditions, or clean air (Perdue et al., 2003), which are acquirable from other subjects. This may mean that students’ health could be enhanced by other subjects apart from PE. With no intention of putting down research or researchers that flag up the use of PE as a weapon against obesity, there are places where this argument needs to be clarified. While there are claims that PE can be used as a means to protect the young generation from obesity and heart-related diseases, it is necessary to consider lifestyles together with the use of PE. Al-Hazzaa et al. (2011) argue that in the midst of poor eating habits, spending more time watching TV and given the amount of time assigned to PE in school curriculum and the limited quality of PE programmes in schools, PE alone cannot win the war against obesity. If the argument is based on TV-watching alone it might contain certain flaws. While children in developed countries may have plenty of time to watch TV, their counterparts in developing countries are prevented from the lack of electricity or from frequent power cuts to spend much time watching TV. To children in developing countries, obesity as a result of spending more time watching TV can be contested.

From another point of view, with the dominance of sport education model in the teaching of PE (Siedentop et al., 2011) that encourages the teaching of
competitive sport, there is a possibility of excluding some students from enjoying the said benefits of PE. With the competitive sports there are values brought into the subject that may be in contrast to health issues. The competition element, however, does not always involve all students, as it may be suitable for the best players or students of a particular gender. On the other hand, when students make comparisons with each other, some can be demotivated from taking part in PE, especially when they consider themselves as not being among the best players.

Physical activities performed by children and youth in developing countries can also challenge the use of PE as a means to make them healthier and more physically fit. School children walk a long distance to and from school because of transport problems. It is a common practice for students in Tanzania, particularly in rural areas, to be involved in physical domestic activities after school which also make them fit (Pangani, 2007). If PE is thought to be used to make young children fit, it might face challenges in places where children are considered to be involved naturally in physical activities.

### 4.7 Necessary conditions for schools offering physical education

For schools to be able to offer PE successfully there are certain basic requirements that have to be met. Among the initial conditions for schools to offer PE is the requirement for the subject to be legalized and regulated within education through policies and educational statements. Countries need to have officially prescribed or guideline indicators which lay foundations for schools to be able to offer the subject. These prescriptions could take the form of a PE or even an education policy that supports the offering of the subject in schools. The UNESCO ‘world-wide survey of school PE’ emphasizes the essential basic needs for schools to offer PE at different levels. According to the report, these basic needs include national or regional government level policies, curricular aims and activities and essential resources, which include financial, teaching and support personnel, material comprising facilities and equipment and teaching and learning aids (UNESCO, 2014). According to Carlson et al. (2013), policy documents include state statutory (legislative) and administrative (regulatory) laws as well as any frameworks or guidelines incorporated in the offering of the subject. Policy documents influence schools to offer PE through a policy process which involves different actors. Therefore, as argued by Chepyator-Thomson (2014), PE requires policies and resources that support it.

In addition, UNESCO (2014) reveals that curriculum time allocation, which in other countries is specified in the policy while others specify it through the subject curriculum (Carlson et al., 2013), is another important
component for enabling schools to offer the subject. Further, wider community agency partnerships and professional associations, inter alia, are also important ingredients for schools to be able to offer PE (UNESCO, ibid.). Basic needs serve as a foundation for the teaching of PE in schools and may thus influence schools’ decisions toward the subject.

With regard to agency and partnership, Wilkinson and Penney (2014) note that not only within the UK but also internationally, schools are increasingly being encouraged to call on external agencies and draw on the services of individuals, including sport coaches, to help teaching or leading sports within the school setting and outside school hours. Similarly, Williams and Macdonald (2015) illustrate the extent to which external agencies are integral in the provision of PE, whereby schools can depend on human and physical resources from external agencies. It is possible that schools, due to the shortage of teaching and learning logistics, can seek external agencies to support equipment and facilities or even coaches to assist them in offering the subject. Thus, involving external agencies and partners is probably a strategy deployed within schools to compensate for insufficient levels of necessary requirements for PE. For instance, Crosby (2009) reveals that the shortage of teachers trained to offer PE in Tanzania has led the ministry responsible for education to collaborate with LiiKe, a Finland-based non-governmental organization offering training for PE teachers.

However, the continued call for local, national and international engagement to support schools to offer PE is not always positive. Williams et al. (2011) observe that relying on external agencies is not always beneficial to PE, as this might cause the content of the subject to be marginalized. By the same observation, relying on external agencies can result in the exclusion and inclusion of content from what is planned to be included in the syllabus. For example, the use of coaches to teach PE can result in the subject being dominated by sport teaching which, in turn, can lead to the interpretation that PE is about sport training.

The availability of teaching and learning resources for PE is another prerequisite for schools wanting to offer the subject, as emphasized by some researchers (Jenkinson, 2013; UNESCO, 2014; Greenfield et al., 2015). The availability of such resources determines not only the content but also the inclusion of the subject. Chepyator-Thomson (2014) shows that the school infrastructure, which includes building facilities, swimming pools and, multipurpose facilities, together with equipment that can lead to safe participation in PE, are other important prerequisites. It is the responsibility of the owner of the schools to ensure enough availability of resources in their schools, as insufficient facilities and equipment can lead to decisions that favour offering other subjects (Chepyator-Thomson, ibid.). Further resources that are considered important include the availability of both text and reference books for various PE content areas and activities (Nhamo & Muswazi, 2014; UNESCO, ibid.). Textbooks have been used to enhance
teaching in many different disciplines at all school levels for years. Knight (2015) concludes that textbooks are generally viewed as reliable tools providing creditable information that supports and enhances students’ understanding of critical concepts, and that they present bite-size chunks of information to cement student learning.

Qualified teachers for PE is another condition considered as a prerequisite (Williams et al., 2011; UNESCO, 2014). Mungai et al. (2014) claim that qualified PE teachers are required to enable schools to follow curriculum requirements. With regard to their professional qualification, it is documented that this is not uniform worldwide but depends on individual country requirements, according to UNESCO’s (ibid.) survey. Some countries demand a Bachelor’s degree, diploma or the equivalent as a prerequisite for teaching in both primary and secondary schools. In other countries, a Master level qualification is necessary for a teaching position, especially in secondary schools (UNESCO, ibid.). In Tanzania, the URT (1995) requires secondary school level subjects to be taught by diploma and graduate teachers, while diploma teachers are expected to teach forms I-II, and graduate teachers normally forms III-VI. In addition, URT (ibid.) identifies that a Master level qualification is a requirement for teachers’ colleges.

However, in practice PE has been reported to be taught by either generalist or specialist teachers. Countries such as Sweden, Germany and Portugal use generalist teachers mainly in primary or elementary schools (UNESCO, 2014), a trend which, according to Williams et al. (2011), is an international feature. In addition, UNESCO (ibid.) shows that in the secondary school phase, global evidence suggests that PE is predominantly taught by specialist PE practitioners who hold either a Bachelor’s or a Master’s degree. UNESCO (ibid.) concludes that, while some countries claim that all their PE teachers are trained specialists holding at least a Bachelor’s degree, there are other countries that have teachers responsible for PE delivery who have not experienced a single PE-related pedagogy course. These may be sports coaches or other teachers who have passed their teaching courses with an interest in sports and physical activities.

These requirements, which are considered necessary for schools to be able to offer PE, can be categorized as those which are issued as guidelines provided by the government in the form of policies and policy documents, i.e., the normative aspect which influences the teaching (what should be done) and the meaning inherent in the subject (what people think should be done). In Scott’s (2008) language, these requirements can be grouped into the three pillars of the institutional theory: the regulative, normative and the cultural-cognitive pillars. These prerequisites influence the nature, scope, quality and decisions reached by schools in offering PE.
4.8 Physical education curricula and the actual teaching in schools

In the normative aspect of an institution, the emphasis is on the prescriptive, the evaluative and the obligatory, including both norms and values. According to Scott (2014), values are conceptions of the preferred standards which the existing structure can be compared to and assessed by, whereas norms specify how things should be done and define legitimate means to pursue the valued end. School curricula provide information on the standards of the subject, which can be used as a reflecting mirror when a school decides to offer PE. However, the curriculum also provides information of how the teaching could be approached and proposes teaching and learning materials to achieve this (this is, particularly, the case in Tanzania). However, in some situations the way the teaching should be carried out may be a question for the professionals to decide. I consider it important to include a section that describes the curriculum, as it is the part of the normative aspect that influences teaching in schools.

Physical education curriculum models

Byra (2006) describes teaching as action taken for the purpose of legalizing learning objectives. Similarly, Mosston and Ashworth (2002) argue that the aim of teaching is to engage students in meaningful goal-oriented activities with the intent of meeting the instructional objectives specific to a given lesson or set of lessons. In the teaching of PE, various curriculum models are used. According to Kulinna (2008) and IOM (2013), these models include movement education, sport education, fitness education and the multi-activity curriculum model. However, as Kulinna (ibid.) adds, the curriculum models are not exclusive even though they may differ in purpose, teaching strategies and assessment. Curriculum models provide a basis for decisions regarding the selection, structuring and sequencing of educational experiences.

The movement curriculum model puts more emphasis on the need for children to know basic movement concepts and be able to perform basic movement patterns. It is argued in IOM (2013) that teachers adopting this model foster motor success and provide children with basic skill sets that build their movement range, thus allowing them to engage in various forms of games, sports, and other physical activities. It is from this kind of curriculum model that students develop a full range of movements needed in physical activities within and without the school setting. However, this model dictates that schools should have access to playgrounds that enable the teaching of various movement skills. A lack of facilities may affect the teaching and hence schools’ decisions on offering the subject. Another observation that can be experienced in schools is that developing students’ competence in various movements requires considerable amount of teaching time. With the few hours assigned to PE and the shortage of teaching and learning materials in schools,
as documented by Wanyama (2011) and UNESCO (2014), it may be difficult to achieve the goal of this model, and hence schools can decide to ignore the subject.

The curriculum for the fitness education model emphasizes teaching students the science behind the need for them to be physically active in their lives. This approach suggests, according to Lonsdale et al. (2013), that PE curricula should increase the amount of time spent on vigorous or moderately intense physical activities to increase fitness among children on the grounds of justification. In this approach the curriculum is designed so that the children are engaged in physical activities that demonstrate the relevant scientific knowledge. The goal of the curriculum in this model is the development and maintenance of individual student fitness. Nevertheless, the fitness education model is challenged for being largely driven by public health concerns over the growing negative health trends of overweight, obesity, and diabetes in children and adults (Houston & Kulinna, 2014). According to Houston and Kulinna (ibid.), the fitness education model often includes technology, such as pedometers or heart rate monitors, to track physical activity behaviours as a programme outcome. Therefore, the use of technology can increase schools’ problems of offering the subject and may hence drive them to prioritize other subjects which do not require further investments.

The sport education curriculum model is an approach to PE whereby students are expected to become competent players in various sports. Rink (2006) argues that by using this model students learn to play various sports and to use the acquired skills in life-long participation in sports. The emphasis in the sport education model is to help students become skilful players in the lifetime sports of their own choice. Siedentop et al. (2011) claim that the goal of this model, which is predominant in PE, is to educate students to become players in the fullest sense and to help them develop as competent, literate, and enthusiastic sportspersons. By similar arguments, Tsangaridou and Lefteratos (2013) indicate that the sport education curriculum model is designed to offer authentic, educationally rich sport experiences for girls and boys within the context of school PE. Using this model, Siedentop et al. (ibid.) emphasize that students should be taught other roles such as those of team managers, coaches, captains, players, referees, statisticians, public relations staff, and others in imitation of a professional sports organization. It can be argued that the aim of the sport education model is to prepare students to be able to work in various areas of the sport industry from being a player to becoming a manager.

Despite the claim that the teaching of sport education continues, as alleged, as being merely about sport and thus lacking educational substances (Clennett & Brooker, 2006), this model requires more equipment and facilities, which may constitute an obstacle for schools. For schools to be able to offer PE, particularly according to this curriculum model, teaching and learning facilities and equipment are of importance. Where those means are lacking PE
ends up in dangerous position. Furthermore, as this model can also prove not to be inclusive for all students, schools may for this very reason decide not to offer the subject. In spite of being interested in sport, Muslim girls are prohibited from taking part by religious and cultural traditions (Walseth, 2015). Parents’ tendency to withdraw their daughters from PE lessons and sports is confirmed by Hamzeh and Oliver (2012). Accordingly, more boys than girls participate in competitive sports in their free time (Fagrell et al., 2012), a tendency whose interpretation may be that more sport teaching in schools promotes a subject that is ‘boyish’. This model can be used as a tool for schools’ decisions to sideline PE, because it excludes not only Muslim girls, but also those who do not have the talent or do not want to develop their talents in sports.

Another model that can be used in the teaching of PE is the multi-activity curriculum model, which, according to Kulinna (2008), includes a wide variety of activities such as sports, fitness exercises, adventure and dance. This model provides students with opportunities to address various PE goals and exposes them to activities that they may choose to continue for lifetime. The multi-activity curriculum model aims at providing adequate physical activity to students. However, when schools decide to offer PE characterized by this model, they are required to have enough facilities and equipment for supporting the teaching.

4.9 Religion and gender in physical education

Christianity and physical education

There are many reasons why some schoolchildren find it difficult to access PE, one of them being religious affiliation, i.e., belonging to a certain religion, which might be Islamic, Christian or even Tribalist. Although both Christianity and Islam have been found (Kahan, 2003; Elliott & Hoyle, 2014) to promote participation in physical activities, studies have uncovered how schoolchildren, particularly girls from all religions, find it difficult to take part in PE. Elliott and Hoyle (ibid.) argued that although most of the studies have indicated the existence of such barriers for Muslim girls, few studies have explicitly uncovered any potential barriers for Christian girls. However, as found by Boucher and Wiseman (2011) it is undeniable, that, historically, Christianity teaching was largely the reason why PE suffered a decline from the early emphasis of Greece and Rome. Phillip and Roper (2006) argue that a majority of mediaeval Christians believed that participating in athletics or engaging in physical training to glorify the body would contaminate the body, which housed the soul and thus would make the soul impure.

Dedicated Christians have found themselves facing challenges in taking part not only in physical activities but also in PE (Marganelli, 2010; Sporting Equals, 2012). Devoted Christians and those obeying the more unorthodox
denominations might experience religious-based barriers, in particular issues surrounding modesty. Religiously based issues such as mixed sex venues, dress code, family disapproval and a belief that certain forms of activity can be perceived to be unreligious, might restrict sport and exercise participation (Kay 2006). Exemplifying this, Kay notes that feelings of guilt can become manifest if the PE dress does not meet religious modesty requirements. Kay’s observation can be experienced concerning children of both sexes and all religious affiliations, although girls might be the more disadvantaged side.

**Islam and physical education**

The influence of Islamic culture on participation in PE and sport activities has been widely researched. In the document ‘Towards Greater Understanding: Meeting the needs of Muslim pupils in state schools. Information and Guidance for Schools’ by the Muslim Council of Britain, there is great support for children’s participation in a broad and balanced PE programme with regard paid to Islamic requirements. The Muslim Council of Britain Guidance (2007) describes that PE is a very important part of school life and full participation is to be encouraged in order to develop a healthier lifestyle. However, despite emphasizing that Muslim children should take part in PE and sport activities, Zahidi et al. (2012) acknowledge that the literature has indicated that young Muslim women can face problems in participating in secondary school PE and sports activities as a result of either actual or perceived restrictions placed on them by their culture, sex, religion and ethnicity. The authors specifically state:

> Previous research suggests that Muslim women can experience particular problems when taking PE (PE) lessons, for example with dress codes, mixed teaching and exercise during Ramadan and they can face restrictions in extra-curricular activities for cultural and religious reasons… (Zahidi et al., 2012, p. 10)

While the study by Zahidi et al. (2012) involves young Muslim women, a study by Ndee (2010a) finds that Islam in general affects the participation of children in school PE and sports regardless of gender differences. Ndee argues that Islam did (and still does) constrain Muslims from participating in modern sport. In keeping with beliefs regarding religious modesty, it remains a violation of morality for a Muslim male to wear shorts, as exposing the leg from the knee upwards is unacceptable in public. In the same study, Ndee adds that this restriction makes participation difficult in many modern sports, such as athletics and swimming. The situation for Muslim women, constrained by the wearing of hijab, is even more limiting.

During PE lessons the wearing of a sports uniform has caused embarrassment for both male and female students, and feelings of guilt and shame were aggravated when many of the activities were held in public places such as playgrounds and community parks (Carroll & Hollinshead, 1993). It is
also argued that during Ramadan, a specific period of the year when Muslims are required to fast as part of their religion, a practice that sometimes interferes with physical activity training. Ndee (2010a) argues that fasting Muslims do not take any physical exercise during this period and, consequently, cannot maintain systematic training. Similarly, Zahidi et al. (2012) argue that during Ramadan many Muslims fast from sunrise to sunset, which turns energy levels and hydration into risk factors in PE and sporting activities.

Female students’ participation in physical education

Article 10 of the UNESCO Convention on the elimination of all forms of discrimination against women calls on states to take every appropriate measure to eliminate discrimination against women, and to ensure equal opportunities for active participation in sport and physical education (UNESCO, 1981). However, it has also been documented that in some schools globally, females’ disengagement from PE has been evidenced (Enright & O’Sullivan, 2010; Kirk, 2012; Murphy et al., 2014). The problem about engagement is more often located in the curriculum and pedagogical contexts where females are expected to participate and relates to the social construction of gender through PE (Enright & O’Sullivan, ibid.). In addition, inequality and exclusion in PE based on gender is seen within the PE curriculum, structure and practices (Murphy et al., ibid.). More precisely, the participation of female students in PE in rural community settings is further identified due to the lack of school sporting facilities and equipment (Casey et al., 2009). Further, the public nature of a typical PE lesson contributes to negative attitudes toward the subject. Wright and Macdonald (2010) add that female students have reported feelings of embarrassment, low perceived ability, concerns over body image, lack of interest in the activities being offered and the dominance of boys in class as affecting their involvement in PE.

Studies have also shown that peer groups influence female students’ participation in PE. Some female students divert fellow female students away from participation which makes them feel uncomfortable in front of their peer group (Murphy et al., 2014). Female students in particular feel uncomfortable when performing skills in front of their classmates or boys who are stronger, more skilful, and more competent than females. In addition, Redelius et al. (2009) argue that in Sweden studies have also shown that female students see themselves as inferior to boys in PE and health. From another point of view, Gibbons and Pfaeffli (2010) reveal that the lack of choice in activities and insufficient practice time to improve skills also contribute to females’ lack of motivation for and enrolment in PE. However, in some situations peer groups act as motivating factors for female students to take part in sport and physical education. Casey et al. (2009) reveal that some female students are motivated by friends to participate in PE because it provides an opportunity for having fun, being with friends and meeting new friends.
The teaching of the sport education curriculum and the competitive nature of PE are identified as limiting factors for females to take part in PE lessons. Murphy et al. (2014) reveal that sport is often described as a masculine activity that male students typically want to be involved in, while some female students may feel that their femininity is challenged when placed in a physically competitive context. However, this does not mean that there are no female students taking part in sport and PE, as some of them do take part in sport and PE despite the ones who opt out. In dealing with the challenges for active female participation in PE, research (Gibbons et al., 2011) suggests increasing activities that focus on lifetime activities, single-gender grouping during teaching or certain bodily contact activities, the involvement of students in course development and the establishment of a positive and respectful class environment. This follows a study by Gibbons (2009) wherein it is stated:

Given the complexity of the learning environment in PE, it is unlikely that a single all-encompassing action will make programmes more engaging for many female students. (Gibbons, 2009, p. 22)

Gibbons et al. (2011) conclude that a single-gendered setting allows female students to practise skills at their own pace and to build more confidence in the activity than co-education PE classes. Co-education is argued to be of full of male harassment, domination, and intimidation, with a resulting lack of female participation (Hill et al., 2012). However, a single-gender setting does not mean that teaching in PE should always be separated but rather, as advised by Hill et al., that PE teachers should be able to accurately assess and identify specific units in which students can be separated by gender. In this regard, activities that do not require direct physical contact in competing against one another can be offered in co-education PE, while those which require contact can be offered in single-gender PE classes.

Although schools’ decisions on whether or not to offer PE can be influenced by different factors, as described above, these factors are not mutually exclusive. For example, the availability of strong and supportive regulative conditions does not mean that schools will be in the position to offer the subject, but there are other factors which are supposed to be involved in decision-making within schools.

4.10 Factors that influence schools’ decisions on whether or not to offer PE

The ability of a school to offer PE can be influenced by many factors, some of which can be of help or hindrance. Some of these factors that influence schools to offer PE concern comprehensive primary schools, while there is a scarcity of research concerning the secondary school level, the same factors
could possibly be attributed to both primary and secondary schools (Jenkinson & Benson, 2010). This section summarizes factors that I have identified through literature reviews as possibly influencing decisions on the school level. I have chosen to categorize them in accordance with the theoretical perspective of the study.

Regulative factors

The primary regulative factor influencing schools’ decisions on whether or not to offer PE is the legalization of the subject in the education system through policy and education statements. Similarly to Carlson et al. (2013) I argue that the policy or education statements related to PE provide regulatory frameworks or guidelines for offering the subject. Morgan and Hansen (2008) include the policy factor among the institutionally related factors. Apart from the policy, Jenkinson and Benson (2010) and UNESCO (2014) add budget, resources, time provisions in the curriculum, professional development, crowded curricula and curriculum contents, facilities and equipment to be part of the regulative aspect.

Since these regulative factors originate outside the school environment, schools have no control over them. Still, according to Jenkinson and Benson (2010), regulative factors are the primary influence on schools’ decisions to offer certain subjects. In Jenkinson and Benson’s example, if the resources required in schools offering PE are not supplied, it is not the fault of the school, and in such a situation schools are therefore ‘forced’ by circumstances to offer other subjects that have enough resources. On the other hand, curriculum content prioritization or the dominance of a certain curriculum model for teaching PE may lead to the exclusion of certain groups of students and this may influence schools’ decisions to offer the subject.

Normative factors

Another category that influences schools to offer PE concerns that which originates within schools. Although teachers tend to claim that institutional or student-related barriers have a greater influence on schools’ decision to offer PE (Jenkinson, 2013), teachers or schools’ decision related to the subject determine the place of the subject in schools. For example, it is claimed that some school principals and teachers have the perception that PE is a non-intellectual and non-essential subject, an attitude that has contributed not only to devaluation in schools (Wanyama, 2011) but also to schools’ decisions to offer the subject. The negative attitude to PE and what Kirk (2010) reveals as the lack of political will challenge the teaching of PE, since the subject is even ignored by political strategists and civil servants in official plans for the school curriculum. Nevertheless, teachers’ own ability to engage students in PE is rated highly as a barrier to providing PE, as poor engagement leads to students disliking the subject (Jenkinson, ibid.).
A category added by other researchers is that of student-related influences (Boyle et al., 2008; Sherar et al., 2009; Jenkinson & Benson, 2010). Such influences could be considered to be independent of schools’ decisions to offer the subject. Yet, there is a high possibility that students who are demotivated vis-à-vis a subject and further exacerbated by ‘optional statuses’ are unlikely to opt for it. Students’ PE de-motivational factors include: disliking the physical activities provided, adolescents’ decision favouring more sedentary activities, a general decline in students’ interest in and willingness for participation in PE (Boyle et al., ibid.; Sherar et al., ibid.; Jenkinson & Benson, ibid.). Arguably, student-related factors are indeed likely to influence schools’ decisions whether or not to offer PE. Jenkinson (2013) concludes that students, according to teachers’ reports, are increasingly responsible for their own educational and, consequently, for their choice to participate in PE. The responsibility and choices students have may influence schools’ decisions towards PE.

Another influence from this group relates to the consequences in schools of policies or other programmes ratified by governments. Despite government efforts through policies and other means to promote and support schools’ offering of PE, there have existed other programmes that implicitly hinder schools to do so. Some policies have contributed to substantially reducing the opportunities for school-age children to be physically active, e.g., by shortening or eliminating physical education classes (IOM, 2013). These reductions can be attributed to budget cuts, or to more attention being paid to other subjects or programmes. Acts such as ‘No Child Left Behind’ which require schools to ensure the best test scores influence schools in their decision. Under this particular act, physical education, music, and art are considered non-essential subjects which are not the main focus of the school learning environment (IOM, ibid.).

While the ‘No Child Left Behind’ is an experience from the USA, a similar programme in Tanzania that implicitly hinders schools from offering PE is that of the ‘Big Result Now’ programme. This programme has the intention to fast-track quality improvements in both primary and secondary education to ensure that students are not just going to school but are actually learning things, and that the improvement is to be evident in the national examination results (Sumra & Katabaro, 2014). In response to this programme, the government and schools pay attention to subjects that are considered not only important but also involve enough teaching and learning logistics. Wanyama (2011), IOM (2013) and UNESCO (2014) reveal that the emphasis on high-stake testing and the pressure for academic achievement in the core subjects have had unintended consequences for optional subjects such as PE whereby resources are diverted from the so-called non-essential to the essential subjects.

In some situations, social norms, customs and traditions deeply affect education. Parents, in particular, have a great impact on what goes on in
schools for their children. The term ‘parent’ is used to embrace all family members who have the possibility to support school children in their studies. The characteristics of parents in influencing their children on education matters have been documented in research (Memon et al., 2010; Kapinga, 2014) as representing a number of variables like education, occupation, income, gender status, size of siblings, beliefs, neighbourhood and community, all of which may have implications on the educational life of their children (Duke, 2000). Parents with a high socio-economic status are often more successful in preparing their young children for school because of the access they enjoy to harnessing resources responsible for promoting and supporting young children’s development (Memon et al., 2010). This means that parents who are not starved economically are able to provide their children with the quality of necessary education requirements and equipment. Some parents inhibit their children from studying PE claiming that their children are too intelligent for the subject (Mafumiko & Pangani, 2008). Making a similar observation, Wanyama (2011) concludes that other parents advise their children to concentrate on academic subjects, which will enable them to attain good marks so that they qualify for higher levels of education. Debatably, parents’ views and abilities may in certain ways influence schools’ decisions whether or not to offer PE. Schools sell their names relying on what parents would like to see their children learning (Mafumiko & Pangani, 2008), which means that if parents positively support a subject it is likely that the schools can offer it and vice versa.

Another category that influences school to offer PE is that which originate within the schools. Although teachers tend to claim that institutional or student-related barriers had a greater influence on schools’ decisions to offer PE (Jenkinson, 2013), teachers or schools’ decisions toward the subject determine the place of the subject in schools. For example, it is claimed that some school principals and teachers a have perception that PE is a non-intellectual and non-essential subject, an attitude that has contributed not only to devaluation in schools (Wanyama, 2011) but also to schools’ decisions to offer the subject. The negative attitude to PE and what Kirk (2010) reveals as lack of political wills challenges the teaching of PE since the subject is even ignored by political strategists and civil servants in official plans for the school curriculum. Nevertheless, teachers’ own ability to engage students in PE is rated highly as a barrier to providing PE, as poor engagement leads to students disliking the subject (Jenkinson, ibid.).

Another category added by other researchers is that of students’ related influences (Boyle et al., 2008; Sherar et al., 2009; Jenkison & Benson, 2010). While students’ related influences could be considered as independent to schools’ decisions to offer the subject. Yet, high possibility stands that students de-motivated to the subject and further exacerbated by ‘optional statuses’ are unlikely to opt for it. Students’ PE de-motivational is connected to a number of factors to include: disliking of physical activities provided,
adolescents’ decision favoring more sedentary activities, general decline in students’ interest and willingness to participate in PE (Boyle et al., ibid.; Sherar et al., ibid.; Jenkison & Benson, ibid.). Arguably, students’ related factors are likely to influence schools’ decisions to whether or not offer PE. Jenkison (2012) conclude that teachers report that students are increasingly responsible for their own educational and, consequently, their choice to participate in PE. The responsibility and choices students have may influence schools’ decisions towards PE.

Another influence from this group relates to the consequences of policy or other programme taken by the governments in schools. Despite governments’ efforts through policies and other means to promoting and supporting schools to offer PE, there have been other programmes that implicitly hindering schools to offer PE. Some policies have contributed to the substantial reduction in the opportunities for school-age children to be physically active, such as by shortening or eliminating physical education classes (IOM, 2013). These reductions can be attributed to budget cuts or reduction, paying more attention to other subjects or programme. Act such as ‘No Child Left Behind’ which requires schools to ensure best test scores have influence in schools to offer PE. Under the no child left behind act, physical education, music, and art are considered non-essential subjects and are not a main focus of the school learning environment (IOM, ibid.).

While the no child left behind is an experience from the USA, similar programme in Tanzania that implicitly hinder schools to offer PE is that of ‘Big Result Now’ program. The programme has the intention to fast track quality improvements in both primary and secondary education to ensure that students are not just going to school but actually learning and the improvement is to be evident in the national examination results (Sumra & Katabaro, 2014). In response to the Big result Now program, the government and schools pay attention to subjects that are considered not only important but also have enough teaching and learning logistics. Wanyama (2011), IOM (2013) and UNESCO (2014) reveal that the emphasis on high-stakes testing and pressure for academic achievement in the core subjects has had unintended consequences for optional subjects such as PE whereby resources are diverted from the so called non-essential subjects to the essential subjects.

In some situations social norms, customs and traditions deeply affect education. Particularly, parents have great effects on what goes on in schools for their children. The term parent is used to embrace all family members who have the possibility to support school children in their studies. The characteristics of parents in influencing their children on education matters have been documented in earlier researches (Memon et al., 2010; Kapinga, 2014). Parents’ characteristics represents a number of variables like education, occupation, income, gender status, size of siblings, beliefs, neighborhood and community have implication on the educational life of their children (Duke, 2000). Parents with high socio-economic status often are more successful in
preparing their young children for school because of the access they enjoy to harness resources responsible to promote and support young children’s development (Memon et al., 2010). This means that parents who are not starved economically are able to provide their children with quality of necessary education requirements and equipment. In PE, some parents inhibit their children to study PE with claims that their children are too intelligent for the subject (Mafumiko & Pangani, 2008). In a similar observation Wanyama (2011) concludes that other parents advise their children to concentrate on academic subjects, which would enable them attain good marks so that they qualify for higher level of education. Debatably, parents view and ability may in certain ways influence schools’ decisions to whether or not offer PE. Schools sell their names relying on what parents would like to see their children learning (Mafumiko & Pangani, 2008), this means if parents are in positive support for the subjects it is likely that the schools can offer the subject and the vice versa.

**Cultural factors**

Participation in PE may be influenced by cultural issues, which in turn may interfere with schools’ decisions to offer various subjects, PE in particular. Previous research on youth has identified several social and cultural factors which influence participation in PE. These include factors such as youth dislike of physical activities and cherishing sedentary life styles (Boyle et al., 2008). Young people may favour a sedentary lifestyle, since the teaching of PE involves the use of physical activities. Thus, students who dislike these do not like to study the subject. If the subject is not mandatory schools may find difficulties in offering it because there are no students who like studying it.

The social construction of gender through PE where female students have the feeling of embarrassment, low perceived ability, and body image concerns coupled with boys’ dominance during PE lessons (Wright & Macdonald, 2010; Murphy et al., 2014) exclude female students from taking part in PE. Furthermore, the dominance of sport teaching (Siedentop, et al., 2011) also excludes certain students from participation in PE lessons.

Religions may also interfere with students’ participation in PE, which in turn may influence schools’ decisions to offer PE. Studies (Zahidi et al., 2012; Elliot & Hoyle, 2014) have shown that both Christian and Muslim children face difficulties in take part in PE. Dress codes, mixed teaching and exercise during Ramadan restrict participation in PE and hence may exclude a significant number of students from taking part in PE.

It is evident that students’ participation in PE is affected by many factors, which could be based on social, cultural, gender and religion. This is a big challenge, as these factors affect students who are the key beneficiaries and therefore implicitly, demotivate schools from offering the subject in return.
4.11 Summary of the Chapter

This chapter has reviewed literature related to PE and the teaching of the subject in the school system. For schools to be able to offer PE different conditions need to be taken care of. The availability of the policy alone is not enough to enable schools to make decisions favouring the provision of PE. Apart from the policy, the literature has shown the importance of other conditions that need to be met. They include those related to the internal conditions of the schools and how the teaching should be done. Cultural cognitive conditions are also identified as an important consideration when schools make decisions about offering the subject. On the other hand, the literature has demonstrated the importance of schools having access to public facilities in situations where they lack the necessary teaching and learning logistics. Resources such as public playgrounds, community halls and even facilities owned by clubs could be used by schools in offering PE.

Generally, there are several studies related to PE teaching globally and to decisions that influence schools whether to offer the subject. However, very few of these studies contain reports from Tanzania, especially regarding the factors that influence schools’ decisions on whether or not to offer PE in secondary schools. Efforts have been made by the government, development partners and other education stakeholders, and yet few secondary schools have so far responded to the calls of the ETP to offer PE. In addition, in the context of Tanzania, the knowledge of conditions that influence schools’ decisions to whether or not offer PE in secondary schools has not been scientifically documented. This is the literature gap that the study sought to fill. The next chapter will present the methodology that guided the current study.
CHAPTER FIVE: METHODOLOGY

Introduction
This chapter presents the methods employed to address the described objectives of the thesis. It begins with the philosophical assumptions underpinning the thesis and discusses the approach and strategy of the inquiry-based ‘case-study design’ inspired by the case-study method. The study area, participants, sampling techniques, sample and sampling procedures are discussed in particular. Data collection and management methods as well as analytical approaches are also presented in this chapter. Lastly, issues related to trustworthiness and ethics are advanced and the chapter concludes with a summary.

5.1 Philosophical stance of the study
When planning research you need to consider the question of what is or should be regarded as valid knowledge in a discipline. Various suggestions of what constitutes valid knowledge and how knowledge is generated have been presented by different researchers. Cohen et al. (2011) argue that these suggestions have led to differences in procedures, principles and ethos within social sciences, in contrast to natural sciences. The decision on which position to take when it comes to knowledge generation determines the researcher’s epistemological position. My epistemological perspective relates to a theory of knowledge which underpins the social phenomena that will be studied (Groenewald, 2004; Tennis, 2008).

This study seeks to develop an understanding of the contemporary phenomenon of schools’ decisions to offer PE. With the theoretical stance adopted and the inquiry of the study, I have been forced to rely a great deal on the meaning created by the participants of the study, since researchers are often advised to grasp the subjective meaning of social actions (Bryman, 2012). I am aware of the criticisms and challenges associated with an interpretative perspective on knowledge generation. Dealing with participants’
meaning may be somewhat difficult, as researchers may bring their prior knowledge into the interpretation of participant views. To overcome the personal bias I observed, in line with Cohen et al. (2011), that I should not bring my own bias to the interpretation of a study, although in reality this cannot be totally avoided. Having been in the field of PE as a teacher for more than six years can have an influence on what participants may say. As an effort to overcome this bias I devoted much time to describing what took place in the field and also involved multiple methods of data collection for the study. With an open mind about the challenges faced and the effort I took to overcome them, my choice of epistemological position has been based on the assumption that knowledge is socially constructed.

To contribute to knowledge through this study, I draw on social constructivist approaches to knowledge generation as an important epistemological approach. According to this approach, knowledge is the product of the shared views, experience and perspectives of different individuals involved in a negotiation. On the basis of the shared views, the study used different actors directly involved in decision-making at the school level as well as the beneficiaries of PE. My intention was to rely as much as possible on participants’ views of the situation being studied (Creswell, 2009). In social constructivism, knowledge is created when participants are exposed to open discussions. Through discussion, people share the social and historical views that influence their beliefs and actions. The social perspective brings in the concept of interaction, while a historical position leads to a discussion about the culture and norms of individuals. I consider that in knowledge generation, social and historical views of individuals are vital, as these influence practices that may affect individuals’ choices. Social constructivist researchers address interaction in specific contexts in which people live and work to try to understand the historical and cultural settings of the participants (Creswell, 2009). Therefore, the knowledge that is generated in this study is a product of interactions between the study’s participants and me through individual and group interviews, observations and document studies. However, the knowledge generated could have presented participants’ views and not the reality that they believe. Participants may provide information that they think the researcher wants to hear but not their inner beliefs.

### 5.2 Research approach

Procedures that govern the choice of a research approach may differ depending on a number of issues including the philosophical assumptions about knowledge generation. Researchers may approach a study qualitatively or quantitatively. The latter is, according to King and Horrocks (2010), concerned with measurement and with precisely and accurately capturing aspects of the social world which are then expressed in numbers. The present
study is guided by the qualitative research approach. Smith (2006) notes that qualitative studies are distinguished by the form of the data or by the methods of data collection, by collecting data in natural settings and acknowledging the meaning and action of the person they study. In so doing, qualitative researchers try to make meaning of phenomena relying on what people are saying. Creswell (2009) emphasizes that in a qualitative approach, participants’ meanings are valued and the researcher keeps focusing on trying to understand the meaning that participants hold about the problem under study. With an interest in exploring the factors and the ways they influence secondary schools’ decisions to whether or not offer PE directly from participants and through document reviews, a qualitative approach was considered appropriate. The choice of the approach is also motivated by Bryman (2012) who states:

...qualitative research strategy emphasizes words rather than quantification in the collection and analysis of data... the stress is on the understanding of the social world through an examination of the interpretation of that world by its participants. (Bryman, 2012, p. 380)

Although the qualitative approach may rely on only one method such as interviews (Polkinghorne, 2005), I consider qualitative approach as important in this study due to the possibility of using multiple methods in collecting data (Creswell, 2009). Based on the aim of the study, multiple methods (semi-structured interviews, focus group interviews, document reviews and observations) are used. Applying multiple methods helped me to use information to gather strong arguments in justification of the findings. The methods used are described in section 5.5.

5.3 The approach of the study

In the view of the institutional theory, factors that influence schools’ decisions in various actions are regulative, normative and cultural-cognitive in nature. The regulative and the normative factors are mainly to be found both within and above the school level. These factors are found in various policy documents and other directives to schools and in order to understand if and how they influence the decisions of schools the need to study the latter is deemed important. For this purpose I have chosen two schools that offer and two that do not offer PE, in which I also study cultural-cognitive factors. On the school level, inspired by case-study methods, I have used a single case with embedded units of analysis as put forward by Baxter and Susan (2008). I assumed that through making a contrasting comparison between the ‘two units of analyses’, the study’s aims of exploring factors that influence schools’ decisions to whether or not offer PE would be understood. Arguably, schools that offer PE could share their knowledge of the factors they used to decide to
offer the subject according to the policy with other schools not offering it. In contrast to the use of single analysis units, this strategy enhances contexts and participants’ divergences and consequently increases the possibilities of seeing whether any divergent perspectives on and practices in the issue under investigation persist.

5.4 Study area, sampling technique and participants

5.4.1 Study area
As argued elsewhere in this study, the regulative and the normative factors that influence schools’ decisions are mainly to be found above the school level. The empirical material that relates to these factors contains documents focusing on schools at the national level. These materials are found in policy documents and other directives to schools that are not necessarily found there. For the empirical material at the school level, this study was conducted in region X, involving two municipalities. The choice of the region and the municipalities was motivated by the availability of government-funded secondary schools offering PE, with a single school in each municipality. Conveniently, government-funded secondary schools not offering PE were selected in the same municipalities. Generally, the X region is one of twenty-five Tanzanian Mainland regions, which is located in the eastern part of Tanzania and sub-divided into the three district municipalities. The region is densely populated with about 4.4 million people (10% of the entire Tanzanian population), according to the 2012 National Population and Housing Census. One of the municipalities has a population of about 1.2 million, of whom 1.2 thousand are of ordinary secondary education age, while the second municipality has a population of about 1.4 million, with 1.1 thousand of ordinary secondary education age (URT, 2012a). The region has 334 secondary schools, 134 of which are government-funded (URT, 2012).

5.4.2 Sampling technique
The main sampling technique used in this study is purposive. The technique was specifically used to obtain study areas (Region X and allied municipalities), schools (with one school obtained by snowballing), participants (school heads, PE teachers, heads of school boards, parents, and students) and documents or directives (specifically dealing with PE). Christensen and Johnson (2012) show that purposive sampling is a non-random technique in which a researcher solicits persons and places with specific characteristics to participate in a study. In addition, the purposive sampling of students was followed by random sampling. However, purposive sampling has been challenged for its limited ability to transfer the finding
from a sample to a population on the basis of a single research study (Christensen & Johnson, 2012). Nevertheless, transferability can be claimed for this study on the basis of the theory used. The selection of sites and individuals in the study was not aimed at attaining a certain number or looking for equal representatives among participants. Instead, it was important to involve those respondents who were considered most able to provide qualitative information on the issues in focus (Creswell, 2009). In addition, purposive sampling was considered as beneficial in helping to locate study areas and individuals with specifically required knowledge for a better understanding of the topic. The idea behind qualitative research is to purposefully select participants or sites (or documents or visual materials) that will best help the researcher to understand the problem and research questions (Creswell, 2009, p.178). In addition, randomization was used specifically to select representative PE students from PE students groups. This was equally convenient for schools that do not offer PE.

5.4.3 Samples and sampling procedures of schools within units of analysis

Four government-funded schools were involved in the current study. Out of those schools, two schools that offer PE formed one unit of analysis, and the other two which do not offer PE formed another unit. Notably, the characteristics of these schools are more or less similar when it comes to teaching various subjects: first, all are governed by a similar educational policy and use a similar curriculum; secondly, all receive funds, teaching and learning materials and teachers from the same ministry of education and its allied agencies. With a similar outlook, it becomes meaningful not only to make comparison of results among schools, but also to have a clear picture of how some schools can manage to offer the subject while others fail to do so.

Schools that offer PE were identified from the National Examination Council of Tanzania (NECTA). The five consecutive examination results from NECTA were specifically used for this purpose. From the results, five schools were identified as teaching PE, of which one was a government-funded school. Bearing in mind the possible presence of undocumented school(s) offering PE in NECTA databases, there was also a chance of increasing the number of those schools by applying snowballing techniques in the process of data collection. This clearly worked, as one government school offering PE which was not part of the NECTA results was identified and included in the study. The NECTA results database tends to miss newly established schools which have not reached form four levels and participated in national examinations.

On the other hand, in contrast to the Temeke district, schools that do not offer PE were conveniently and purposefully sampled from Ilala municipality. Conveniently, schools that do not offer PE were chosen close to those offering PE for financial reasons and considering the time it took to move between
schools. One might assume that the fact that they lie close to each other could influence the offering of the subject. Since it catches the eye why even such close proximity does not influence them, it further steers an interest in seeing why, by way of comparison.

5.4.4 Study participants and sampling techniques

In this section, study participants and the techniques for data collection from each group are discussed. The section is summarized in Table 5.1

Table 5.1: Participants and study areas in terms of number and methods

<table>
<thead>
<tr>
<th>S/ N</th>
<th>Sample</th>
<th>No.</th>
<th>Sampling technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Heads of schools</td>
<td>4</td>
<td>Purposeful</td>
</tr>
<tr>
<td>2</td>
<td>Heads of school boards</td>
<td>2</td>
<td>Purposeful</td>
</tr>
<tr>
<td>3</td>
<td>PE teachers</td>
<td>6</td>
<td>Purposeful</td>
</tr>
<tr>
<td>4</td>
<td>Parents</td>
<td>14</td>
<td>Purposeful</td>
</tr>
<tr>
<td>5</td>
<td>Students</td>
<td>48</td>
<td>Purposeful &amp; Random</td>
</tr>
<tr>
<td>6</td>
<td>Schools</td>
<td>4</td>
<td>Purposeful &amp; Snowballing</td>
</tr>
<tr>
<td>7</td>
<td>Regions &amp; Municipalities</td>
<td>1 (2)</td>
<td>Purposeful &amp; Convenient</td>
</tr>
</tbody>
</table>

Key: () - Municipalities.

The study included a total of seventy four (74) participants, including four (4) heads of schools, two (2) heads of school boards, six (6) PE teachers, fourteen (14) parents, and forty-eight (48) students. All these participants were sampled purposefully. The rationales for the inclusion of each specific participant’s category and used sampling technique are briefly highlighted in the next few paragraphs.

5.4.4.1 Heads of schools (HoS)

These were purposefully chosen as they were considered to possess relevant information regarding the rationale behind their schools’ decisions whether to offer PE or not. By the virtue of their position, heads of schools are empowered to influence decisions including the allocation and distribution of
resources such as teaching and learning logistics, funds and subject teachers. Some heads of schools are PE specialist teachers as well.

5.4.4.2 Physical education teachers

These teachers were purposefully involved as they are directly responsible for the teaching of PE in their schools. They are therefore expected to have the required knowledge and experience concerning conditions that influence their schools’ decisions whether to offer PE or not. PE teachers, for instance, are knowledgeable about the availability, quality and state of teaching and learning materials in their schools, which could influence the selection of what is to be offered and what not to be offered and why. Out of six PE teachers used, four teachers (two each) were from the two schools that offer PE and the two other teachers from one school that does not offer PE.

5.4.4.3 Heads of the school boards (HoSB)

These were purposefully chosen because, according to the Education and Training policy in Tanzania, they have been empowered to influence the functioning of a number of schools. These include, for instance, issues related to maintaining discipline, mobilizing resources for the school from the community as well as checking how those resources are allocated. Even heads of schools are responsible to the head of the local school board within the community. Therefore it was thought that their perception, stance and knowledge might influence decisions related to offering/not offering certain subjects, including PE.

These HoSBs were reached through the support of heads of schools, who provided contacts and linked them to me. I was initially able to make appointments with four of them. However, only two fulfilled their participation promises, one from the school that offers PE and another from the school that does not offer the subject. Since the other two could not turn up, the heads of those schools were used instead. The assumption is that since heads of schools also function as school board secretaries who keep all the records from board meetings, they will understand how school board heads could influence school management and leadership on different occasions. While few differences could be expected, it was generally and logically presumed that school heads are in a good position in terms of understanding and properly responding to the questions intended for heads of school boards.

5.4.4.4 Parents

These were purposefully chosen, because, as stakeholders in education, they have an influence on what takes place in schools. First, parents are involved in schools’ decisions through school-parents’ meetings. Secondly, through their representatives, parents are members of the school boards and are therefore involved in budget allocation as well as other decisions made in schools. They may therefore be expected to be aware of academic and non-academic matters
that take place within the schools. Still, it is by parents’ consent that students get supported and advised on matters concerning their academic life.

This sample was chosen from among the parents of those students who had already participated in the study through focus group discussions. Since these students were already involved in the study, they were aware of its aim and importance and were assumed to be good ambassadors helping to communicate to their parents why it was important for them to participate. They were therefore given letters of invitation to their parents to take part in the study. Parents were kindly urged to confirm their participation. The invitation letter is attached as Appendix I.

As noted earlier, there were fourteen parents in total who attended the two separates group’s interviews. Out of these, six were from one school that offers PE and the other eight from one school that does not offer the subject. This means that parents from two schools (one that offers PE and another that does not offer it) did not show up for discussion. The inclusion of the two attrition groups could have produced relatively more information to enrich the study. As a measure to mitigate this challenge I devoted more time with the two groups attending the interview and included more probing questions that needed a response in comparison with the attitude held by other parents. One example of a probing question was ‘How do your views differ from or resemble those of other parents from another school(s)?

5.4.4.5 Students

These are, first, the central beneficiaries of the subject (PE) being offered and, secondly, they are the ones who choose which optional subject to or not to attend. They could therefore be regarded as among the strong forces behind schools’ decisions whether to offer the subject or not. Hence, their contributions towards fulfilling this study’s aims cannot be overemphasized.

In one of the schools that offer PE (School B), lists of students who study the subject were obtained from the academic office. Then I selected purposefully the first ten names from the list of girls and ten from the list of boys. The rationale was to involve both boys and girls in the discussion to benefit from the experience of both genders. The composition of students that took part in the group discussion from School B included eight students (four boys and four girls) that study PE and four (two boys and two girls) students that do not study PE, making a total of twelve students. I used the attendance register of students that were not opting for PE. I picked ten students (five boys and five girls) whom I screened to have the four students (two boys and two girls) who were involved in the focus group interviewed together with students who study the subject. In the other school that offers PE (School A), I picked the first twenty students from the list of those who had opted for PE. After the screening process I had a total of eight students who participated as PE students. As this is a single-sex school the group discussion only contained
students of the same sex. In addition, I also selected four students from School A who were not studying PE after the initial selection of ten students.

From schools that do not offer PE (Schools C & D) I used the attendance registers to pick twenty names from each school. As School C is a single-sex school, I only involved one group of the same sex. From School D ten girls and ten boys were picked initially. After randomization in School D the composition of students who were involved in the study were six girls and six boys, making a total of twelve students.

After the identification of the required sample in all schools, randomization was used to obtain individual participants from the larger group. In this process, folded pieces of papers labelled YES or NO were mixed in a box. On the basis of the identified categories of the groups above, students were requested to pick one piece each. Those who picked YES were invited to participate in the study, while those who had picked NO were excused from participating. However, freedom was given to those selected to withdraw from participation for whatever reason they would state, and provision was made in such a case for substituting a volunteer participant. Altogether, there were eight student groups in all schools, each group consisting of six students, making a total of forty-eight students involved.

Having described the participants used, how they were chosen and their choice rationale, I will next present how data were collected from these participants.

5.5 Data collection methods

The main method used to collect data in this study was interviews, especially semi-structured ones. Focused group interviews were also used, in addition to observations and documents review. The aim was to ensure gaining an in-depth understanding of the problem under study. Table 5.2 summarizes the data collection methods and the participants from whom each method was used to tap data.
Table 5.2: Overview of data collection instruments and participants

<table>
<thead>
<tr>
<th>Data Collection Method</th>
<th>Methods</th>
<th>Semi-structured interviews</th>
<th>Focused Group interview</th>
<th>Observation</th>
<th>Document review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used to</td>
<td>Heads of schools</td>
<td>Students</td>
<td>Facilities</td>
<td>Policies &amp; directives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Heads of school boards</td>
<td>Parents</td>
<td>Facilities</td>
<td>School level materials</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PE Teachers</td>
<td>Students</td>
<td>Equipment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 5.5.1 Document reviews

This method was employed to develop a detailed and double-checked understanding from policies, directives, and school level materials on ‘what must be done’ and ‘what should be done’ regarding schools’ decisions to offer PE. This is important in order to see how these policies and different directives support or hinder schools towards offering PE. In broad terms, documentary reviews helped to answer questions such as: What policies or policy documents influence schools to offer PE? or In what ways did these documents influence schools’ decisions to offer the subject? At the actual schools I consulted documents in order to learn how the teaching was done. In addition, by agreement and permission from the teachers involved, I used school level documents to counter-check interview data. For example, if a school offered PE I counter-checked via the school timetable, lesson plans and logbooks whether the school observed the requirements.

However, I must acknowledge that in some situations it was difficult to get all the documents that I requested from the schools. For example, in one school that offers PE the log book was not found in the academic office where it is supposed to be kept. Only after several follow-ups did the academic office manage to get the log book from the subject teacher. Nevertheless, it had not been filled in for some months and there were no comments from the head of school or academic office regarding the teaching of the subject. In a situation like this, with missing log book information I had to rely on information from the interviews and lesson plans. However, they were not up to date but contained at least some information. In addition, there were no relevant documents relating to PE in schools where PE was not offered. A great deal of the information in these schools relating to PE was obtained through semi-structured and group interviews. I believe that these interviews well served the purpose of the study, since the schools’ justification for not offering PE was
more likely to be obtained from interviews than from documents. Table 5.3 summarizes the main documents that were used.

**Table 5.3: Documents used for data collection**

<table>
<thead>
<tr>
<th>National Level</th>
<th>School Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education and training policy</td>
<td>General school timetable</td>
</tr>
<tr>
<td>Educational circulars</td>
<td>Subject log book</td>
</tr>
<tr>
<td>NECTA- Form Four results</td>
<td>Scheme of work</td>
</tr>
<tr>
<td>Policy documents (Curriculum for advanced secondary education, Curriculum for ordinary level secondary education, curriculum for primary education &amp; PE syllabus for secondary schools)</td>
<td>Teaching portfolio-Lesson plan</td>
</tr>
</tbody>
</table>

### 5.5.2 Semi-structured interviews (SSI)

Semi-structured interviews, in contrast to structured ones, which are rigid, involving strict procedures more allied to survey research (Bryman, 2012), were preferred due to their flexibility and ability to generate in-depth information through the use of major general questions, enriched by the use of follow-up questions (Bryman, ibid.; Opie, 2004). This approach also enabled acquiring first-hand information from the study participants by directly exploring their lived experience.

The interview sessions followed guides that were developed for the purpose of this study. The complete interview guides are retrievable in Appendices III & IV (for heads of schools), V & VI (for PE teachers) and VII for head of the school boards. As noted in Table 5.2, semi-structured interviews were used to tap information from heads of schools, head of the school boards, and PE teachers in the four schools from which data were collected. Each respondent group had its own interview guide. Using these guides enabled me to follow up incomplete or unclear responses by asking additional probing questions. Equally, in other situations, I had the opportunity to clarify and rephrase confusing questions and offer additional elaboration to the participants to start a discussion. During the face-to-face interview sessions with participants responding orally I assumed the role of the moderator, avoiding putting words in their mouths. Instead, the participants were left free and given time to decide on what to talk about and to present their views.

All interviews were conducted in the Kiswahili language despite the free opportunity to use either Kiswahili or English. These interviews lasted for
about 40 to 90 minutes and were audio recorded with the exception of one interview where the participant did not feel comfortable to be recorded. In this single interview where recording was not possible, I used a note-taking and remembrance approach to document the discussion immediately after the interview. Since it was difficult to note and recall everything, I arranged two consecutive interviews with the same participant to make a follow-up and ask for clarifications where I thought I had missed a point.

Interviews with heads of schools and PE teachers were conducted in their offices in schools. One reason for that choice was to enable them to make references from relevant documents whenever necessary. Equally, interviews with heads of the school boards (HoSB) were conducted in their offices, which, however, were located outside the schools’ premises. This arrangement followed their request for ‘time economy’ as it allowed them to attend to their duties first and be interviewed during their break time. They may otherwise have been forced to travel to schools, which is time-consuming. Despite some differences regarding the focus of the discussion among respondent categories, the interview discussions commonly revolved around the overall study focus of finding out ‘what justifications are there for schools’ decisions of whether to offer or not to offer a certain subject, PE in this case. The interview sessions started after a brief introduction of the study, which was followed up by signing the consent forms after the participants had read and willingly agreed to participate in the study.

5.5.3 Focus group interviews (FGI)
This method was used as it enabled collecting diverse, subjective and in-depth meanings and viewpoints from participants through discussion in groups on the topic under inquiry in a quick and economic way (Kvale & Brinkmann, 2009; Bryman, 2012). As noted in Table 5.2, this method was used to tap information from parents and students. Similarly to the semi-structured interviews there appeared differences with regard to the focus of the discussion between parents and students, but the basis in both groups was discussing the study’s overall purpose of finding out ‘what justifications are there for schools’ decisions of whether to offer or not to offer a certain subject, PE in this case. The complete specific focused group interview guides for students and parents are retrievable in Appendices VIII (focus group items for students in schools that offer PE), IX (focus group items for students in schools that do not offer PE), X (focus group items for parents in schools that offer PE), and XI (focus group items for parents in schools that do not offer PE).

The focus group interviews were held in classrooms. Those with parents were conducted in the evening after school hours, allowing parents to first attend their offices in the morning and also to avoid distracting students’ lessons in the morning. Those with students were conducted whenever a convenient time was found in the school schedule, normally during break. For
convenient purposes and in line with Morgan (1997), the size of the focus groups ranged between six and eight participants. This allowed enough time to engage in discussion and removed situations for participants to compete about taking the floor. Participants (both students and parents) in their groups were given numbers which were used to control the discussion and also to observe anonymity. I assumed the role of moderator, introduced the topic for discussion and facilitated the discussion by allowing participants in turn to interact about the topic. The discussions lasted between 60 and 120 minutes, all conducted in Kiswahili and audio recorded. Kiswahili was preferred as most participants are more conversant in using it in the discussion than in English. While recording, I was also taking brief notes in case the recording should fail.

5.5.4 Observation

The method, in line with Creswell (2012), Bryman (2012), and Cohen et al. (2011) supported generating first-hand information in schools. I devoted time to personally observing equipment and facilities which could influence schools’ decisions on PE. I did not observe the actual teaching of PE as the aim of the study was not directly related to the teaching. However, the content of teaching was addressed in the interviews, and there was no possibility to undertake the number of observations that would have been needed to confirm what was said in the interviews. I made the observations before interviews with heads of schools, heads of school boards and PE teachers, so as to provide the general ground on, first, areas to put more emphasis on in interview sessions, and second, double checking the information emerging from the interviews. These observations were structured in strict adherence to the observational schedule (see Appendix XII and XIII), which was prepared in advance, using the 2005 PE syllabus, which specifies relevant teaching and learning resources for the subject. I assumed the role of non-participant observer, observing without taking part in the social setting. In the interest of the study, I wanted to observe the availability of facilities for PE in schools, the state in terms of the qualities of these facilities. For the equipment, apart from observing the quality I also observed their availability in terms of numbers. I also wanted to observe facilities not directly related to teaching of PE but thought important for the subject.

I observed the availability of teaching and learning equipment and facilities in terms of number and quality. Through this method I wanted to find out whether both the equipment and facilities could allow for safe participation in PE and were enough according to the number of students in a school. For safety participation, I also observed if there were foreign objects in the facilities (playgrounds) that could endanger students’ participation in the subject, and the same attention was directed towards equipment to see if it was properly maintained. In the process I also observed whether the equipment and facilities were inclusive in terms of gender and physical abilities. I further
observed if there were enough equipment and facilities available to support different activities identified in the syllabus. During the process, I included whether the equipment and facilities were maintained for sustainable use in the teaching of PE.

My observations also included checking the availability of other facilities which are not directly related to the teaching of PE but which play an important role for the subject. In this group I took notice of the availability of changing rooms, shower places, halls and stores for keeping equipment.

The facilities were checked during late evening when students were not in schools, to avoid disturbing the normal school programmes. With regard to equipment the process took place during working hours (7am-4pm) when teachers responsible for keeping them were available. Between 30 and 60 minutes were devoted to facilities used, and 40-60 minutes for the equipment. More time was spent on equipment, since I had to check for quantity and quality. As the equipment for PE was kept in the PE teacher’s office it was not always easy to find it in school, even if a meeting had been planned. In one school I spent two days waiting for the teacher to come and show me the equipment in his office. These unkept promises obliged me to spend more time on observation than planned.

5.5.5 Pilot study

Prior to the actual field work, I conducted a pilot study to test whether the instruments were clear and relevant to the objectives of the research. In this study, I involved one group of five students, one group of three non-PE teachers who represented the parents, a PE teacher and one school head. As it was difficult to get hold of parents, teachers were used in the pilot study to represent this category. Apart from students and teachers in secondary schools, I had the opportunity to discuss the instruments with colleagues at the Unit of Physical Education and Sport Sciences at the University of Dar es Salaam. Conveniently, I asked three lecturers with whom we sat discussing the instruments. The pilot study significantly helped me to rephrase the questions which were identified as being inappropriate/unclear/ambiguous and eliminate those specifically viewed as not adding value to the aim of the study.

After the pilot study, I rephrased the question that required the head of the school and PE teachers to identify conditions influencing schools to offer PE into requiring the respondents to categorize conditions as either within school setting conditions or as conditions that emanate from outside the school setting. For the students’ group interview guide I added a question that was not in the primary guide (the guide before the pilot study) about the way religions interfere with students’ participation in PE. I included this aspect because during the pilot study some students named religion as a bottleneck for their participation in PE.
5.6 Data analysis plan

5.6.1 Content analysis of documents

Both national and school level documents were subjected to content analysis. The national level document analysis was aimed at discerning various regulative, normative and cultural-cognitive aspects available, and the ways they influence secondary schools’ decisions with regard to offering PE. I also identified from the documents various roles vested in various institutes to make sure that the teaching was done accordingly in schools. In addition, I identified the suggested teaching and learning materials, methods and assessments. The analysis of the school level documents aimed at extracting information related to the teaching of PE, including time tables, the actual teaching and coverage of the syllabus and recommendations provided by subject teachers, the academic office and the head of the school.

Through keen and repeated reading of the documents at the national level, I subjected them to a content analysis by first identifying information related to the three pillars. This information was re-read to identify words or statement which gave authority or support to schools to offer PE or referred to various responsibilities for school owners to ensure that the teaching could take place (i.e., information on what must be done). Further, at this national document level, I identified information on the objective of PE and how schools were supposed to teach the subject by extracting information on teaching and learning logistics for PE (what should be done and how it should be done). School level documents related to PE were also subjected to content analysis to identify information on how PE is treated in schools. Information from the documents served as a means to understand the context in which the regulative, normative and cultural-cognitive aspects operate at the school level and their influence on schools’ decisions with regard to PE.

To accomplish the content analysis of the document, I designed a table with regulative, normative and cultural-cognitive aspects as subheadings. Through reading and re-reading I identified and listed below each sub-heading phrases or words that corresponded to the heading. Later, a summary of the table was made to provide a description of the way information from each sub-heading influenced schools’ decision towards PE.

5.6.2 Material from semi-structured and focus group interviews

Transcription of semi-structured and focus group interviews

Transcriptions are translations from oral to written language, where the constructions on the way involve a series of judgements and decisions (Kvale & Brinkmann, 2015). I transcribed verbatim all interviews that I recorded during the meeting sessions. I was motivated in assuming that researchers who
transcribe their interviews will learn much about their own interviewing style; to some extent the social and emotional aspects of the interview situation will be reawakened during the transcription and the interviewer will already have started analyzing the meaning of what was said (Kvale & Brinkmann, 2015). Similarly, in agreement with Bryman (2012), transcribing one’s own data offers great benefits in terms of bringing researchers close to the data, and encourages them to start identifying key themes and thus become aware of similarities and differences between different participants’ accounts.

The self-transcriptions did bring me closer to the data that I collected on the field. Since the interviews were conducted in Kiswahili, the transcription was first done in the same language and then the Kiswahili transcripts were translated into English. Later on, both the Kiswahili and the English transcripts were taken to an expert in languages to cross-check the transcription. Member checking was also employed to check for the reliability of the transcripts. Randomly chosen transcripts together with their corresponding audio records were taken to two colleagues in the department of PE where they listened to the interviews and crosschecked the transcripts. Comments were given and considered before taking the transcripts to a language expert.

5.6.2.1 Procedures involved in analyzing semi-structured and focus group interviews

Information from the interviews was subjected to thematic analysis. In line with King and Horrocks (2010), I used this method to identify patterns in the data that reveal something of interest to the research topic at hand. Not relying on the degree of repetition or similarities, the theme presents participants’ views and experiences which I considered relevant to the research question. By this approach I even considered a response which emerged only once in the data but appeared to address question(s) in the study. To systematize the analysis of the interviews, I adopted King and Horrocks’ (2010) system, which includes the following steps: descriptive coding, interpretive coding and overarching themes. However, the process did not take place in a linear sequential manner as there was a cycle back and forth between the steps.

Descriptive coding

This stage involved familiarization with the data, a stage started during the collection by making sure I understood what the participants were saying. I used follow-up questions and asked for more clarification from the participants in order to understand their responses. I had a squint or an eyeballing analysis, as used by Huberman et al. (2014), of the transcribed text and field notes. In this stage I devoted time to reading and re-reading the transcripts without trying to make sense but rather to understand and familiarize myself with the transcripts as a whole. After re-reading I started by highlighting them in colour to identify statements or words that I thought
could help me to understand the research question. During the process I wrote brief comments to explain the highlighted parts. From these comments I later developed some descriptive codes responding to the research question. Kvale (2007) defines codes to mean key words taken from a text and broken down into manageable segments that are attached to data to permit later retrieval of the segment. During this process of developing the descriptive codes I did not add any meaning to the codes on the basis of what was gathered in the field. King and Horrocks (2010) explain that codes should stay relatively close to the data, as the temptation to speculate on what might lie behind what the participant has said ought to be avoided. A qualitative data analysis computer software programme, NVivo10, was used in organizing and sorting information according to the codes created as a means of responding to the research questions.

Interpretative coding

In this stage, I went out of the features presented by the participants by making a meaning interpretation. This process involves grouping together descriptive codes that seem to share a common meaning, and creating an interpretive code that captures it. In the process I combined the previously developed descriptive codes that I considered having a similar meaning. This process involved re-reading not only the descriptive codes but also the transcripts in case another code would emerge. Switching between the descriptive codes and the transcripts helps to keep them in context and perhaps also to discover an interpretive code that is not directly related to particular codes (King & Horrocks, 2010). This process helps to arrange the data in groups supposedly corresponding to certain topics in the research questions. The result of this stage reduced the bulkiness of the data extract from the participants to more manageable data relating to the aim of the study. Like King and Horrocks (2010), I avoided using theoretical concepts at this stage so as to limit my analysis to a few aspects that fit neatly into my theoretical framework. The codes were therefore guided by the broad disciplinary area. For example, the first developed codes used PE terms like ‘facilities’, ‘equipment’, ‘challenges in teaching’, ‘supportive conditions’, or ‘examination’. In the process I also included some direct quotations from the participants.

Overarching themes

At this stage of the coding, I identified a number of overarching themes that characterize key concepts in the analysis. These overarching themes were developed from the higher-level interpretative codes. The theoretical perspective was applied to arrange and develop the interpretive codes according to the institutional pillars, i.e., the regulative, normative and cultural-cognitive codes. Similar interpretative codes were grouped and merged together to form a common meaning theme. To ensure that the theme formed was relevant to the study, I had to go back and thoroughly revise and,
countercheck the theme and the entire raw data through the interpretative and descriptive codes. Therefore the process involved re-reading the transcripts, going back and forth between the theory and the data and then transferring the common theme into the regulative, normative or cultural-cognitive code.

5.6.3 Analysis of the observation materials

As presented before, the primary aim of conducting observations was to obtain first-hand information, which was used to enrich the interview sessions. The information was categorized into groups such as equipment and facilities available and suitability or unsuitability for safe participation. I also identified equipment and facilities as favouring certain activities or one gender before the other, and also as being inclusive or non-inclusive in terms of physical needs. Using the prepared schedule enabled listing activities which were possible to conduct in schools, while also noting activities which lacked equipment or facilities. A tick (√) was used to mean possible, inclusive, safe, enough, maintained and available and ‘X’ to represent not possible not inclusive, endangered, not available and not maintained. An example of a section of the form that was developed after the analysis of observation is presented as table 5.4.

Table 5.4: Sample of the form for observations

<table>
<thead>
<tr>
<th>Topic</th>
<th>Possible or not possible</th>
<th>Inclusive or not inclusive</th>
<th>Safe or not safe</th>
<th>Enough or not inadequate</th>
<th>Available or not available</th>
<th>Maintained or not maintained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soccer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shower place</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Changing room</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gymnastics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5.7 Study quality assessment

A number of issues intending to enhance the quality of this study were considered, including first, building trust and rapport before data collection; secondly, checking trustworthiness through credibility, dependability,
confirmability, and transferability, also including the pilot study. I will briefly revisit these issues in the next few paragraphs.

**Trust and rapport before data collection**

In line with Christensen and Johnson (2012), to enhance a rich discussion with the participants and quality of data collected, I first paid informal visits to schools, introduced myself, discussed with heads of schools and PE teachers issues related to forces behind schools’ decisions to offer/not to offer different subjects, including optional ones like PE. I also attended a soccer match in one of the schools and was asked to officiate that match. After obtaining some degree of interaction, I formally introduced my study, explaining the rationale for conducting it and for considering their school important to the study. I also provided research permits legally allowing me to conduct research in their respective schools.

Apart from building trust and rapport, to ensure this study’s trustworthiness I checked the four key aspects of credibility, dependability, confirmability and transferability (Lincoln & Guba, 1985; Bryman, 2012). They are discussed below.

**Credibility**

The credibility of findings entails both ensuring that the research is carried out according to the canons of good practice and by submitting research findings to the members of the social world who were studied to confirm that the investigator has correctly understood that social world (Bryman, 2012). In this study, credibility was ensured mainly through member checking and debriefing.

Member checking involves returning the transcribed interviews to the study participants to read and confirm that the transcribed information agrees with what was meant during interviews and group discussions. Since the articulations were accurately captured by the voice recorder, the study participants confirmed after reading the transcripts that their words matched the transcripts and that the message they intended to convey. However, one participant, apart from acknowledging that the transcript reflected his words, asked to rephrase some paragraphs by adding more information that he thought was not supplied in the interview. For the group interviews, I managed to choose one representative for each group who was trusted by the rest of the group participants (as decided during the interview session). They read the transcripts and acknowledged that what I had transcribed was what was presented during the group interviews.

In the debriefing (Shenton, 2004), a number of consultative discussions were conducted between me and the research supervisors during and after the entire data collection process. While collecting the data I was also sending their transcriptions to the supervisors for evaluating the trend of the data collection and received advice from them accordingly. This was important in
order to make improvements by collecting information directly related to the aim of the study, most of which was previously unplanned, including, first, making an observation of the facilities and equipment in schools that do not offer PE and secondly, collecting information from examination results about the teaching of other optional subjects appearing in the discussion of the cultural-cognitive influence on the teaching of PE, and thirdly, discarding the interviews that I had planned to make with personnel from the institute of education (which was considered peripheral to the major focus of the study).

**Dependability**

The extent to which dependability can be achieved has been criticized (King & Horrocks, 2010). However, this study employed audits, an in-depth description of the research process and collegial checking to ensure the dependability aspect. In the auditing approach, my supervisors assumed the role of auditors. They were involved from the initial part of the problem formulation throughout the discussion of findings and recommendations. By being experts in the field of research and the subject matter of PE, and through their constructive criticism and suggestions, they made sure that proper procedures and contents were adhered to. Moreover, the research processes, including the study problems, the study site and how it was chosen, the study samples and rationales, data collection and analysis procedures, the discussion and conclusion have all been described in detail. All these enhance readers’ analyses of how the research was conducted in adherence to best research practices. In addition, after developing the instrument for data collection, I sent them to my fellow PhD students who are familiar with the Tanzanian context, they reviewed them and provided their comments. After considering these, the instruments were again taken to my research supervisors, who also went through and provided constructive suggestions for the final version for the pilot study.

**Confirmability**

There has also been criticism of the extent to which confirmability, especially bias elimination, could be meaningfully achieved in qualitative research (Shenton, 2004). However, in this study, I used a number of methods to collect data and provide supportive justifying descriptions of their choice and use. Equally, I have clearly explained how the theory guiding the study was chosen and how it has been used. In addition, the study passed through the eyes of a number of my peers in the fields of research and PE, my research supervisors in particular, who, in addition to others, helped me to resolve conflicts related to my predispositions and the results emerging from the study. All these helped in addressing confirmability aspects.
Transferability

There are arguments that research findings need, to some extent, be generalizable to achieve a meaningful effect (Larsson, 2009). Larsson specifically states:

There must be capacity for generalization, otherwise there would be no point to giving such careful attention to the single case…transferability can be warranted through maximizing variation, context similarities, and recognition of patterns. (Larsson, 2009, p. 31)

In line with his statement, I highlight situations or areas within which the current study’s findings could be transferable. These situations include: First, the secondary schools’ offering or not offering PE where data for this study were specifically collected. Second, other government-funded secondary schools in Tanzania. Third, non-government-funded secondary schools in Tanzania. This is because with the exception of financial and resource supply, non-government secondary schools are also guided by the same ETP that controls government-funded secondary schools. Fourth, other levels of education guided by similar regulative and normative aspects and influenced by cultural-cognitive aspects or based on theoretical constructions, concepts or descriptions in line with Larsson (2009). In this kind of transferability, the theory guides individuals to claim that the results can be used in different places. Fifth, apart from PE, the findings of this study could possibly be transferred to other optional subjects in secondary schools in Tanzania. This is because all optional subjects in these schools are governed by similar regulative and normative aspects but are also influenced by cultural-cognitive aspects. Sixth, in line with Polit and Beck (2010), the current study findings could be transferred to other similar areas beyond the study population, and different readers of the report have recognized that the study’s conclusions can be generalized or transferred to their own contexts.

Lastly, basically the study was conducted in urban areas, although two schools that was involved could be categorized to be in semi-urban (not real in urban but just at the outskirts of the city). However, some of the participants live in the urban and others in rural areas. These participants were from different backgrounds in terms of religious and social economic aspects. Therefore, based on the variations of the participants, the findings of the study can also be transferred in rural based secondary schools.

Apart from the trustworthiness issue being enhanced through credibility, dependability, confirmability and transferability, the pilot study underwent the same process of enhancing the quality of the study findings.
5.8 Ethical considerations

A number of ethical issues were considered in this study. First, research permits. Before embarking on data collection, I obtained permission to conduct research from the board responsible for providing research clearance. This took place after the board had been satisfied that I had taken into consideration the ethical issues required. Research clearance was obtained from Linnaeus University through the University of Dar es Salaam. As part of the research clearance, I was introduced as a member of the academic staff from the University of Dar es Salaam currently doing PhD studies at Linnaeus University, and the need for me to conduct the said study was presented. This research permit was then taken to the Regional Secretary Office, which is vested with the power to allow research to be conducted in that specific region. The Regional Secretary Office issued permission letters, which were taken to the District Administration Officer. The District Administration Officer in collaboration with the District Education Officer provided permission letters, which were taken to the schools where data were to be collected. After submitting these letters to the heads of schools, I gained formal support for conducting my research in their schools. I was given their verbal permission to go ahead with the research, interview teachers and students and also to use the school premises for group interviews with parents.

Second, ensuring informed consent: In line with (Bryman, 2012; Gustafsson, et al., 2011), participation in the research was voluntary. I informed the participants both orally and in writing about the purpose of the research and their roles through informed consent forms provided to them. I gave them all the necessary information in advance, affirming that the aim of the research was not to criticize the way they were offering or not offering PE but to gain an insight into factors that influence schools whether to offer PE or not and in what ways. As a means of acknowledging that they took part of their own will, I asked the participants to sign the consent forms. In connection with this, I also informed the participants of their right to withdraw from taking part in the research during the process. The informed consent form is attached as Appendix II.

Third, confidentiality and anonymity: In line with Israel and Hay (2006), the confidentiality and anonymity of the research participants was strongly considered. During the data collection this included, for instance, ensuring that the recording of the interviews was done after permission from the participants. In addition, any data or information given was treated as confidential including not sharing them with their seniors and being strictly used for research purposes. During the data analysis, I transcribed the interviews and returned them to the participants to confirm if what was written was what they actually meant. In connection with that, the audio data were stored in the researcher’s computer and protected by a password, while the interview transcripts were stored in a locker at Linnaeus University and only.
available to me, the research supervisors for examining the collected data, the examiners and the thesis opponents for examination purposes.

Moreover, this issue was taken on board during the writing and publishing of the findings by ensuring that research participants’ identities could not be traceable. I therefore used pseudo names, such as Schools A, B, C and D. However, taking into consideration the number of schools that offer PE to be very few, it is probably possible to pinpoint the schools that were visited. Nevertheless, efforts have been made to avoid this shortcoming. The transcribed interviews which were returned to schools were reviewed by the participants and I was given oral permission to use them as they are in the study. This was so agreed because the information was considered free from harm to individuals as well as to the study area. In writing the thesis, I used language that reduces bias to avoid offending anyone. It is suggested that a research report need to be sensitive and respectful of individuals, cultural groups and places (Creswell, 2012). I made efforts through spending time on studying the language constructions appropriate in research and also used the suggested guidelines for reducing language bias, on recommendations in the APA style manual as adopted by Creswell (2012). In situations where other persons’ work is used to enrich this study, I acknowledged them through proper citation and referencing. In general, efforts were made to ensure that research participants including the institutions used and the field of study are respected and protected (Morrow & Alderson, 2011).

5.9 Summary of the Chapter

This chapter has presented and discussed the methodological aspects that guided this study. The chapter presented the philosophical stance behind its knowledge claims. The study is guided by the belief that knowledge is socially constructed. The chapter also explains the qualitative research approach applied to promote the use of various methods of data collection. It has further presented the rationale for choosing region X as the study area and given motivation for the choice of participants involved in the study.

The chapter also discussed the data collection methods used to generate data for this study, including semi-structured interviews, focus group interviews, document reviews and observation. Furthermore, the data analysis plan, quality considerations and ethical considerations were described in the chapter. The following chapter will start presenting the findings of the study.
CHAPTER SIX: REGULATIVE CONDITIONS

Introduction

The aim of this study is to explore the factors that influence secondary schools’ decisions whether or not to offer physical education in Tanzania and the ways they do so. This chapter deals with the first research question, which was to examine the regulative conditions that govern schools’ decisions to offer PE in secondary schools. The question examined rules and regulations that govern schools and also the authorities that control schools. The data are mainly extracted from the 1995 Education and Training Policy, which is the key regulative policy document in Tanzanian education. Other data were obtained from policy directives providing rules and regulations for schools. The regulations that govern schools’ decisions to offer various subjects are not specific to individual subjects. They are presented to govern schools in various capacities, my interpretation being that, since the regulations are inclusive, I have dealt with them as including PE as well. Furthermore, there are no documents that exclusively cover regulative or normative aspects alone. A single document can be addressing both aspects. If in a similar document the directives provide for ‘what must be done’ I have treated them as regulative, and those providing for how things shall be done I have treated as normative. In addition, data in this chapter is mainly based on the analysis of documents, but has also been validated and confirmed through interviews.

The chapter starts by examining the key regulation as identified from policies and other directives connected with governing schools’ decisions. Clarifications of the regulations are provided in the process of making the point clear. The presentation proceeds by highlighting a few specific authorities that govern and control schools. The chapter closes with a summary.
6.1 Rules and regulations that govern schools’ decisions to offer PE

The regulative conditions that are supposed to steer schools towards offering PE were retrieved mainly from the 1995 ETP and from a few other policy directives both at national and school levels (see Table 5.3 in Chapter Five). The 1995 Education and Training Policy in Tanzania is taken as the highly important policy document on which the provision of education and training in the country is built. The policy guides a number of issues, including school establishment and management, the expansion of education and training opportunities, access and equity, curricula, examination and certification. For instance, the policy states:

The government uses the education and training policy to guide, synchronize and harmonize all structures, plans and practices, to ensure access, equity and quality at all levels, as well as proper and effective mechanisms of management, administration and financing education and training’. (URT, 1995, pp. xiii-xiv)

The 1995 ETP provides general statements of what education should comprise, how it should be managed, and who should be involved. In addition, the ETP goes one step further by proposing the subjects that can be taught to achieve the goal of the country’s education purpose even though it does not go into details about the contents of each subject (URT, 1995), leaving this to be interpreted in the curriculum.

In the next few paragraphs I revisit policy statements from the 1995 ETP and other policy directives that provide the legal rationale behind the optional system in secondary education.

6.1.1 The regulative perspectives notable in the education and training policy in Tanzania

PE is defined as games and sports, and it must be taught and examined

In the 1995 ETP, PE is defined as games and sports within humanities, which must be promoted (offered/taught) at all educational levels in the country. This is supported by the specific policy statements below.

Any school must have a curriculum….the formal school curriculum will focus on the teaching of languages, science and technology, humanities and life skills (URT, 1995, p. 51) …the teaching of humanities shall be promoted in the whole education and training system…specific subjects falling in the group of humanities include games and sports. (URT, 1995, p. 53)

Equally presented, the regulation requires all subjects including PE to be examined. The policy statement reads as below.
There shall be centralized examinations at the end of standard VII, Form 4, Form 6, and teacher education certificate and diploma courses. (URT, 1995, p. 59)

According to the regulation, the final of these examinations is used to select students for further formal education, training and direct employment (URT, 1995). According to the 1995 ETP, PE with its inclusion of games and sports is part of humanities and must be studied by students of both genders as it is likely to contribute to the personal development of individual students (URT, 1995, 2007). More specifically, it is stated that the subject

...provides essential learning for living and develops a wide range of both general and specific skills which are important in many aspects of life. It encourages learners to demonstrate their own talents and values and to recognize the aesthetic and spiritual dimensions of their lives. Aesthetics are also important for recreation, entertainment, health and leisure. (URT, 2007, p. 19)

The citation above implies that, regardless of students’ different background, physical ability or sex, they are all expected to take part in PE, as the emphasis is placed on the multi-dimensional benefits of those who do so. With regard to disadvantaged groups such as students with physical and mental disabilities, the regulation requires the owners of schools to ensure that the relevant teaching and learning facilities, equipment and other instructional materials are made available in schools (URT, 2010).

**Examination weighting and uses**

The regulation requires students to do a variety of teacher-made tests and examinations as a means to monitor the proper teaching of the curricula and measure students’ progress and achievement for certification and selection for further education and training. Within ordinary secondary school education, there are two official examinations conducted at the national level (URT, 1995). According to URT, these examinations include, first, the Form Two National Examination, which is used for diagnostic purposes and for continuous assessment in ordinary level secondary education. Second, The Form Four National Examination marks the completion of the ordinary secondary education cycle, and its results are used for promotion (selecting students for further formal education and training) and certification (for direct employment) (URT, 1995). For the examination structure, URT (2007) stipulates that the examination shall include questions which measure all levels of the learning domains, namely the cognitive, affective and psychomotor domains. This is stated in the curriculum as follows:

Each examination paper shall consist of not less than three sections in which section one shall test all levels of domains but the main focus shall be on
cognitive domain, while sections two and three shall focus more on the affective and psychomotor domains. (URT, 2007, p.31)

Thus, the regulation according to URT (2007) requires students to do papers in theory and practice so as to measure all domains of learning. According to URT (2007), the examination shall emphasize competence-based teaching and learning. These methods shall probe students’ understanding, reasoning and critical thinking rather than their ability to return memorized facts. Furthermore, URT (ibid. p.32) documents that one of the methods in setting examinations should be to include practical tasks to demonstrate performance skills.

Results obtained in the Form Four PE national examination are used equally with other subjects when students’ General Point Average (GPA) is calculated. According to URT (2007, p-33), the calculation involves the seven subjects best performed by a student, regardless of whether they are compulsory or optional ones. Within this context, PE is used at the same level (equal weight) in calculating GPA as all other subjects such as mathematics or English, most of which are compulsory (URT, 2007). For the Form Two National Examination results, PE contributes to promoting students from Form Two to Form Three by being included in the calculation of the average required for promotion. This is stated as follows:

Form Two examination …this shall be taken at the end of Form Two. The students shall pass this examination for promotion to Form Three. The results of this examination shall be used as part of continuous assessment in the Form Four examinations. … (URT, 2007, p. 31)

Furthermore, for the Form Four examination, it is also stated:

The Form Four … examinations mark the completion of secondary education cycles. The results of these … examinations are also used for selection of students for further formal education, training, and direct employment. (URT, 1995, p. 58)

The basis for Form Four certification shall involve both results from schools and the final examination as stated below:

Continuous assessment (CA), which carries a weight of 50% and final written examinations (FE), which also carries a weight of 50%. (URT, 1995, p. 60)

In another observation the regulation states:

Certified examination results are normally used by employers and institutions of further education and training as one of the criteria for selecting applicants for relevant posts and training opportunities. (URT, 1995, p. 60)

From a contradictory perspective, however, during selection for promotion from ordinary secondary education level (Form Four) to advanced secondary
education levels, (Form Five) PE is not used, a situation similar to other optional subjects. PE is mentioned among the subject combinations, which are Physical education, Biology and, Fine Arts, Physics, Biology and Physical Education, Physical education, Geography and Economics and Chemistry, Biology and Physical education in the advanced secondary curriculum (URT, 2007a); however, experience shows that in practice the combinations are not active. Therefore, the only uses of PE results remains in the calculation of students’ GPA (URT, 2007). It is further elaborated that the examination results form an important component in the whole teaching and learning process, as they act as a feedback mechanism to the overall functioning or disfunctioning of the educational process.

**Standard and gender requirements**

The regulation requires that the teaching of PE should not be gender-biased. Gender bias and stereotypes and all unfriendly practices in the teaching and learning process have to be eliminated. The regulation requires for:

> … the provision of quality education for all, and the promotion of gender, equality and empowering women by eliminating gender disparity in primary and secondary education by 2005, and at all levels by 2015 (URT, 2007, p.11)

Both males and females are supposed to participate equally in all subjects including PE. Where necessary, the policy directs that a review of the school curriculum shall be undertaken in order to strengthen participation for women and encourage all students to take part in PE. In so doing, the curriculum should eliminate gender stereotypes in PE. This is how it is stated in the 1995 policy:

> Education and school systems shall eliminate gender stereotyping through the curricula, textbooks, and classroom practices. (URT, 1995, p. 97)

For the supply of teaching and learning logistics, the policy stipulates that all subjects, including PE, must be taught by qualified and licensed teachers. For secondary schools, teachers should possess a diploma or a degree in education. To ensure that teaching is done by qualified teachers, the policy requires the owners and managers of secondary schools to train and have access to and ensure the availability of well trained teachers. The support policy states as presented below:

> All owners and managers of schools and colleges of education shall ensure that their teachers have professional qualifications and are registered and licensed to teach… (URT, 1995, p.32)

Teachers are expected to have the minimum qualification, specified in the 1995 ETP as follows:
The minimum qualification for a secondary school teacher in both government and non-government schools shall be possession of a valid diploma in education obtained from a recognized institution. Owners and managers of all secondary schools shall ensure that standard infrastructure, facilities, equipment and instructional materials necessary for effective and optimum teaching and learning are of good quality, available in adequate quantities and are regularly maintained. (URT, 1995, p. 41)

It is thus the responsibility of the owner of the schools to make sure that their schools are staffed with qualified teachers for all the subjects offered. This means that a management of schools that uses untrained or unqualified teachers is violating government regulations on the staffing of secondary schools.

The regulation lays down the foundation, first, of the kind of teachers to be used (both in government and privately owned schools), including achieving a relevant teacher-student ratio of 1:40. First, teachers have to be specialized in the subject in question and are expected to work in attractive conditions (URT, 1995, 2007); second, adequate and proper teaching and learning materials, which also address the needs of all learners, have to be used in schools. For instance, the regulation emphasizes the need for schools to consider the local environment in securing teaching and learning materials. Schools are specifically encouraged to:

...interpret the local realities according to the learning needs of that particular locality, to enable the incorporation of indigenous knowledge, materials and systems, making use of locally available resources, accommodating local culture, moral values and relevant traditions and selecting items into the secondary education curriculum. (URT, 2007, p. 9)

The regulation calls for schools to localize the curriculum in the school context whereby teachers are expected to adjust teaching and learning materials by using locally available materials.

Moreover, the third stipulation includes the need for using adequate and proper equipment and facilities, which must also be regularly maintained (URT, 1995). According to the 1995 ETP, the facilities in schools consist of classrooms, teachers’ offices and working spaces, furniture, laboratories, libraries, teachers’ houses, playgrounds, toilets, water and communication facilities (ibid.). With regard to the specific teaching of PE, the regulation requires schools to provide a hall with enough space to accommodate all students and with additional qualities to be usable as a sports and games room or to accommodate indoor sport and games (URT, 2007). The regulation insists on the availability of sports and recreational facilities which can be used alternatively for sports and recreational activities in the school as well as for teaching PE. In the provisions for facilities and equipment the regulation
emphasizes accommodating individual students with special needs. It is stated that

…adequate playgrounds for different indoor and outdoor games and sports with appropriate facilities for people with special needs shall be available at the schools…there should be enough facilities and equipment for sports, games and recreational activities for different groups of learners…adequate and appropriate special pitches shall be available for learners with disabilities. (URT, 2007, p. 27)

However, despite the regulative emphasis on the provision of facilities as a way to promote the teaching of PE in schools, these regulations hardly specify clearly whether the equipment and facilities are particularly meant for PE or for serving other purposes. Furthermore, the possible interpretation is that the consequences if schools and school owners do not observe regulations that specify the basic requirements for PE are that the subject will not achieve the standard set in the curriculum and syllabus. For example, the lack of access to facilities and equipment may result in some topics not being covered as expected or not being taught at all and consequently do not meet the provision for quality education. The result of failing to observe the requirements can also be that a subject is not being provided in schools or that the content between schools with different teaching and learning logistics will vary considerably.

Moreover, there are actually no legal consequences or sanctions for schools which do not meet the facility and equipment requirements, especially with regard to optional subjects. Implicitly, a school may take quality risks in not being able to offer or meet the standard of the subject.

### 6.1.2 Support for schools to offer PE - a responsibility of many stakeholders

According to the regulation, the establishment, management and financing of education are the responsibility of many stakeholders, including individuals, communities, and non-government organizations (NGOs) (URT, 1995). The policy statement reads as follows:

Government shall provide incentives to individuals, communities and NGOs to establish and develop pre-primary, primary, secondary, and vocational teacher education, and tertiary and higher education institutions. (URT, 1995, p. 91)

Since the provision of education cannot be exclusively met by the government, other stakeholders have been called to join hands. It has been shown that both internal and external support are solicited and used mainly to complement government efforts in the provision of education (URT, 1995). The policy is stated as follows:
Enhancement of partnership in the provision of education and training, through the deliberate efforts of encouraging private agencies to participate in the provision of education… (URT, 1995, p. xii)

The regulation allows individuals to provide support in the form of establishing schools, financing education and providing teaching and learning materials and staff training (URT, 2010). In addition, those who provide support are required to make sure that this is in line with the government programmes (ibid.). The government acknowledges that support from the other stakeholders is crucial in promoting good quality education and should therefore be promoted and nurtured (URT, 1995). The policy does not, however, clearly explain how this support is to be managed in schools, despite the overall coordination through the Ministry of Education.

Furthermore, the regulation of the 1995 ETP does not provide for guidelines and conditions for support from other stakeholders. Instead, the regulation requires the government to provide grants to secondary schools for the purchase of the required teaching and learning logistics (URT, 2007). In addition, Mafumiko and Pangani (2008) argue that support in the provision of PE can lead to quality teaching of the subject especially when schools are supported with the teaching and learning logistics. However, teaching the subject for the sole reason that it is supported by other stakeholders may not be sustainable, especially when the support is withdrawn. Furthermore, the terms and conditions of the supporter may demand some changes in the normal school routine, if they are not well considered beforehand.

6.2 Authorities that govern and control schools

In the provision of quality education, there are organs or institutes which have been given the power to support the overall control of the quality of subjects taught in schools. In the next few paragraphs, I will briefly revisit some of these key organs or institutes and the regulative roles they play in the offering of PE.

6.2.1 The Tanzania Institute of Education (TIE)

The Tanzania Institute of Education is responsible for designing, developing, reviewing, updating and monitoring the implementation of secondary school curricula, as well for merging theory and practice in the ordinary level secondary school curriculum. The policy states that:

…the Tanzania Institute of Education shall be responsible for pre-primary, primary, secondary school and teacher education curriculum design, development, dissemination, monitoring and evaluation… (URT, 1995, p. 51)

The regulation also mandates TIE to prepare and distribute curriculum support materials for schools (URT, 2007). The institution is also responsible for the
production of text books and other teaching and learning materials as well as for monitoring and authorizing other teaching and learning materials from private publishers (MoEVT, 2014). The regulation requires all schools to use a similar text book for each class and subject.

The regulation requires that quality books and teaching and learning materials are to be used in subjects and education sub-sectors across all schools countrywide, and the institute has to ensure for their availability (URT, 1995; MoEVT, 2014). In addition, it is required to guarantee education quality assurance with regard to teaching methods, subject objectives and the standard of teaching-learning materials. It is also the responsibility of this organ to provide technical advice to the government through the ministry responsible for education and to other stakeholders with the ultimate objective of providing quality education at all levels.

Furthermore, the 1995 ETP mandates TIE with the responsibility for interpreting the ETP in curricula for school levels and in syllabi for individual subjects. It is specified in the 1995 ETP that TIE should be responsible for interpreting the policy by stating:

The aim and objective dimension, in which the purpose of curriculum is specified; the subject matter dimension, in which the content is spelt out; the activities dimension, in which various types of teaching and learning process are given and the assessment dimension, in which the technique by which attainment is measured and provided. (URT, 1995, p. 51)

It is within this authoritative level that subjects are given the status of being compulsory or optional (URT, 2007). However, the case for categorizing the status of a subject (compulsory or optional) is not clearly explained within the regulations.

### 6.2.2 The Inspectorate department

The regulation identifies that school inspection is an essential instrument of the government and of the Ministry of Education in particular, for maintaining standards and ensuring that established objectives are achieved (URT, 2007). The results of school inspections are used to advise the Ministry of Education and Vocational Training on the best way of interpreting the education policy (Kambuga & Dadi, 2015). Its impact, however, depends on how it is done, and whether the results are used as a tool to drive the improvement of school performance. According to the 1978 Education Act No. 25, the inspection of schools should ensure that all schools comply with the government’s education policy and with the Education Act (URT, 1995). This department is expected to ensure that the education and training policy is put into practice as is expected. The ETP stipulates:

The purpose of the school inspection is to monitor the delivery of education and the adherence to the stipulated curriculum and the standards set, in order to
safeguard good quality in education. The purpose is also to oversee the efficient and effective delivery of education and to supervise the schools. In addition, it is also aimed to provide feedback to education agencies, managers and administrators. (URT, 1995, p. 30)

In this respect, the school inspectors are important for ensuring that the set of policies, laws, regulations and standards is adhered to within the education system and schools. However, this is only possible if the inspection is carried out effectively, including proper communication of its feedback and ensuring that the recommendations are implemented and assessed (Kambuga & Dadi, 2015). In order to achieve the inspection aims, school inspectors are required to carry out the following specific functions:

…to inspect all schools and write reports with the purpose of advising the Chief Education Officer on matters which require decision making for improvement. To inspect, educate and advise owners, managers, school boards/committees and teachers on good implementation of schools development plans… initiate and conduct educational research and disseminate the information for the purpose of improving teaching standards in schools… act as a link between the school, other institutions and the Ministry… take part in book writing, book review and production of handouts and articles for various academic subjects… pursue personal professional and academic development… conduct in-service training for teachers… carry out supervisory visits to improve the quality of teaching in schools. (URT, 2008, pp. 7-8)

Furthermore, the inspectorate department is responsible for the pre-registration evaluation of schools. The department is empowered with the role of inspecting and recommending the registration of new schools. This is stated in the 1995 ETP:

Inspection of the pre-registration is intended to ensure that educational institutions are established according to laid down regulations and adherence to stipulated standards… facilitate rational planning and allocation of resources (URT, 1995, p. 26)

It is therefore expected that, before the school is registered, it will have to prove that all requirements for effective teaching are available in the proposed school. In undertaking this responsibility, the department is expected to inspect the school to ascertain whether all requirements for registering new schools are fulfilled (Kambuga & Dadi, 2015). For example, the inspectorate department is supposed to assess whether the proposed school has all the necessary buildings for classrooms, at least for accommodating Form One and Form Two students. It is also expected to observe that the school legally owns a piece of land that is large enough for all the necessary buildings and sports facilities (URT, 1995). According to Kambuga and Dadi, (2015), after the evaluation of the proposed schools by the inspectorate department, a
recommendation is submitted to the Ministry of Education through district
councils or municipalities, which also advises the ministry to make an
informed decision on the request. In addition, the school owners are required
by the regulation to possess enough capital to employ all the academic and
non-academic staff required in the school.

However, the effectiveness of the inspectorate department depends on its
ability to make regular inspections. The regulation requires that a school
should be inspected at least once in every two years (URT, 2010). However, it
has been noted in the 1995 ETP that the department has not been as effective
as expected due to inadequate financial resources (URT, 1995, Kambuga &
Dadi, 2015). Probably, in addressing the financial shortage, the 2013
Education Circular No.1 directs all schools to contribute to their inspection by
a sum of 1000tsh from each student’s school fee yearly for inspection
purposes (MoEVT, 2013).

6.2.3 The National Examinations Council of Tanzania
(NECTA)
The regulation requires schools to conduct both internal and national
examinations; however, while the internal or school level examinations are
designed and managed within each respective school, the national level
examinations are designed, regulated and administered by NECTA. The
regulation states:

The National Examinations Council of Tanzania shall be responsible for the
design, regulation, conduct and administration of National Standard VII, form
IV, and the Teachers Education Certificate and Diploma examinations. (URT,
1995, p. 60)

In this regard, like all subjects offered in secondary schools, PE is expected
not only to be examined but also be used for certification purposes. The
regulation, as stated in the 1995 ETP, takes all subjects to be important when
regarded for examination and certification purposes (URT, 1995). This means
that all subjects offered in schools are supposed to be examined and that the
certification is based on the results both of continuous assessment carried out
in schools and of the final examination administered by NECTA.

6.2.4 The school board
Community involvement in school matters is identified as important for
school development. The 1995 ETP provides for the establishment of a school
board in all schools, stating:

…education and training institutions shall have school or college committees or
boards…the school boards and committees shall be responsible for
management, development planning, discipline and finance of institutions under
their jurisdiction… (URT, 1995, p. 28)
The school board is expected to form the link between parents or the community and the schools. The 1995 Education and Training Policy states that where there is a good relationship between parents and the teachers or schools, the development of the students is enhanced (URT, 1995). The school board is empowered to mobilize the community to reflect on the major issues and challenges regarding quality education for the students, and to find practical solutions within overall government guidelines (ibid.). In general, the school board is required to ensure the smooth running of the school and to demand, on a regular basis, accountability for students’ performance (URT, 2007). The 2010 Secondary Education Development Programme (SEDP) specifically documents that the school board is responsible for:

...approving school development plans and budgets, and overseeing their implementation; advising district secondary education officer on schools management; advising district secondary education officer and teacher service department on disciplinary cases of teachers, demanding, on a regular basis, accountability for students’ performance, dealing with disciplinary cases of students and deliberating on quarterly school performance reports (both financial and physical). (URT, 2010, pp. 49-50)

The school board deals with general matters of the school to make it run smoothly (URT, 1995) and does not deal directly with individual subjects. However, through school board meetings, it receives and discusses school issues, which may involve individual subjects as presented by the school management team (URT, 2010). In its undertaking, the school board cooperates with the school to communicate with various authorities for solving various school problems.

The school board is encouraged not to await instructions from the government (Nyirenda, 2014). The government supports the school board with funds and overall policy guidelines, but it is up to the community surrounding the school to use it to improve education locally (ibid.). Nevertheless, for the purpose of strengthening community participation and involvement in the management of the schools, it is considered in ETP that the school board will bridge the gap between schools and community (URT, 1995). The school board can mobilize parents and the community around the school to contribute to the development of schools at the same time as monitoring them to act accordingly (ibid.).

6.2.5 The school management team

The Secondary Education Development Programme II (SEDP II) identifies the school management team as an important organ at the school level that can be used to supervise schools to ensure that they fulfil the requirements of the education policy (URT, 2010). The school management team is made up of top school officials who also have teaching responsibilities. According to URT (ibid.), the school management team is made up of the head of school, the
deputy head of school, the school accountant, the academic master and the discipline master. In ensuring that the education policy is realized accordingly, the management team is tasked to make sure that the teaching and learning environment of schools is conducive to this effect. In addition, the team is also directed to ensure that PE (games and sports) is integrated into the school timetable (URT, ibid.). SEDP II explicitly documents that the responsibility of the management team includes:

… preparing school development plans and budgets, managing the day to day affairs of the school, ensuring high quality for new constructions and school maintenance, ensuring a conducive teaching and learning environment, including integrating of sports and games in the school timetable, supervising and ensuring high quality teaching and learning, including effective use of time on tasks for the entire school day, receiving school inspection reports and implementing inspection recommendations. (URT, 2010, p. 50)

Accordingly, the school management team’s managerial role is to make sure that the teaching of various subjects is done accordingly in its school (URT, 2010). During school budget planning, the team has to consider that PE is also included in the school timetable (ibid.). Therefore, it can be interpreted that failure in the teaching of a certain subject can be partly associated with school management teams, as they have all the power to influence teaching in their schools. The school management team is also expected to receive and make use of recommendations given by the inspectors who visit their school (URT, 2010). Notably, the team is made up of members who are also members of the school board. Therefore there is great possibility for the two organs to work together to promote teaching according to ETP and other directives.

6.3 Summary of the Chapter

This chapter presented the regulations that govern schools to provide PE. These consist of documents which stipulate various responsibilities to be undertaken by the school owners and other stakeholders in the provision of education. Together with the responsibilities provided, the regulative documents also govern the teaching of PE in secondary schools. They also involve authorities, which are tasked with various responsibilities to ensure the provision of quality education. At the regulative level, the 1995 ETP requires PE to be provided on all levels of education. However, in the interpretation and preparation of other policy documents, TIE lists PE as an optional subject for students. Ideally, since the subject is staged as an option in the curriculum, schools’ decisions to offer the subject also depend on students choosing the subject.

Furthermore, the regulation specifies the necessary conditions required for the teaching of PE, at the same time requiring the government, the Ministry of
Education, TIE, school owners and managers and other stakeholders to provide or allocate teaching and learning logistics for PE. In the division of responsibilities, schools retain the power of decision whether or not to offer the subject. Since it is optional, there are no regulative sanctions for a school that fails to offer the subject.

It could be inferred that these regulative conditions governing schools and what goes on within them lay the foundation of education and its provision. This includes giving legal weight to offering PE. Some of the regulative work directed at the school level is translated by other authorities before being applied. At the policy level, the regulations shed light on the philosophy of education, the kind of education that the country requires and the competences expected to be developed by the recipients. At the authority level, TIE assigns the status of the subject, and schools make the final decisions about it.

Furthermore, the regulative system involves multiple actors with different responsibilities. To be effective in the provision of education, and of PE in particular, the system requires clear lines of accountability and responsibility as well as good coordination among the various actors involved. The failure of a single authority may lead to the failure of the whole system or of functions stated among the objectives. For example, the lack of school inspections may lead to the lack of vertical communication to other authorities and hence to the lack of the information required for important decisions.
CHAPTER SEVEN: NORMATIVE CONDITIONS

Introduction

In this chapter I deal with the second research question, which is to examine the normative conditions that govern schools’ decisions to offer PE in secondary schools. The chapter deals with the normative conditions, discussing the logic of appropriateness, which guides the behaviour of actors in the teaching process, mainly specifying how things should be done and defining appropriate means to reach the valued end. The answers to this research question derive from a content analysis of key policy directives or documents that discuss how things should be done appropriately. The main documents for the normative conditions are the Curriculum for Ordinary Level Secondary Education in Tanzania and the 2005 PE Syllabus for Secondary Schools Forms I-IV. The normative conditions govern schools with regard to offering PE by providing topics to be covered, appropriate materials for the teaching and procedures for attaining the expected objectives, in other words, the conditions required for the teaching of the subject. In addition, I have also discussed the normative conditions with the actors in the different schools in order to have their role validated.

7.1 The bases governing schools to offer PE

7.1.1 Secondary school curricula

In every education system, there is a curriculum, that is, a plan that outlines goals, content and outcomes (Lundgren, 2015). The ‘curriculum for ordinary level secondary education in Tanzania’ is a document that guides students’ acquisition of knowledge, skills and attitudes for four years’ teaching at the ordinary secondary school level (URT, 2007). In total, the goal of the curriculum is to enable students to engage in productive activities which will contribute to reducing poverty in society (ibid.). The 1995 ETP emphasizes
the need for every school to have a curriculum. TIE is conferred the responsibility to make sure that all levels of education have a curriculum (URT, 1995). It is stipulated that this should incorporate four major dimensions:

…the aim and objective dimension, in which the purpose of the curriculum is specified, the subject matter dimension, in which the content is spelt out, the activities dimension, in which various types of teaching and learning process are given, and the assessment dimension in which the techniques by which attainment is measured are provided. (URT, 1995, p. 51)

The school curriculum is expected to focus on the teaching of language, science and technology, humanities and life skills, and these entire fields should be promoted at all educational levels (URT, 1995).

…specific subjects falling in the humanities include history, geography, civics, general social and environmental studies, economics, commerce, accountancy, music, theatre and performing arts, games and sports. (URT, 1995, p. 53)

Since PE is included among the humanities subjects, it is incorporated into the secondary school curriculum. The following is stated in the curriculum:

There shall be five learning areas that are: language, natural science and technology, social sciences, business and aesthetics … Aesthetics are also important for recreation, entertainment, health and leisure. The subjects under this learning area shall be: fine arts, theatre arts, physical education and music’ (URT, 2007, p.18-19).

The Ordinary Level Secondary Education Curriculum specifies the quality of educational materials required to facilitate teaching and learning (URT, 2007). It also specifies the professional and academic qualification of the curriculum implementers, the infrastructure for the effective delivery of the curriculum; the instructional time required to complete the intended learning outcomes, and the monitoring and evaluation of the curriculum (ibid.). Table 7.1 shows optional subjects offered at the ordinary level of secondary education and the time allocated for each.
Table 7.1: Optional subjects for Form One to Form Four

<table>
<thead>
<tr>
<th>S/N</th>
<th>Subject</th>
<th>Number of periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Additional Mathematics</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Information and Computer Studies</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Music</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Fine Art</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>French</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>Arabic</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>Bible Knowledge</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>Islamic Studies</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>Literature in English</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>Physical Education</td>
<td>2</td>
</tr>
</tbody>
</table>

Source: URT (2007)

Accordingly, among the compulsory and elective subjects that are required to be studied by students, the curriculum requires students to select one optional subject as indicated in Table 7.1 (URT, 2007, p. 21). The time assigned to PE, stated in the PE syllabus and shown in Table 7.1, is two periods per week. One period covers 40 minutes. Furthermore, the syllabus reserves four out of the allocated periods for midterm and annual examinations (MoEC, 2005). In addition, it is suggested in the syllabus that, in case of time shortage, PE teachers and schools should make use of leisure time (ibid.), as quoted below.

... schools are therefore advised to make use of leisure time so as to accommodate and subsidize the shortage of periods to teach this course. (MoEC, 2005, p. vii)

Furthermore, the number of schools that offer other optional subjects than PE has been increasing. Table 7.2 shows the trend of schools’ offering of optional subjects in different years.
It could be noted from table 7.2 that other optional subjects are more prioritized than PE, choosing for instance, bible knowledge, which is offered in 481 schools, while PE in only 4 schools in average over the considered years. Moreover, schools offering these other optional subjects have been increasing yearly in contrast to those offering PE.

### 7.1.2 The secondary school physical education syllabus

The Tanzania Institute of Education designs and develops syllabi for all subjects and, according to TIE (2016), these syllabi and other educational support materials such as books, teaching and practical manuals used by tutors, teachers and students at pre-primary, primary, secondary schools and teacher’s education college levels are sold by TIE. The current syllabus in use is the 2005 version. The 2005 PE syllabus introduces to teachers the topics that are to be covered, teaching and learning materials, the time required to cover the syllabus, teaching and learning strategies for each topic, and monitoring and evaluation mechanisms proposed for the effective teaching of PE. The syllabus takes into consideration the objectives of education in
Tanzania and the aims and objectives of secondary school education. These objectives are as follows:

To guide and promote the development and improvement of the personalities of the citizens of Tanzania, their human resources and effective utilization of those resources in bringing about individual development. To promote the acquisition and appreciation of culture, customs and traditions values of the people in Tanzania… (MoEC, 2005, p. iii)

At the same time the aims and objectives of secondary education as provided in the syllabus are:

Consolidate and broaden the scope of basic ideas, knowledge, skills and attitudes acquired and developed at the primary education level. Enhance the development and appreciation of national unity, identity and ethic, personal integrity, respects for human rights, cultural and moral values, customs, traditions and civic responsibilities and obligations… (MoEC, 2005, p. iv)

The above quotations imply that the various subjects that are offered in secondary schools have to observe the general aims of education in the country. As one of the subjects offered in secondary schools, PE is expected to reflect the aims of education in the country at the same time as meeting the aims and objective of secondary education. Together with studying other subjects, students who study PE are expected to possess the qualities that are given priority in general education. The quotes above imply that students taking part in PE learn to value and respect culture, values and customs that are cherished in society. It is expected that learning PE together with other subjects will integrate students into their society and turn them into good citizens (MoEC, 2005).

The syllabus also presents the general PE competences, which are categorized into general and class competences. According to the syllabus, these are expressions that describe what a secondary school student is expected to do as the result of learning PE (MoEC, 2005):

Demonstrate social and moral standards of sport behaviour, demonstrate neuromuscular skills and physical development, demonstrate sports habits and performance skills, demonstrate interest to participate in sport and leisure activities and shows knowledge on how to render first aid and safety services for personal and community well-being… (MoEC, 2005, p. iv)

The quotation above implies that the current syllabus does not aim at a single competence but emphasizes the development of multiple competences. For doing this, sport is pinpointed as a means that will enable students to participate in and demonstrate wide knowledge and good habits in sports. While taking part in PE, these students are also expected to be able to take safety measures and render first aid.
The syllabus also presents the objectives of teaching PE in secondary schools, which are classified into three groups: general objectives, class objectives and specific objectives for the subtopic (MoEC, 2005). The objectives of teaching PE in secondary school are spelled out as to:

Develop a sense of obedience, responsibility, self-confidence and cooperation regardless of gender and socio-economic background. Develop strength, perseverance and mental abilities. Develop skills and ability of student with and without sport needs to participate and value physical exercises, sports and recreational activities. Interpret and apply health rules, render first aid and safety practices for personal and community (group) well-being... (MoEC, 2005, p. v)

The emphasis of PE is, as shown, on individual students as well as on society in general. Students are expected to be able to take part in sport activities and value participation in all forms of physical activities and recreation. Respect for one another is also emphasized as a means to promote love, harmony and respect in society and hence breaking barriers that can be linked to economic ability, social class or gender (MoEC, 2005). In addition, students are expected to lead a safe life utilizing knowledge obtained in PE at the same time as extending that knowledge to the entire community by being able to provide various health services as the result of taking part in health-related topics (MoEC, ibid.). Therefore, it is expected that students, after learning PE, will develop their competences and partake in society through attending various social responsibilities.

To achieve the objectives of education, the aims and objectives of secondary education as well as those of secondary school PE, the syllabus presents various contents that are offered at various levels of secondary education. Table 7.3 summarizes the contents in PE syllabi for secondary schools as described below.
Table 7.3: Physical education contents in secondary school

<table>
<thead>
<tr>
<th>Form</th>
<th>Content/Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form One</td>
<td>Physical education, safety, first aid, health-related physical fitness,</td>
</tr>
<tr>
<td></td>
<td>performance-related physical fitness, gymnastics, swimming and recreation and</td>
</tr>
<tr>
<td></td>
<td>outdoor activities</td>
</tr>
<tr>
<td>Form Two</td>
<td>Ball games (soccer, netball), gymnastics, track and field events,</td>
</tr>
<tr>
<td></td>
<td>recreation and outdoor activities</td>
</tr>
<tr>
<td>Form Three</td>
<td>Ball games (basketball, volleyball, handball), track and field events</td>
</tr>
<tr>
<td></td>
<td>(throwing events, jumping events).</td>
</tr>
<tr>
<td>Form Four</td>
<td>Racket games (table tennis, badminton, tennis) hockey, cricket,</td>
</tr>
<tr>
<td></td>
<td>management and administration of physical activities</td>
</tr>
</tbody>
</table>

Source: MoEC (2005)

Form One contents

The syllabus states that the objective of teaching of PE in Form One is to enable students to:

[i] Interpret the concept of PE and its importance to the development of human beings, develop knowledge and improve personal health and physical fitness, develop individual skills in games and sports, participate in recreative games and sports, develop habits of taking precautionary measures before and during participation in sport activities, and develop spirit of empathy and skills to render first aid. (MoEC, 2005, p. 2)

To achieve these objectives, students in Form One are introduced to PE as a subject and the expected outcomes for students as a result of attending PE classes. The topic also covers the relation between PE and other disciplines (MoEC, 2005). Another topic at this level is that of safety, which informs students on safety measures to consider when taking part in physical activities. Related to this is the topic of first aid, which is also offered at the same level. Safety and first aid topics are offered as a means to help students to prevent and treat injuries during physical activities (MoEC, ibid.). Students are also taught procedures for examining equipment and facilities to prevent and learn to identify injuries and to provide first aid (ibid.).

Furthermore, the fitness content aim of developing the body is introduced at this level. In this respect, the topics of health- and performance-related physical fitness are covered. Through studying these contents students are expected to develop muscular strength, flexibility, and cardiovascular and
muscular endurance (MoEC, 2005). The syllabus adds that the objective of teaching fitness is to instil a sense in students of developing the habit of participating in physical fitness activities.

Gymnastics is another topic taught in Form One for enabling students to generate knowledge of how to execute basic movements efficiently and to develop an interest in balancing exercises (MoEC, 2005). In addition, the gymnastics content introduces students into the use of apparatuses for performing various body movements. Swimming is yet another element offered at this level. The content is expected to help students to develop precautionary measures before and during water-related activities (MoEC, ibid.). Knowledge about the importance of swimming is an important key element characterizing the teaching of swimming to Form One students, as swimming lessons also contain aquatic games. Lastly, the syllabus lists recreation and outdoor activity contents such as camping and ball games for recreational purposes (MoEC, ibid.). This topic enables students to participate in sport activities for recreational purposes. In camping sessions students are also introduced to a discussion of various themes such as HIV/AIDS, drug abuse and child labour.

Reflections on contents offered in Form One

The contents in Form One reflect a multi-activity curriculum model which, according to Kulinnna (2008), balances a variety of activities giving students a touch of different abilities. In this type of curriculum model students experience a wide variety of activities (e.g., sport, fitness, adventure and dance) presented in relatively short units (ibid.). However, the multi-activity curriculum model requires schools to have access to a variety of facilities and equipment, both within the schools and outdoors for camping purposes. The teaching of PE at this level aims at exposing students to PE but not necessarily making them into good players through the sport movement curriculum model. The teaching of the subject also emphasizes a healthy lifestyle through recreational activities. At this level, the multi-activity curriculum model might encourage student participation in the subject. In theory, this diversity of lesson contents provides the opportunity to address the various goals of PE while exposing students to activities that they may elect to continue for a lifetime (Kulinnna, 2008). In this type of model, students of different abilities may be attracted to take part in PE, because of the content focus on participation for leisure purpose.

With the exception of swimming and gymnastics, the contents at this level do not require special facilities for the subject to be taught. Normal classrooms used in the teaching of other subjects are identified as appropriate for PE teaching that does not require special facilities (MoEC, 2005). Other contents that do not need special facilities and that can be taught in an ordinary classroom are safety and first aid as well as performance-related physical fitness. It is possible that the topics which do not require special facilities and
equipment can be taught in all schools. However, the presence of swimming and gymnastics requires schools to have access to a swimming pool as well as to a gymnasium hall with gymnastics equipment.

**Form Two contents**

The objective of PE at this level, according to the syllabus, is to:

> [d]evelop discipline, self-confidence and team spirit, develop skills and values of physical exercises, participate in recreative games and sports, develop habits of taking precautionary measures before and during participation in sport activities and develop moral standards behavior over games and sports. (MoEC, 2005, p. 21)

To achieve the above objectives the syllabus introduces a variety of activities to Form Two students. Ball games are introduced with soccer and netball listed by the MoEC (2005) at this level. Precaution measures before and during games sessions are given priority. Students at this level are expected to develop general knowledge and practice in employing various skills required in ball games (MoEC, ibid.). Knowledge developed earlier in Form One is put into practice. Rules and regulations of ball games are also taught. Gymnastics, which was introduced in Form One, is now extended to Form Two with the emphasis on the use of equipment in performing gymnastics activities. MoEC (ibid.) includes the use of parallel bars, low horizontal bars and still rings in executing strength, flexibility and swing exercises in gymnastics.

At this level, the syllabus introduces track and field events to the students. According to MoEC (2005), the topic comprises techniques and tactics for running events. Take-off skills, accelerating skills and finishing skills are emphasized (ibid.). The application of rules and regulations relating to running events are stressed. The syllabus also indicates that recreation and outdoor activities that were introduced in Form One are now extended in Form Two alongside orienteering, aerobic dance and target shooting.

**Reflections on the contents offered in Form Two**

The contents at this class level mirror the dominance of the sport education curriculum model, which involves an educationally rich sport experience for girls and boys within the context of school PE (Tsangaridou & Lefteratos, 2013). The teaching of soccer and netball characterizes this model. In the Tanzanian context, soccer is predominantly a male sport and netball predominantly a female sport (Massao & Fasting, 2003), although experience shows that males are now starting to play netball and females to play soccer; Twiga stars¹² is, for instance, starting a female national soccer team. Therefore, the introduction of these two sport activities gives both boys and girls the opportunity to take part in PE, especially if their decision is to be

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¹² Twiga stars is a Tanzania women’s national football team
influenced by gender differences. However, the element of competitive sport at this class level can result in some students disliking the subject, especially when they consider themselves as weak in sport activities.

Furthermore, while the existence of the sport education model can be used as an excuse for some students not to take part in the subject, there are some topics at this level that show the prevalence of the movement and fitness curriculum model, which could accommodate students with no interest in sport. The model underscores the importance of not only teaching sports and games, but also providing physically active classes that lead to fitness as well as teaching the knowledge aspects of health (Houston & Kulinna, 2014). Teaching in the fitness model is characterized by conceptual material and often involves physical activities and the use of PE laboratory components (ibid.). However, although the model could be useful for those students with no interest in sport education, the effectiveness of the fitness model also depends on the availability of a PE laboratory or a fully equipped gymnasium.

Therefore, for schools to be able to offer the content at this level, they need to possess or have access to equipment and facilities required in various ball games. Access to a hall or gymnasium together with gymnasium equipment is necessary for schools to be able to offer the subject.

**Form Three contents**

The objective of PE at this level is, according to the syllabus, to:

[d]evelop habits of taking precautionary measures before and during participation in sport activities, develop moral standards behavior over games and sports, develop spirit of participation in competitive games and sports and show ability to interpret, apply rules and regulations for games and sports and develop ability to plan, select and use or apply appropriate tools and skills to perform different school and community based physical activities. (MoEC, 2005, p. 50)

The ball games that were introduced in Form Two continue in Form Three together with basketball, volleyball and handball (MoEC, 2005). At this level the emphasis is on techniques, movements, formation and rules involved in the playing of these. Students are expected to develop an interest and to continue taking part in these sport activities even outside PE classes (MoEC, ibid.). Furthermore, track and field events introduced in Form Two re-occur at this level, whereby running events, specifically long distances, are taught at this level. Skills such as take-off, accelerating and finishing in long distance running events are introduced. Throwing events are other features of the syllabus. They involve javelin throw, shot put and discus throw (MoEC, ibid.). Jumping events, including long jump, triple jump and high jump, are also taught (ibid.).
Reflections on the contents offered in Form Three

At this class level, the contents reflect two curriculum models governing the teaching, the sport education model and the movement education model. While the former model intends to develop sport competence in a variety of sports (Kulinna, 2008), the latter is intended to provide students with all abilities and interests with a foundation in movement experiences designed to help them to lead active and healthy lives long after graduation from high school (Houston & Kulinna, 2014). The movement ability developed at this level can help students to move effectively in group activities and thus avoid injuries that can be result of poor movement. Because the movement curriculum model emphasizes perfection in movement, it could be an appropriate element even at a lower level, by contributing together with first aid and safety education to safe participation in PE.

However, the prevalence of these two models requires schools to have access to different facilities (playgrounds) and equipment to be able to offer the subject successfully.

Form Four contents

The objectives of PE at this level are, according to the syllabus, to:

- Develop habits of taking precautionary measures before and during sport activities, show ability to interpret and apply rules and regulations for games and sports, develop spirit of participation in competitive games and sports, develop moral standard behavior over games and sports, set goals and priorities for personal and group participation in physical exercises and develop ability to plan, select and use or apply appropriate tools and skills to perform different schools and community based physical activities. (MoEC, 2005, p. 84)

The syllabus introduces racket games in the final year of secondary school education. Table tennis, badminton, tennis, cricket and hockey constitute the contents at this level (MoEC, 2005). As in other games and sports, the rules, regulations and techniques of each sport are dealt with accordingly. The management and administration of physical activities is another content offered in this final year. The aim is to enable the students leaving secondary school to plan and organize competitive physical activities for individual programmes. At this level, students are expected to develop the ability to plan, select and use or apply appropriate tools and skills to perform different school- and community-based physical activities (MoEC, ibid.). The syllabus indicates that for the successful teaching of the contents at this level, schools need to have access to facilities as well as equipment for racket games such as table tennis, tennis, and badminton. Availability of hockey and cricket facilities and the corresponding equipment is also necessary for schools. However, there are other elements that do not require special equipment, which can still take place in normal classrooms.
Reflections on the contents offered in Form Four

The contents at this level reveal the dominance of the sport education curriculum model with its emphasis on teaching racket games together with the management and administration of physical activities. The presence of the latter activities reflects the sport education curriculum model. In this regard, students are supposed to collaborate as a team to achieve their goal, as noted by Tsangaridou & Lefteratos (2013). The collaboration that can be experienced by students taking part in activities involving teams can contribute to the spirit of team work that is emphasized in the objectives of teaching PE in secondary schools (MoEC, 2005). However, the team spirit can be observed only when the competitive nature of the activities is not given priority. In the competitive nature of the sport education background, some students may automatically be excluded from participation because they might consider themselves lacking the physical skills necessary to gain legitimacy from other students (Munk & Agergaard, 2015).

Furthermore, the nature of the activities at this level requires schools to have access to different facilities and equipment for the various racket games.

General reflection on the syllabus

In general, the syllabus provides the contents that are to be taught at all class levels of ordinary secondary education. In addition, the syllabus suggests materials that can be used to facilitate the teaching and learning of each topic. However, MoEC (2005) states that the suggested teaching and learning materials are not the only possible ones for the teaching of the subject. Teachers are given freedom to use their creativity based on situation and context to identify other teaching and learning materials available in their locality. Similarly, the syllabus suggests strategies that can be used in the teaching of various topics. The teaching strategy varies across topics, although in most cases the role of the teacher is identified to be that of guiding students in doing activities. In some topics, teachers are expected be able to demonstrate activities for their students. With regard to modern technology the use of films, video charts and pictures is promoted.

According to the curriculum models, the physical education syllabus depicts an approach that incorporates several curriculum models. An analysis of the topics in the syllabus found that they can be categorized into the sport education model, the movement education model, the fitness model, and the outdoor recreation and adventure education model. The sport education model, which involves teaching students a variety of sports in PE settings and developing the knowledge of roles such as refereeing, coaching and training (Kulinna, 2008; Tsangaridou & Lefteratos, 2013), dominates the PE syllabus. In the syllabus, students develop through various activities to become competent in various sports. Through the element of management and administration of physical activities students are taught how to plan, organize
and officiate at competitive physical activities. Students are also expected to develop their talents in sport and play according to the rules of sports, which are also features included in the sport education curriculum model. Furthermore, the presence of the movement education model, which commonly incorporates education dance, educational gymnastic and education games, is seen in the PE syllabus but not given much attention as it is with sport education model. According to the syllabus, topics such as gymnastics, ball games and aerobic dance reflect the presence of the movement education model. The model serves as a basis for the movement foundation of all physical skills.

There seems to be a clash between the objectives and the contents. In the objectives of teaching PE there are various purposes including health, physical activity, first aid, and sport. However, whereas the contents in all four forms seem to be dominated by sport and the health dimension seems to be marginalized. At all class levels the sport education model seems to characterize the contents. Interpreting the emphasis of the sport education curriculum it appears that the sport component in the teaching of PE is more important than the other components. The impact of the sport education dominance creates a demand for the availability of different facilities and equipment. As they are not always available in most schools, this leaves a loophole for schools to make decisions that are not in favour of PE.

In another observation, the dominance of sport teaching in PE, engaging female students in the lesson becomes a challenging task. As it is argued by Enright and O'Sullivan (2010) the root cause of such challenges is more located in the curriculum and pedagogical content, which female students are also expected to participate. The dominance of the sport education model is likely to interfere with female students’ participation in the lesson, which might have an impact of schools’ decision. Within such exclusive nature, the subject cannot be regarded as a tool to unify students as it is stated in the syllabus rather as one source of stratifying students by genders, which can leads to gender prejudice in later life.

Finally, the compulsory nature of the contents of the syllabus may be considered too conservative and does not encourage any freedom to decide what contents to offer. As for the students, the syllabus contents compel them to study even contents in which they have no interest or ability, which might make their learning even more difficult than opting for other optional subjects.

### 7.2 Examinations and grading

The secondary school curriculum stipulates that there shall be comprehensive student assessment at both school and national levels. The examination is to cover a range of dimensions of student learning including mastery of content, cognitive development, social and psychological development and changes in
terms of humanistic spiritual values (URT, 2007). According to the curriculum the following types of assessment shall be emphasized when assessing students:

Oral drills and exercises, written tests and exercises, internal and external examinations, formative and summative assessment, objective and subjective tests and assessment. (URT, 2007, pp. 34-36)

Furthermore, the curriculum specifies that there shall be two main components of assessment, continuous assessment and final examination. The assessment tools suggested for use are assignments, tests, projects and examinations (URT, 2007). This implies that students should be tested in several aspects to make them demonstrate their abilities in multiple ways and that there should be no single form of assessment involving the assessment of students’ progress. With regard to continuous assessment, examination is offered within the specific individual schools. The main purpose of the examination is to guide and improve the process of teaching and learning (URT, ibid.). Therefore, the curriculum requires teachers at the school level to systematically and progressively assess the achievement of their learners. The curriculum emphasizes:

Effectively planned assessment can promote learning, build confidence and develop students understanding of themselves as learners (URT, 2007, p. 30).

Examinations therefore play a role in motivating students to take their subjects seriously. Concerning the Form Four national examination, NECTA stipulates the objective of Form Four examinations as being to:

…assess students’ skills and knowledge achieved in different subjects at secondary school. Also to weigh the extent to which the student can use the skills gained to meet the social, political, economic and technological challenges for the individual and the national development at large; to identify students with the capacity to continue learning to the advanced secondary school level and other learning institutions…. (NECTA, 2016).

The objective of examinations is to evaluate whether students have acquired the skills needed for life in general in society. Upon completion of secondary education, therefore, students are expected to become responsible members of society able to use the acquired education to meet community needs. The examination in ordinary secondary education is used as a screening criterion for further studies. Promotion from one level to another is determined by students passing the final national examinations (URT, 2007). Those who perform better in certificate secondary education are promised the possibility to join the advanced level of secondary education and other institutions for job training (URT, 1995).

In addition, NECTA (2014) lists optional subjects like Bible Knowledge, Islamic studies, Fine Art, Music, PE, French Language, Literature in English,
The syllabus also emphasizes the importance of assessment to students by stating that:

[the] physical education teacher needs to ensure that students are assessed in all objectives and that the assessment items take into consideration a wide variety of outcomes based on the need to assess the general, specific, individual and group levels of competence. Appropriate use of variety of assessment techniques includes demonstrations, and performance of skills at individual and group levels. Physical education students are expected to show an overall achievement test intended to determine the extent to which the objectives of physical education course have been attained. (MoEC, 2005, p. vii)

For the assessment of students’ progress, the 1995 ETP, the curriculum and the syllabus mandate teachers with the responsibilities to monitor students’ progress at school level through the provision of tests and examination, which will lead to obtaining continuous assessment. Continuous assessment covers an average of 50% which is used together with the national examination scores, accounting for 50% (URT, 2007).

In the assessment process, teachers are encouraged to apply appropriate mechanisms for testing learning competences. The scores for continuous assessments obtained in schools shall constitute a part of the final assessment of the student (URT, 2007). In the Tanzanian context, terminal test and project scores are sent to the national examination council as continuous assessment results for each student. These results are combined with the final students’ examination results for the overall student results (URT, ibid.).

The grading system for individual subjects comprise A (81-100), B (61-80), C (41-60), D (35-40) and F (0-34), with assigned percentage weight, and the overall students’ performances are categorized into division I, II, III, IV and zero (URT, 2007). The national Form Four examination has a five-point grading scale including the A, B, C, D and F grades. Grade A indicates the highest level of achievement, Grade B a very good principal Pass, Grade C a good principal Pass, while Grade D represents a satisfactory result, and F indicates failure (ibid.). In principle, students are considered to have passed if they fall within divisions I-IV. The Zero division, on the other hand, means failing the examination.

Reflection from examination and grading

Within the specific schools teachers are given mandate to do the assessment, in such responsibility teachers are free to assess the content depending on the available local frames. Assessment are expected to use a variety of techniques such demonstration and performance of skills, this is to say the local frames dictate the kind of assessment to be done. Since the national examinations are also done in each school, then the national examinations are also to be dictated
by the local frames. Like the terminal test and the project scores which are sent to NECTA from schools, schools through subject teachers also propose for questions to be included in the national examinations. In general the examination is expected to cover the entire syllabus, regardless of what teachers have covered in their teaching.

7.3 Summary of the Chapter

It is described in the chapter that the contents of the syllabus are designed to meet the need of all students regardless of gender and ability. The contents are expected to apply to students with and without special needs. In this respect, the syllabus does not explicitly include contents that can help students with special needs to meet the goals and standards of PE programmes. This may be contrary to the regulation that requires that the teaching of all subjects should take students with special needs into consideration (URT, 1995).

In addition, the syllabus depicts a multi-activity curriculum model but is dominated by the sport education curriculum model. The use of the multi-activity curriculum model gives students of different abilities the opportunity to take part in PE. The availability of many activities in the syllabus gives a wide choice of activities for students to choose among, although this is limited by the nature of the syllabus, which presents all topics as compulsory for students. Furthermore, apart from developing various abilities in sport activities, the dominance of the sport movement curriculum can lead to the exclusion of some students on the basis of ability or gender, especially when competitive sport dominates the teaching. Furthermore, the sport movement curriculum, as stated in the syllabus, also makes demands on schools to provide resources and facilities, whose absence can be used as an excuse not to offer the subject.

The multi-activity curriculum model also requires schools to have access to different facilities and equipment that can accommodate the various contents in the curriculum. In addition, schools, particularly those in cities, need to have access to transportation to enable teaching according to the outdoor recreation and adventure education model, which involves camping activities.

The availability of facilities and equipment in schools is not needed for the sake of teaching alone, but the curriculum obliges students to undergo both written and practical examinations as part of the assessment. Therefore, facilities and equipment are needed for both teaching and examination. A lack or shortage of facilities and equipment affects not only the teaching but also assessment procedures. According to the regulation, examination results are supposed to contribute to students’ placement in higher levels of education and training.
CHAPTER EIGHT: LOCAL FRAMES AND CULTURAL CONDITIONS

Introduction

The regulative and normative conditions governing schools, which are found in the documents reviewed, are intended to operate at the national level. The visits to schools aimed firstly, to cross-check if the regulative and normative conditions identified in the documents actually are the ones that govern schools’ decisions, and secondly, to gather information on how these documents has been interpreted and transferred into local frames and practice. A third aim with the school visits has been to examine the cultural conditions and how they influence schools’ decision to offer the subject or not.

This chapter deals with the third research question which was: to examine the local frames and cultural conditions that influence schools’ decisions to offer PE in secondary schools. I have chosen to present the results separately for the schools that offer PE and for those that do not offer the subject. However, the two different groups are similar in a variety of ways as covered below. Therefore, the chapter is organized into two main sections. The first section covers the local frames, which involve conditions available in schools that are important in the interpretation of policy for practice. Influenced by Lundgren (1999), I have identified various resources available at individual schools, such as facilities, equipment, time allocated for the subject and teachers’ qualification, as part of the local frames. The second section covers the cultural conditions, which contain the teaching traditions, the way the subject is perceived and valued in the community and the way the regulative and normative conditions are interpreted and turned into actions. I have treated the general support for the subject as part of the cultural conditions, as it depends on various perceptions held about the subject.
8.1 Local frames

There is a close link between the local frames and the cultural conditions established in the study. While local frames directly affect schools’ decisions to offer PE, the same frames are sometimes embedded in cultural conditions. Therefore, in the coverage of the chapter, in some situations the local frames and cultural conditions overlap. Some cultural conditions are used to make clarifications of the local frames.

8.1.1 General frames similar to all schools

I have treated the conditions as general or local depending on the magnitude of their various influences. I have considered conditions that influence individual schools as local and those influencing schools as an institution as general.

How schools’ decisions to offer PE are made

This study is about schools’ decisions with regard to PE. I consider it important to give the readers the background important to clarify where the decisions to offer optional subjects, PE being one of them, PE is taken. In schools, this is done through the school management team, as described in the next section.

Schools’ decisions to offer a subject are influenced by the subject status. For compulsory subjects, schools have no alternative choice than to offer them (URT, 2007). However, for optional subjects schools have the freedom to decide whether or not to offer a certain subject. The decision in all four studied schools is taken through the school teachers’ meeting, which comprises the school management team and other teachers available in a school. The school meetings review and reflect on various practices undertaken in schools, which involve decisions for the teaching of various subjects (Komba & Nkumbi, 2008). According to URT (2013), it is through the school meetings that heads of schools supervise the timetable and the distribution of teachers’ workload. Through these meetings decisions on what subjects to be offered are also made. This decision practice was articulated by one head of school:

Despite all other factors that could have motivated the teaching of PE in this school, it was through the school teachers’ meeting that the decision to offer the subject was made… (Head of School B)

Furthermore, although the decision of what subjects to offer is a responsibility of the school meeting, the school meeting may seek advice, through the head of school, from other stakeholders such as the Ministry of Education, so as to make informed decisions (URT, 2013). The consultation made by the head of school may include the deployment of teachers for certain subjects (ibid.). Therefore, since the school management team is responsible for ensuring the proper interpretation of ETP (URT, 2007), the subject may, when the team is...
satisfied through the school teachers’ meeting that the local frames can support the teaching of PE, being included in the timetable.

8.1.2 Local frames in schools that offer PE

Students’ enrolment in PE

Whatever the nature of the local frames and the teaching process, students are always the immediate affectees (Raza et al. 2012), and they are also the centre of schools’ decisions whether or not to offer PE. Due to their central position in this respect, it is necessary, in my view, to include students’ enrolment in PE as part of the local frames.

In School A, which is a single-sex school, there are more students registered in PE at the lower level (Forms One-Three) when compared to students registered in Form Four. Similarly, in School B more students are registered in Form One as compared to Form Two, and in the same school the enrolment is higher for boys than for girls.

Table 8.1: Students studying physical education in School A and B

<table>
<thead>
<tr>
<th>Schools</th>
<th>Total No. of students in a school by 2013</th>
<th>Students studying PE by Class and Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Class</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School A</td>
<td>2091</td>
<td>Form 1F</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Form 1G</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Form 2H</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Form 2G</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Form 3D</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Form 4M</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
</tr>
<tr>
<td>School B</td>
<td>1700</td>
<td>Form 1G</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Form 2F</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
</tr>
</tbody>
</table>
The decrease in the number of students who opt for the subject at the higher level indicates that some students who used to be registered for PE at the lower level drop it at the higher one. I was informed by one PE teacher that the fear of poor results and the lack of necessary teaching and learning resources contribute to students dropping the subject, as illustrated by the quote below:

Students in classes that have national examination tend to drop PE because of the fear of poor results in their final examination...this is because not all content in the syllabus is covered using the available facilities and equipment...some of the students opt it in lower level because they know little about the teaching...they do not know the challenges involved in the teaching so when they are aware of the challenges they drop the subject. (2nd PE teacher, School A)

Similarly, in School B the enrolment of more boys than girls means that the subject is male-dominated. The interpretation could be that the subject may be more appealing to boys, especially when competitive games are involved. This situation is interpreted by a teacher below:

We have had problems to convince the girls to take part in the subject...they think they are not fit enough to compete with the boy in sport...some of them think their body are delicate to take part in physical activities (Generalist PE teacher, School B)

The nature of the facilities and equipment available has constrained schools to concentrate on the teaching of more competitive sports, which is a cultural influence on participation in the subject.

**Teaching equipment and facilities**

The facilities and equipment available in schools that offer PE are summarized in Appendix XI. In these schools in general, when considering the facilities and equipment suggested in the syllabus for schools to effectively teach PE, the availability is inadequate to accommodate all topics in the PE syllabus. In addition, the scarcity of available facilities and equipment is in bad shape and poorly maintained, mainly due to financial problems. However, some school facilities are also invaded by neighboring institutions and used otherwise, and the school management may have little say, as one of the PE teacher admitted:

This soccer field used to be standard with some running tracks... what you see today is just part of it, the building over there were built in part of the field...we had no choice as it was an order from the government, you can see we don’t have another area to construct facilities...(2nd PE teacher, School A)

Schools do not have enough facilities, and the areas that could be used for the construction of new facilities are invaded by the neighboring institutions or other individuals who turned these areas into lands. The lack of facilities and equipment to accommodate all topics in the syllabus results in schools not
observing the needs of the syllabus. Some topics have not been taught continuously, due to the lack of or difficulty of access to certain facilities and equipment. Although these schools have been teaching the subject for some time now (one for more than ten years and another one for two years), contents such as badminton, hockey (field hockey) and swimming have never been taught because of lacking facilities and equipment. The two quotes below indicate that the two schools have omitted to teach some contents:

In our store we have equipment for badminton, which were supported by the donor nearly four years ago...but we have not used them because of lacking a hall...some of them due to overstay are not in good condition...we have not been able to offer many other contents such as swimming, gymnastics activities for the same reason of lacking facilities. (1st PE teacher, School A)

In School B, the lack of the facilities required has led to some contents in the syllabus not being taught. Reflecting on this shortage, a PE teacher reported:

We are now in our second year since we started teaching the subject. However, there are some topics because of lacking the facilities and equipment we have omitted ...contents such as swimming, gymnastics, and recreation and outdoor activities are supposed to be covered in Form One but we omitted them. (PE teacher, School B)

The two teachers mentioned the lack of facilities and equipment to have hindered the teaching of the subject and in certain situations some topics have been covered only theoretically. One teacher argued, for example, that despite the syllabus emphasis on precautions to avoid injuries in physical activities both during lesson and during individual or unorganized activities, the lack of first aid resulted in teaching the contents theoretically only.

We don’t have first aid in our school...even in School A where they started to teach the subject more than 10 years ago they don’t have...our students are prone to injuries because we did not cover the content on first aid as required...we taught them theoretically. (Generalist PE teacher, School B)

The teaching of only some topics result in students not being able to acquire the objectives of the subject as stated in the syllabus. In general, the challenges associated with the lack of enough equipment have also resulted in schools not being able to persuade more students to opt for the subject. Teachers have, for instance, to divide the students into groups because of time shortage, which, in their view, is not a good practice. Moreover, prioritizing which contents are taught reflects the availability of facilities and equipment. This is the reason why the ‘teaching of soccer’ dominates, as all schools have soccer playgrounds.
Availability of physical education teachers

The information about the number of PE teachers available in the two schools is summarized in Table 8.2

Table 8.2: Physical education teachers available in Schools A and B

<table>
<thead>
<tr>
<th>Teachers</th>
<th>School A</th>
<th>School B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total No. of teachers in a school</td>
<td>72</td>
<td>56</td>
</tr>
<tr>
<td>No. of PE teachers</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Their Qualifications</td>
<td>1-1st degree in PE</td>
<td>1-1st degree in PE</td>
</tr>
<tr>
<td></td>
<td>2-diploma in PE</td>
<td>1-generalist</td>
</tr>
</tbody>
</table>

Table 8.2 shows that few teachers are found in schools that offer PE. The shortage is clearly demonstrated by the school heads, depicting, among other factors, the increasing number of students opting for PE. The 1995 ETP requires diploma teachers to teach Form One and Form Two, while degree holders are to teach Forms Three and Four (URT, 2010). Therefore, the two teachers in School A with a diploma qualification are supposed to teach in Forms One and Two, while the degree holder is the only person teaching Forms Three and Four. However, this regulation was not observed in the school due to teacher shortage. Commenting on this, the head of the school reported:

We are happy that we have these three teachers…but they are not enough anymore in this school, we have students studying PE in all classes, these teachers are not enough to manage them…it has gone to the extent that sometimes we ask non-PE teachers to help them during outdoor classes…(Head of School A)

While in School A non-PE teachers are asked to help the teaching of PE, especially for outdoor activities, in School B the subject is even taught by generalist teachers. The school had no choice, even if the head of the school acknowledged the violation of regulation for assigning a non-qualified PE teacher to teach the subject. The head of the school reports:

The school has only two teachers who can teach the subject…although in reality we have only one…the other one is not a qualified PE teacher. He is just a volunteer teacher when it comes to PE…but we have to use him even if he is not qualified. (Head of School B)
The generalist teacher is in most cases involved in the teaching of ball games, because of his special sport interests. However, in some situations he is forced by circumstances to omit some contents in the syllabus due to his limited knowledge of the field. This generalist teacher is quoted as saying:

I like sports and I used to play soccer and basketball when I was a student...therefore when the school introduced PE... I volunteered to teach it because I know some rules and principles of the games, specifically the ball games. However, I should acknowledge that in some situations I have been facing difficulties to handle some contents in the syllabus...especially contents requiring knowledge background in science... (Generalist PE teacher, School B)

Furthermore, the use of generalist PE teachers is also associated with teaching the only component that is possible for him or her. When generalist teachers find a topic they cannot teach, they omit it. In responding to this phenomenon, one head of school reported that they cannot force teachers to teach all contents, especially not when they are volunteering for the subject.

In addition, the few teachers available are assigned to teach other subjects of their specialization and other responsibilities, including being classroom teachers, sports coordinators and taking on other administrative roles. Therefore, these teachers do not spend all of their time in the teaching of PE.

On several occasions, students from different classes are joined and taught together, as there are not enough teachers. This situation was reported as being common in the teaching of soccer.

Sometimes I combine students of two different classes...when we have soccer I combine them because it is difficult to manage all the teaching accordingly because we are only three teachers and PE is offered in all classes. ... (1st PE teacher, School A)

When, in connection with the shortage of teachers, it happens for whatever reason that the assigned teacher is not available in the school, the teaching of the subject stops.

No teacher to replace an absent teacher temporary for the no show teacher...in other subjects because of having enough teacher you can ask another teacher to replace a no show teacher... (Head of School B)

Apart from the sport education dominance in the teaching of PE, the emphasis of teachers on teaching soccer, either due to the availability of soccer fields in their schools or to the shortage of teachers, can also be interpreted as the teaching of the subject being more of an activity-oriented subject than one where students are expected to reach other goals as stipulated in the syllabus.
Time allocated for physical education

In all schools that offer PE the subject is allocated 80 minutes per week in the general school teaching timetable. The time allocated corresponds to what is recommended in the syllabus. The 80 minutes were concentrated into one period, as it was considered that dividing them into 2 periods would not be enough, especially when used for practical purposes. The time allocated is used alternatively between classroom and outfield sessions. In all classes and schools PE periods are allocated at the end of teaching session of the day, between 2 and 3 p.m. The PE teacher reacted that the reason for allocating periods at that time was that there are no facilities for the students to shower after the lesson and therefore they found that time conducive, as the students went straight home immediately after the lesson.

If you schedule the time in between lessons it means students will attend other lesson before shower...for hygiene purposes I think this is not a good practice. Lessons are scheduled continuously throughout the day with the exception of time for break. (3rd PE teacher, School A)

Due to the lack of changing rooms, students use toilets for changing and sometimes the classroom, a practice they think violates their privacy.

We use a classroom for changing when we want to go for field training...boys go out and give us the room for changing...they also take the turn to change after us...we are not comfortable even if we remain students of single sex...and also we use a lot of time for preparation. (Student, School B)

PE teachers argued that the time allocated for the subject is not enough to cover the whole syllabus. In their view, the nature of the content could not be covered by 80 minutes per week, even if all necessary teaching and learning materials were available, as emphasized by one of them:

The syllabus suggests two periods per week, this time is not enough. Given the actual situation of the subject...students need time to prepare before they come to class, time for changes and moving equipment to and from the play grounds... if you budget this time for preparation, changes of uniforms and moving of equipment the time that remains for actual teaching is not enough...that is why we need extra time... (PE teacher, School B)

In another school, one PE teacher stated:

There are other contents that cannot be covered by the 80 minutes...think of the content that require students to go out for camping...the teaching according to content coverage require at least students to be out for a week...where is that time? (2nd PE teacher, School A)

As a reaction to the time shortage, teachers have to find extra time for PE. Different ways are used to make up for this, including, first, arranging extra
time every Friday whereby students studying PE are supposed to come to school earlier (06.30) than the others, while the usual time is 07.30 for practical training, especially in ball games. However, since this is not allocated on the general school timetable, students’ attendance becomes more optional, also because it requires students to remain behind after the normal school hours and sometimes to come back to school on Saturdays or Sundays. This was also made clear by one of the students:

Sometimes if we have practical classes our teacher asks us to either remain behind in the evening after the normal school timetable or come back during weekends for practical purposes… (Student, School A)

However, with regard to the extra periods, it is not always easy to mobilize students to either remain behind after school hours or come back on Saturdays or Sundays. This may be because parents are reluctant to allow them to do so, as one of the PE teacher noted:

If you want to get into trouble with some parents is to have their children remain in school after school hours or ask them to come during weekends…not all parents but those with a negative attitude towards physical education. These parents are very furious when it is physical education but the same students may remain back or come back for extra non PE studies and you can hear no complaint from the parents. (2nd PE teacher, School A)

It could also be because students have their own timetable during weekends, such as going to church or being assigned other responsibilities at home, as one of the teachers argued:

The weekend arrangement is difficult…even for us teachers this timetable at weekends has been difficult to achieve…we need time to spend with our family during weekend but at the same time we have responsibilities to help these students. Sometimes we plan to meet on Saturday but when you go home you find other family responsibilities…on top of that we are not paid for such commitment… nobody seems to bother for our extra time in teaching…during weekends students are not easily available as some of them have other home responsibilities… (Generalist PE teacher, School B)

On some occasions, such extra arrangements may have financial implications for schools, especially when it comes to paying for students’ fares. Moreover, such arrangements are also disrupted by some non-PE teachers planning for extra teaching classes at the same time as PE is being planned. Such arrangements make students attend other subjects instead of PE. It was equally observed that in some situations the time allocated for PE was used for other school purposes. For instance, when the school expected visitors such as school inspectors or government representatives, the time allocated for PE was used for preparation. I was informed that PE lessons were sometimes used for cleaning the school compound when the school thought this was important.
Students also reported that the time allocated for PE was also used by teachers of other subjects for additional teaching, especially when national examinations were approaching.

**School inspection with regard to PE**

Inspection of PE is rarely conducted in schools, one of the reasons being the limited number of PE inspectors and the lack of funds to facilitate their visits. Even when a limited amount of money is set aside for inspection, it is sometimes used for other purposes that need immediate attention. Generally, the heads of these schools expressed views like these:

> We have boarding students here...we need to provide for their food. The government budget for food is not paid timely, sometime it takes even six months without being paid...therefore we use what we already have...sometimes we use funds for school inspection...when the government provides for capitation and fund for food we pay for the inspection...financial problems affect not only PE inspections but even other subjects. (Head of School A)

> School inspectors are supposed to inspect two subjects of their specialization...however, in the group of inspectors that we received in the last inspection visits there was no inspector who had specialization in PE... (Head of School B)

The lack of regular school inspection has cut down the flow of information from school to other authorities. As informed, when schools prioritize various activities, inspection is sometimes marginalized in the name of lacking funds. Sometimes when it happens that inspectors visit schools there are no PE inspectors included in the group, and those who visit prioritize the inspection of other subjects of their specialization. Similarly, the management team at the school level (head of school, academic master) and the head of the department are expected to conduct internal inspections in their schools (URT, 2010). However, in the two schools this role was not, for various reasons, undertaken by the school management team.

> The management team is supposed to inspect teachers in their daily responsibilities...but we have not been doing it practically...we only sign the log book for the subject... (Head of School A)

In another situation, the management team omitted to inspect the subject because the teacher who was teaching it was volunteering.

> We have one teacher who volunteers to teach the subject...inspecting him is like doubting his ability...he is volunteering let him keep the students busy. (Head of School B)
The head of School B thinks that inspecting a generalist teacher can be negatively perceived by the person in question. The teacher, therefore, teaches according to his ability and can decide to stop teaching because he lacks the qualification.

The lack of regular inspection of PE limits the informed decisions, as different stakeholders miss the accurate information, which in return affects various kinds of support that could be given to schools to influence their decisions to offer the subject.

8.1.3 Local frames in schools that do not offer PE

Number of students

School C is an old school, which was founded in 1948 by the Roman Catholic Church and then transferred to the government after independence. It is a boarding school with a total number of 448 students, who come from different parts of the country. School D, on the other hand, is a relatively newly established school with five years in operation and a total of 600 students. This is a day school enrolling most of its students from around the catchment areas where it is located.

Teaching equipment and learning facilities

School C has a scarcity of equipment and facilities for use in the teaching of PE (Appendix XIII), while School D has nothing except an open space that functioned as a soccer field for unorganized activities. Because of the observed lack of facilities and equipment in School D, the school did not decide in favour of PE, one of the reasons being the limited space for building facilities. The current school conditions are reflected on by heads of schools and heads of school boards as quoted below:

We have some facilities and equipment but are in great shortage for effective teaching...we have few facilities and yet the school has not enough land for the construction of other facilities...we do not teach the subject but I know what necessary equipment and facilities are required for the subject...we do not have most of them...we have some of the facilities but they are not enough... (Head of School C)

In School D, the head reported that the school is still becoming established, as it is new, which means that there are other priorities which are thought to be more relevant. In this school, too, the head pinpointed the lack of an area for allowing the construction of various play grounds:

This is a newly established school...we are still struggling to put things in order...what I can say is that the school has not even a single play ground that can be used for PE or sport activities...our neighbors have encroached on the school we cannot even manage to have more than one play ground...this being
the case we are not thinking of teaching the subject in a near future… (Head of the school, school D)

Similar observations about the school’s lack of facilities and land for the construction of facilities especially for sport purposes were presented by the head of the school board:

The school does not have any facilities that could be used for ‘your subject’… neighbors have invaded the school’s area…we have reported the matter to the responsible authorities but they have not responded…we are waiting…but our aim is to be able at least to secure play grounds for our children to take part in sports (Head of the board of School D)

In these schools the decision not to offer the subject was linked, among other factors, to the lack of facilities. There were, however, other frames reported from these schools as contributing to the decision not to favour PE.

**Availability of physical education teachers**

In School C, there were two qualified PE teachers, both with a 1st degree in PE, who were, however, assigned to teach other subjects. One of the PE teachers is also the head of the school, who is actually involved in deciding what subject to offer as optional. However, this teacher argued that the priority of the school is now on other subjects.

At the moment we are constraining our students to either opt for additional mathematics or information and computer studies…we will think of other options in future… (Head of School C)

Similarly, the other PE teacher also reported that she prefers to teach other subjects because of the observed trend of teaching PE in other schools, of allocating lessons in the evening, which means that the teacher has to remain in school up to late working hours, especially when extra lessons are involved. This teacher reported:

If you are a PE teacher you are always late to go home…they normally schedule the subject in the afternoon or evening after the normal school timetable…this means you have to remain back to attend the students…I used to teach the subject in another school… we were always the last to go home, you need to be more committed to do that… (PE teacher, school C)

In the other school, School D, no PE teacher was found and few efforts had been made by the school management to secure one. The attention paid by the parents to other subjects also makes the school prioritize in line with their needs. In situations where the government has not been able to supply teachers, efforts are made to mobilize parents to support hiring temporary teachers. Teachers hired with the support of the parents are for subjects that are accorded priority, as was identified by one of the school board members:
As the school board we have been supporting the subjects that are in place…we involve parents to contribute to hiring short time or temporary teachers…the parents are cooperative but on condition that we pay attention to science subjects… (Head of the board of School D)

In general, in these two schools, securing PE teachers is not a current priority.

8.1.4 Reflections from the local frames

With the exception of School D, the rest of the schools have frames that are almost similar to each other. Schools A, B and C are similar in many respects including the availability of PE teachers and of some facilities and equipment, although not to an adequate extent. Ideally, if School C had used similar decision factors as the ones used in Schools A and B to offer the subject, it could also be offering the subject. Another interpretation is that the availability of PE teachers in a school is not the only determinant for its decision to offer the subject. School C has two graduate PE teachers but still has not made this decision. This suggests that for a school to make such an offer there must be more factors involved.

The time allocated for PE lessons in the schools is similar to what is suggested in the syllabus and curriculum (MoEC, 2005; URT, 2007). However, the suggested time is considered by the PE teacher not to be enough. To cover the syllabus by relying on the suggested time is thought not to be possible, and that is why teachers make use of weekends and extra hours either in the morning or evening to teach the subject. In addition, the way time is distributed and allocated, late working hours seem to be a factor that deters teachers from teaching the subject. This time is not difficult for students alone, but also for teachers who have worked all the day and would like to go home. In addition, PE is considered of less important in the schools and this is especially true when the time allocated for PE is used to fulfill other obligations or teaching other subjects. In this context PE is seen as unnecessary or inferior when ranked to other obligations such as cleaning school compounds or teaching other subjects.

On the other hand, school inspection is acknowledged as vital for communication between schools and other education stakeholders including the Ministry of Education (URT, 1995, 2007). However, this role is not fulfilled when PE is concerned, due to the shortage of PE inspectors. This may mean that the communication that needs to be initiated through school inspections is lacking, which can be interpreted to mean that any decision taken about PE could be missing some reliable information from schools.

From the students’ perspectives, facilities for changing and shower are important if they were to take part freely in the subject. According to students the teaching of PE can be inclusive, but for religious, cultural, privacy and hygiene purposes changing rooms and shower places are considered important.
The lack of facilities and equipment in School D is used as one of the main reasons for not being able to offer the subject. However, apart from facilities, this school lacks more basic things such as a PE teacher and equipment required in the teaching. On the other hand, while the regulation requires schools to have enough land before it is registered (URT, 1995), the lack of land even for sport purposes in School D could suggest that the regulation was not to be followed until this school had been registered.

8.2 General support for schools to offer PE

Schools are operated with a deficit in various respects. To begin with, they suffer from financial problems, because the funds provided by the government are not enough to accommodate all their needs. In covering for deficits in budget the government requests communities, parents, NGO and donors to join hands in providing quality education. That being the case, this study aimed at developing an understanding of how parents are directly involved in the teaching of PE. The main support schools receive to influence their decisions towards PE comes from the government, from donors and parents. However, such support is not always enough, as described below.

8.2.1 Government attitude and support

Schools that were visited belong to the government and, therefore, the support and monitoring of what goes on in them is its responsibility. Through the school inspectorate department, the government is expected to monitor and ensure that the teaching of various subjects in schools follows the curriculum. It was noted that the subject is rarely inspected, and the sole reason given is the absence of PE inspectors. It appears unclear, however, why there are no PE subject inspectors, while other subjects have them. That seems to suggest that the subject is not supported accordingly by the government. This practice is interpreted by one head of school as abandoning the subject:

The government have abandoned the subject…we normally have inspectors in science subjects that include mathematics, biology, chemistry and physics, we also happen to have social science arts and language inspectors but not for PE…, according to my experience not only in this school but in other schools as well where I have been teaching…PE has not been the concern of school inspectors… (Head of School A)

Lacking subject inspection entails lacking government support for the subject. It is through inspection reports that the teaching of the subject is communicated vertically to the ministry concerned with education. It is expected that through school inspection success and problems regarding teaching should be communicated to the government through the
commissioner of education and that strategies for improving the quality of education should be recommended.

The regulation requires schools to be supplied with enough qualified teachers for all subjects. It is the responsibility of the government to make sure that schools have PE teachers. However, schools do not have enough qualified PE teachers or lack such teachers altogether. Because of the lack of PE teachers with qualification, the subject was attended by generalist teachers. These generalist teachers are supposed to be backed up by qualified teachers who are not available in schools.

Government support is expected to be observed in the provision of necessary facilities and equipment for the teaching of the subject according to what is stipulated in the 1995 ETP, as described in Chapter Six. Similarly, the government is expected to support the requirements to meet the obligation of the 1978 UNESCO charter about PE and sport, of which Tanzania is one of the signatories. Article 5 of the charter calls upon governments and public authorities, schools and relevant private agencies to join in a corporate approach to plan and provide facilities and equipment for PE and sport (UNESCO, 1978). However, schools have a critical shortage of relevant resources for teaching the subject. They do not have facilities and equipment to enable the teaching of all syllabus contents.

Teaching and learning materials for PE are not supplied by the government and schools are without text books for the subject. MoEC (2005) documents that teaching and learning aids, textbooks and other materials are to be prepared, approved and distributed to schools by the government through TIE. However, the situation in schools regarding this requirement is not observed by the government. In all schools that were visited, the head and the PE teachers complained about the lack of textual materials in PE. In School A, where the subject has been taught for more than ten years now, it was reported that they had continuously asked for a PE text book but had obtained nothing.

The ministry decided to offer this subject…but there is not even a single book that is authorized by TIE for the teaching of the subject…we use an unauthorized reference book for teaching…. (PE teacher, School A)

The regulation requires schools to maintain and repair facilities and equipment used in the teaching process. It has been an obvious practice that the maintenance and repairs has been directed at buildings, leaving out facilities and equipment used in the teaching of PE. The budget supplied by the government in schools is considered inadequate to manage all school requirements.

There is no fund directed specifically for PE, the fund we receive from the government is already budgeted for, and is not enough to enable for buying of teaching and learning materials let alone for the building and maintaining of facilities… (Head of School A)
There is no specific budget in schools that is set out to meet the requirements for the PE subject, but instead schools depend on donors and parents for support in the construction and maintenance of facilities. Most of the teaching and learning materials found in schools were the result of donor and parent support.

Financial support from the government is not reliable for supporting the teaching of PE. The government support is supposed to support schools financially through capitation. However, this support has not been reliable, as sometimes the support does not come and when it does it does not come at the right time.

Schools are now influenced much by politics...the same government does not pay capitation or when it pays does not pay all the amount required in school or does not pay at the right time. (Head of School A)

Schools complain that the financial budget for education set by the government is minimal, and as a result capitation allotted for teaching materials in each school is insufficient. In insufficient situations optional subjects such as PE are given less priority during budgetary sessions at school levels.

In general, government support is expected to range from the regulative level to the actual teaching of the subject in schools. Regulation legalizes the teaching of the subject and provides directives for teaching and assigning responsibilities to ensure that the teaching in done accordingly. However, what is observed is that, apart from its regulations, the government has not been supporting the teaching as supposed. Schools are in great shortage of necessary teaching and learning resources. They have neither facilities, equipment, text or reference books, nor enough qualified teachers, nor any protection of school land.

8.2.2 Donors’ support of PE in secondary school

Donor support to schools is not always reliable. However, when it does occur, the support is said to influence the teaching to a large extent. Currently there was only one donor identified as supporting the teaching of PE in all the government schools that teach the subject. The donor provides for equipment and other support considered necessary in the teaching of the subject. However, if this support is to be evaluated on the basis of the curriculum model, the emphasis of the donor follows the sport education curriculum model, whose emphasis is on developing competent players in various sports. Apart from the support, there has been a donor influence on the teaching of baseball, which is not a component in the syllabus but the background of the support has been for developing students’ talents in the sport and 1995 for competition purposes. A detailed explanation of the influence of the donor in the teaching of the subject is provided in the motives for Schools A and B to start and continue teaching PE.
In summary, schools’ ability to offer PE depends on support of various kinds from the government and other stakeholders. It may be thought that decisions to offer PE also depend on the possibilities for securing financial support for the construction of facilities, equipment and other resources that are necessary for offering the subject.

8.2.3 Parents’ support

Parents’ support for the teaching of PE was linked to their knowledge and the attitude they hold vis-à-vis the subject. There are some parents who support the teaching and there are those who do not like support for the teaching. In one school, parents were credited for their support in the construction of a multi-purpose playing court which is used in the teaching of various ball games. Through school boards parents were mobilized and contributed money that was used in the construction of the facility. According to the head of the school, these parents knew the importance of the subject and hence responded positively to the call of the school board. Apart from the facility construction these parents from the same school have been paying for transport when students go out for recreation and outdoor activities. However, not all parents with children in the school provide support for the teaching, but some are reluctant to contribute. In the eyes of society PE is considered to lack the status of other subjects. In consideration of this, supporting the subject is jeopardized. To support the teaching of the subject remains an option that parents may decide not to respond to.

In other situations, the missing support from some parents was considered to be the result of cost-sharing in education. Some parents think that after paying school fees amounting to 20,000tsh in government schools, which corresponds to about 12 USD per year, they regard themselves as having fulfilled their obligation and what remains is for their children to sit back and study. At the same time, there are some parents who do not pay the school fees, accordingly, to enable the schools to plan for their budget. Since these are government schools, some parents think that the government takes care of everything to do with schools.

The parents involve politics when it comes to paying for school fees and other contributions required in schools…. they come up with a lot of stories…some do not even pay school fees for their children … (Head of School B)

School fees and other contributions paid by parents are considered not enough and not reliable for a school budget. In cases of budget deficit, schools always opt for subjects that are considered popular when compared to PE. The government, on the other hand, was considered not serious in asking parents to pay school fees, accordingly. One head of a school explained that it is not the fact that parents cannot pay such an amount of money as school fees, but just a lack of determination. The same parents can pay millions of money (Tanzanian shillings) to private schools, but when it comes to fees in
government schools they do not pay at all, or do not pay in time. If parents pay school fees and other contributions in time, schools will be in a better position for planning various programmes, including making plans for PE.

Nor was individual parents’ support to their children convincing with regard to the teaching of PE. Teachers complained that parents seldom supported their children in buying the materials required for PE. Some students took part in physical activities wearing their school uniforms because they lacked sports attires, which limited their involvement in the lesson. Data revealed that some parents think that supporting their children in PE is a waste of resources and time that could be better used in other subjects.

I asked my mother to buy me a pair of playing shoes … she said she cannot… because I will not be serious in my studies, instead I will concentrate on sports activities. So sometimes I do play barefoot, in this situation even taking the subject serious becomes difficult… (Student, School B)

The lack of parental support was linked to their economic abilities and a lack of appropriate knowledge about the subject. The head of the school board added that when parents have financial problems it becomes difficult to support their children for their school requirements. His observation was similar to students’ reaction to their parents not being able to support them in school.

I think some of the parents it is not that they do not have money but rather I think it is due to lack of awareness or education about this subject…, however, it is true that some of parents that they don’t have money to manage to buy our requirements… (Student, School A)

However, students whose parents were well informed about the subject held a different view of supporting their children in studying the subject. These parents encouraged their children to observe their timetable, find time to do their academic work as well as take part in sport. They also support their children in securing requirements for the subject. Students whose parents were well informed about the subject experience different support like this one student who uttered that

My mother studied PE at the university, so she knows the benefit of taking part in sports as well as physical education. What she normally reminds me is to observe my timetable. She encourages me to plan my time for sports as well as academic work… she supports everything I need for PE… (Student, School A)

When students are supported and encouraged to study the subject they opt for, they put efforts into studying it. Similarly, when parents discourage their children and deny support for them to study the subject, the possibility of students not opting for the subject increases.

Schools have no rooms for changing and no privacy, when considered on a religious basis. Therefore, for religious reasons some parents did not support
their children in studying PE, even though there were some parents who did so regardless of their religious background. In addition, heads of schools and heads of school boards consider parents’ support important for the teaching of PE but that schools are not getting enough support from them. The understanding about the subject as well as financial ability and religious background all contribute when parents’ support is required.

8.2.4 Reflections on general perceptions and support
In different capacities, the subject is supported by different stakeholders including the government itself. However, the support is considered unreliable and inadequate for influencing both schools’ and students’ choices of subject. From another point of view, the inadequacy and unpredictability of support is linked to the perceptions of the community towards the subjects. For example, some parents think that supporting their children or a school to offer PE is a waste of resources which can be used to support other ‘academic’ subjects. To them, PE is linked to just game and plays, which is not necessary for schools to offer.

8.3 Cultural conditions affecting schools whether or not to offer PE

8.3.1 General perceptions and support of PE
Perceptions about PE from parents
PE is unknown to some parents who do not know the existence of it as a subject in secondary schools. Some parents might even think that it is perhaps part of science, arts or business. Generally, some of them do not understand which subjects their children study in schools. The following quotes further illustrate this situation:

I do not know exactly all subjects my child studies at school, I am that old to know everything that my children do, I just know some... sometimes my daughter talks of them with her friends and gets to hear about them... What I am sure of is that she also studies mathematics as I have seen her doing some homework... (Parent from School B)

I am not aware of the subject in secondary schools... this does not mean that I do not take responsibility for my children’s education but rather not had an opportunity to ask them. These subjects keep on changing... as for PE I don’t know about it. (Parent from School D)

Some parents reported having little understanding of the subject, which results in low involvement in matters concerning school. Similarly, such parents argued that they were less concerned if their children were studying the
subject or even if it was offered in their schools. These parents showed less involvement in their children’s academic matters, believing that the children know a great deal more about school subjects than they do.

The fact that I do not know much about secondary school subjects, the less I am involved on my children decision…my children selected the option subject before even asking me, they just come to inform me of what they have selected and sometimes they don’t even inform me…when students choose certain subjects it is because of their interest and ability…deciding for your children can be contrary to their interest and ability. (Parent from School D)

Another parent within this group admitted:

To be honest I know little about school subjects… therefore asking me if I am involved in decision of what subject my son should study or what subject they study at school I can simply answer you ‘ask them’… I support what they ask but not decide for them. (Parent from School B)

These parents credited their children with being in a better position than some of them when it comes to issues related to school and school subjects. They blamed themselves for their poor involvement in school affairs, which made them less informed about what goes in schools with regard to their children’s academic career.

I think they are in good position to make good decisions than what I can do for them…, when it is about their school matters…I am not more of an expert than them… what I normally do is to support them…. (Parent from School B)

These parents do not decide or contribute to their children’s decision on what they should study at school. Most of them believe that the students’ own choices are probably the best, because they are better informed about these subjects than they. Students’ interests and their ability in different subjects were considered as a powerful lead for their decisions. Parents think that their responsibility is to pay school fees and make other school contributions.

However, there were parents who had some understanding about the subject. These parents reported having studied the subject themselves when they were students. Describing the subject on the basis of their old school memories, some of these parents associated the subject with sport. This is evident in the two quotes below:

I know the subject…when we were students the subject was named as physical exercises…I studied it when I was a student during the colonial period…we were taught this subject both theoretically and practically… we played a lot. It is an important subject that uses the body as a medium of learning. ‘Learning through the body’… (Parent from School D)

This subject is known… it had been there since when we were students. We used to spend the evening time competing within our school and competing
with other schools. So sports have been there and it is still there, that is why in the joining instruction we are told to buy a pair of shoes for our children so that when taking part in sports they use them. Thus, physical education is not a new subject. (Parent from School B)

Other parents who had some understanding of the subject had either been teachers or worked in the education sector, which is shown as follows:

I have different exposure when it comes to issues relating to education, this exposure helps me to know what students are supposed to study at school, I was a teacher before, so I know a lot about secondary school subjects... I also understand that there are differences between sports and PE...PE is the education through the body and it is even more important than sports. (Parent from School D)

Furthermore, parents who are aware of the subject know whether their children take part in the subject or if it is offered in their school. In different capacities these parents were involved in supporting schools to offer and for their children to take part in the subject. For example, parents like these supported the construction of a multi-purpose playground in School B.

However, regardless of their understanding, some parents wished to see their children studying PE, while others did not want to see their children do so. In addition, there are those among the parents who could be categorized as being neutral towards whether their children studied the subject, while parents who wanted their children to participate in PE seemed to have an understanding about the subject, linking it to active and health life.

It is important for children to study PE...in rural areas children might be active as compared to urban children, this is due to the nature of life in rural...in urban areas the situation is contrary ...children use car to and from schools, spend most of their free time watching TV and nowadays spending time in social media chatting and browsing...in urban areas open space that could be used for physical activities is rarely found …thus it is important that they use their time in school to study PE. (Parent from School B)

Another parent stated:

In the absence of mandatory PE in schools particularly in lower levels of schooling the chances of our children to develop diseases related to inactive life increase...we have heard of obesity problems, heart related diseases and diabetes in other countries...it is just a matter of time, given the life style in most urban areas these diseases will be part of our life...it is important for the subject to be taught in schools so that children will develop habit of living an active life through physical activities. (Parent from School D)

However, despite being knowledgeable about the subject, some parents do not want their children to participate in it. Reasons given by these parents are
associating the subject with a lack of academic merits and with having no future. They want their children to concentrate on subjects that could take them to higher education. For the sake of being healthy and active, these parents think their children can take part in after-school physical activities, even though these parents did not take into account the possible challenges experienced in such activities. Some parents within this group also linked involvement in PE with contradicting religious beliefs. The quotations below illustrate parents’ stance on the teaching of PE in schools:

The subject has no continuation in advanced level of secondary schools, and I heard that the subject does not count to overall examination results…why children should spend time studying a subject that has no future…for being active children play various sports that is enough for their health…after all some children are too intelligent to study PE. (Parent from School B)

On a religious basis, students who are denied the possibility of taking part in PE also have little possibility of being involved in after-school physical activities. Another parent who considers taking part in PE as being unholy reported:

How can I allow my daughter to study a subject that will contradict our religion, I cannot allow that to happen to my daughter…wearing shorts, playing with boys exposing her body because of the subject that will not contribute to her future studies…after all sports is for boys, I cannot encourage my girls to study this subject where girls and boys together wear shorts which is a bad manner in Islam. (Parent from School B)

In the views of the parents above, the subject that lacks continuation in advanced secondary school also lacks credibility. They added that, even if the subject is examined in the national examination but lacks continuation in higher education, it is not important to be included in the curriculum. Religion also acts as a screening factor for some children as regards taking part in PE. On a religious basis, it is considered to be bad manners by some parents for girls to take part in PE, especially when boys and girls are supposed to play together.

Some parents were found to take up an average position in whether to allow their children to take part in PE or not. These parents are ready to accept anything when it comes to the teaching of the subject to their children; whether you teach them or not does not change anything for their children. Their position was linked to their low knowledge of the subject, as some of them were not even aware of its existence and others said that they did not interfere with their children’s choices of what to study.

It could be noted generally that the knowledge of PE varies, with some parents considering it an academic subject and others taking it to merely consist of sports, while others again know nothing about the subject. However, parents reflect in their mind that the subject is about sport, even if it is taught
in schools. When parents have such understanding it might influence their support to the subject. Some parents do not want their children to take part in sport because it is a waste of time. In supporting individual students to study the subject, girls are often being discouraged because the gender issue and religious criticism influence them negatively. The lack of continuation of the subject exposes it to challenges such as being merely a sport, the lack of academic merits and the waste of time, which all affect support from some parents.

Perceptions about PE from students

The regulation calls for all students regardless of their gender, religion or ability to take part in the learning of various subjects, PE included (URT, 1995). To achieve gender-, religious and ability-friendly teaching, the regulation requires a review of the curriculum to make sure that it addresses inequality in education (ibid.). However, in society the subject is branded and considered differently when gender, religious and ability is concerned. PE is considered to be a subject suitable for boys due to the nature of its activities, which according to the participants of this study is reported to be dominated by competitive sports.

Some individuals consider an involvement in PE as being against their religious teaching. However, the violation of religious modesty through sport attires and mixed classes challenges some students to participate in the subject. The situation was reported to be more serious when, for example, students of different genders from the same family (most Tanzanians live in extended families) are supposed to take part in PE. Participation in a mixed class or contact sports is said to be violating not only students’ religious teaching but is also considered immoral, as one student reported:

Even my parents will be astonished to hear...only to hear, let alone to see us swimming or playing contact sport brother and sister...no, it is against our religion and immoral. (Non PE students, School B)

With regard to ability, as students consider that PE is a sport subject, those who are less able in sport do not opt for it. Girls are reported not to be interested in opting for the subject because in most cases the subject is characterized by soccer teaching. Students who are physically impaired also indicated their concern that PE is about competitive sport, which prevented them from opting for the subject due to their physical disadvantages.

I have seen those who study this subject taking part in different sports...they take part in soccer, basketball, netball and volleyball...these sports requires vigorous movement that is not gifted to all.... how can I compete in those sports, just look at my body... (Student, School B)

The above concern was raised by a student who is physically disadvantaged. Students with this challenge reported not to have opted for the subject because
the nature of the contents in the syllabus was not inclusive. Girls, on the other hand, argued that the subject is more suitable for boys than girls. The vigorous activities involved in this subject do not put the girls at advantage but rather at risk. The following voices were raised by two girls who consider PE as a male subject:

PE is sports…sports are meant for boys, not for girls…we girls we can opt for other subjects such as computer or needlework…if you attend our needlework class there is not even one boy… (Student, School B)

The other girl agreed:

Boys are not considerate when playing with girls together, they play as if they are competing with fellow boys…taking part in PE is risking your body…our bodies are delicate as compared to boy’s bodies… (Student, School B)

There were varying perceptions of the subject among students. Some students consider PE as merely sports, while others consider it as an important component of the academic package with the emphasis on sport. Those who consider PE as merely sport argued that taking part in sport is equivalent to taking part in PE. According to these students, studying PE is similar to studying sports.

Teachers’ commitment to and emphasis on the teaching of sports activities was linked to the subject being merely sports rather than an academic component. Students consider that their PE teachers are not committed to the teaching of the subject when compared to teaching other subjects.

It is a normal practice for teachers not to attend PE lessons regularly while the same teachers attend their other subject…sometimes we are given balls to play on our own while the teacher is just in the office… (Student from School A)

In the teaching of PE, students spend most of their time playing soccer, which has contributed to the interpretation that PE is just sports. Students reported that sometimes PE teachers do not physically attend their lesson but instead just send notes to copy or balls to play. This practice of copying notes was reported to be a common trend in PE. Students interpreted the less emphasis on PE to be linked to the subject’s lack of continuity with further studies. In connection with sports, students indicated that when attending PE classes much of the time is spent on playing sport, particularly ball games. They also added that when playing a certain sport in a PE class and it happens that the number of students is not enough to make a team, they ask other non-PE students to join the group. In some situations, different classes are combined during teaching, especially in ball games.

In PE lessons we normally go to the soccer field where we are taught different skills relating to soccer…we use these skills when we are in inter-classes or school competitions…, normally the girls do not take part when we have
While the majority has such perceptions of PE, there were a few students who considered it as an important academic subject for building a positive attitude throughout an active life. To them PE is concerned with learning good habits and behaviour related to the human body. PE as an academic subject is considered as a means for the transmission of knowledge, skills and values through the use of the human body. Students understand that various body characteristics such as physical strength, physical development, physical prowess, physical health, and physical appearance are said to be developed as the result of taking part in PE. Furthermore, it was understood that some of these students had prior knowledge about the subject, which made their perception different from that of the majority.

I have known the subject before even joining this school…my mother studied the subject at the university…she informed us about the subject and the benefit of studying it…sport is just a component but there is more than that… (Student, School B)

Another student reported:

PE is more than sport…we learn a lot in this subject, I remember our teacher one day said studying the subject is like studying all the science subjects…it is more than sport… (Student, School A)

Generally, although there were varying perceptions about the subject, PE teaching is perceived to be dominated by competitive sport, which indicates the dominance of the sport education curriculum model. The teaching of sport not only excludes some students from the subject but raises challenges for facilities that can accommodate the teaching according to the syllabus. Students’ perceptions of the subject were linked to the way their teacher selects the syllabus content. Even though the syllabus reflects a multi-activity curriculum model, most of the contents that are taught in schools are related to ball games.

8.3.2 Motives for schools’ decisions not to offer PE

Schools’ decisions not to offer a certain subject is arrived at following a process similarly to that used in decisions to offer the subject. However, the major identified obstacles for not offering PE in these schools include the lack of facilities, equipment, qualified PE teachers, prioritizing other subjects, lack of subject continuation in advanced level education, and other support which could enhance the teaching of PE at large, such as schools’ financial status or the availability of PE authorized reference books. This means that the teaching of PE requires many aspects to be considered, and not only teachers, which these schools do not have and cannot secure, as noted by a head of schools:
I am a qualified physical education teacher…in this school we are two graduates with specialization in PE but it is unfortunate that we have not started teaching the subject…teaching is more than having qualified teachers… (Head of School C)

The head of the school above reports that parents would like to see their children progressing to the advanced level after this. Since PE has no combination with what is offered at the advanced level, it might bring about conflicts with parents, because to them the subject only has a value if it helps their children to go on to further studies. Schools prioritize other subjects that are considered to involve a future to students. This is beyond schools’ decision as argued below by another head of school.

There are other factors that are not even within the capacity of the school to solve, the lack of continuation of the subject affects our decision but we have nothing we can do about…. (Head of School D)

In connection with prioritizing other subjects at the expense of PE, one head of school reported:

Despite the shortage of teachers, parents are not ready to support hiring even a part time teacher in PE. While the same parents supported positively hiring part time teachers for other subjects like science and business…some parents don’t want their children to study PE…they consider it as playing and waste of time.  
(Head of School D)

It is seen that in School D, apart from lacking the necessary teaching and learning logistics, the lack of support from the parents also limited the school’s decision to offer the subject. In connection with the lack of support, the parents’ view of the subject as merely play interferes with the decision to offer the subject.

8.3.3 Motives for schools’ decisions to offer PE

In schools, teachers through their meetings where heads of schools possess a great influence can make decisions on whether or not to offer the subject after assessing the local frames including the availability of PE teachers. Nevertheless, the contrary exists as the case in School B.

It is important to think of the teacher first, but in my school I thought of my students first that is why we started teaching the subject with a generalist PE teacher… (The head of School B)

In the process of making the decision on what subject to offer, particularly the optional ones, the school does not need to seek consent from any other authority. After the decision to offer the subject has been reached in the teachers’ meeting, other formalities follow, including informing students about the subject.
In addition to what is decided at the teachers’ meeting, the head of the school’s interest in the subject, as highlighted above, plays a significant part in the schools’ decision to offer the subject. Some heads of school want to see their students being active and developing talents in sports, also hoping they could become employed in the sports market in the future, which motivates them to ensure that the subject is taught in their school. Some school heads are themselves active in physical activities, which also adds to the interest in seeing students participating in PE. This is especially based on the belief that students who are healthy both mentally and socially are more likely to be academically motivated - ‘a sound mind thrives in a healthy body’. One school head claimed:

I wanted my students to be exposed to a variety of issues including sports activities in general…physical education was the best opportunity to achieve my dream for these children...I believe that active students are also active in their heads...also we can have strong team for competitions. (Head of School B)

On the basis of the school’s interest, another head of school stated:

The teaching of PE can be used to identify talented individual students and develop them for their future but also for the school during inter-school sports competitions. (Head of School A)

However, looking at the interest of these two teachers, their motive for the schools to teach PE was not necessary linked to the goals of the subject but rather to fulfilling other interests, including competitive sport.

On the other hand, if the school head is not interested in the subject, it becomes difficult for the school to offer it. This situation may occur even if the school has the necessary teaching and learning logistics. Resources earmarked for PE are diverted to other areas, as one PE teacher describes it:

Before I was transferred to this school I was teaching in another school, the head of school had no interest in PE or sports in general…when I reported in this school from a teacher college he asked me…PE teacher? Can’t you teach another subject? I think you will help us in Geography since we have a shortage in that and it is one of your specializations… (2nd PE teacher, School A)

Another condition that motivates schools to offer PE is the availability of supportive local frames such as facilities, teaching and learning resources, PE teachers and external support.

In some situations schools’ decision to offer PE is motivated by donor support, especially through funding, which helps in acquiring the relevant facilities, equipment and other materials for the subject as well as organizing training for PE teachers and study tours for students and teachers. This has motivated students to participate in the subject and also increased teachers’
competencies, especially through the ‘knowledge transfer’ involved in the
teaching of PE. A few quotations below depict this issue.

The teaching of the PE in this school was motivated by an NGO from UK
called the International Inspiration...this donor supports the school by
providing teaching equipment and other teaching and learning resources...they
also support our PE teacher for seminars. (Head of School B)

With this fund from our donor support we organize local competitions in the
school, local coaching training and buy a little equipment for PE...also provide
equipment for various sports... (2nd PE teacher, School A)

The availability of donor support also motivates schools to increase the
number of students studying PE. They encourage more students to opt for PE
so as to meet the demands of the donor who would like to see all students
studying PE even though this is not expressed in the regulation.

We have been teaching this subject for some time now...but it is after the
cooperation with the international inspiration that we have increased the
number of students who opt for PE...the program requires that all our Form
One students should opt for physical education... (Head of School A)

8.3.4 Students’ enrolment in PE

Ideally, students are expected to select subjects that suit their interests and
abilities, and the subject selected automatically dictates the kind of career they
will enter upon graduation. However, the choice of optional subjects was not
purely a matter of students’ decision. It all depended on the availability of
subjects in their school, being a curriculum requirement, their own interest,
inspiration from significant others and the availability of teaching and learning
logistics played major roles in influencing students to study the subject. Some
did it because they were required to take one option to fulfill curriculum
requirements. Since students are only restricted with regard to the number and
not the kind of options to take, some of them reported to have opted PE on this
basis. The desire for an active life and taking part in sport were among the
reasons motivating students to opt for the subject. Furthermore, some students
who study the subject have the idea of developing their talents in sport and
thus fulfilling their desire of becoming good sportsmen and sportswomen in
the future.

The subject is among the optional subjects that are taught in our school... when
we joined in Form One we were asked to select one optional subject... some of
us decided to go for the subject... (Student, School A)

Students who had no interest in sports and no dream of developing their
talents or becoming players in the future did not consider PE as a serious
subject to study. They argued that the time they had for playing at home was
enough for their health. Similarly, other students considered their daily walk to
and from school and domestic activities as enough exercise to substitute for the subject.

Some students were interested in studying the subject, but because they were required to select only one, it was not possible to opt for the subject because they had opted for another. Only students who were aware and well informed were said to have had a great opportunity of opting for the subject.

By the time I knew that there is the subject of PE…I had already made the choice of other subject…I could have opted for the subject if I had known earlier about it… (Student, School B)

There are also some students who were forced not to study the subject because the number of students required in a class was already reached. According to these students, they were informed about this by the school administration. This was because the school relied on the number of teaching and learning facilities it had at its disposal.

Other students were influenced to study the subject by their parents, friends, and by their teachers. In such situations, the perceptions of those who advise the students about the subject determined whether a student should opt for the subject or not. Parents who were knowledgeable about the subject advised their children to opt for it. Teachers, especially PE teachers, were also among those who advised students’ option.

When students join Form One, teachers from different subjects introduce their subjects to the students during a school meeting. Teachers have to promote their subject options, and those who are good at promoting them acquire many students, even though the number of students may decrease as they proceed to the upper classes for various reasons. However, if a certain teacher was not around during the first introduction meeting, opting this teacher’s subject was affected, as students did not get proper information about it.

The availability of teaching and learning facilities and equipment also motivated students to opt for the subject. Schools with a conducive and supportive teaching and learning environment motivated more students’ options. The availability of qualified PE teachers was another motive for students to choose the subject. Students get to know that a school had qualified teachers during the first introduction meeting between teachers and students.

In general, the enrolment of students in PE is influenced by different factors. Students who have the perception that PE will contribute to their overall education outcome opt for the subject. The claimed lack of academic merits of PE acts as a challenge to some students. On the other hand, students who bear in mind their parents’ command not to wasting time studying PE, as it is considered to have no future. The little understanding of the subject in the community leaves students in undecided about the position of the subject in their studies.
8.3.5 The actual teaching of physical education in schools

The actual teaching of PE in these schools is influenced by teaching and learning logistics, which include the availability and state of facilities and equipment, teaching resources and PE teachers, the time allocated for PE and the financial status of schools. In these schools the teaching and learning logistics are inadequate. The shortage has led to reducing their ability to offer the subject according to the syllabus. A few topics such as ball games, track and field events, which are easy to offer, for instance through the use of school grounds, dominate the teaching, while others such as racket games (hockey, cricket, badminton and tennis), gymnastics and swimming are rarely or not at all taught. This was made evident by some teachers:

The teaching of PE in our school is dictated by the available facilities, equipment and teaching and learning materials. To keep the students occupied in the subject, sometimes we engage them in activities that are not at their level. It is a usual practice to find Form Four students learning ball games which actually are supposed to be covered in Form Two. (1st PE teacher, School A)

In School B, the soccer field is used to cover topics that require the use of playgrounds, as reported:

We use the same field for soccer and other topics that require large space for their accomplishment. All track and field events are taught on the soccer field although it is not standard to support the teaching successfully… (PE teacher, School B)

Financial problems and lack of PE-qualified teachers make it difficult to teach topics such as first aid, recreation or outdoor activities, as noted by one teacher:

Sometimes because of the reality in our school we do not teach some topics as some require students to go out for learning purposes, these outings require money to hire transport and other costs that may be involved, always such money has been difficult to secure…even if you decide to involve the parents their responses is not reliable… (1st PE teacher, School A)

Because of relying on donor support, these two schools have been compelled to offer other contents not found in the syllabus. For instance, it was noted that baseball, which is a component not found in the syllabus, was offered in the two schools due to the influence of donor support. Apart from supporting the teaching of PE, the donor asked the schools to teach baseball as being among the qualifications for support from the International Inspiration programme, a UK-based organization. The programme supports equipment and materials used in the teaching and learning of baseball. It also supports the school by funds to organize baseball competitions and training relating to baseball. This was commented on as follows:
The teaching of baseball in this school was possible only because of the support we receive from the international inspiration program and mainly this is because it was the requirement for their support… (2nd PE teacher, School A)

However, as noted above, the teaching of baseball is contrary to the aim of PE and some other directives, as noted by one head of school.

The international inspiration has different objectives from that of PE with the aim of influencing development through sport…their requirement is to ensure that PE is taught for all students…this is against the regulation…PE is not a compulsory subject… there is no way that all students can study PE… (Head of School A)

However, the teaching of baseball was done as part of leisure activities to students who study PE and train for the school baseball team for various interschool competitions. This teaching took place during the normal hours for PE lessons.

In most cases, the teaching of PE is dominated by outdoor activities. Students added that most of it takes place outdoors in play fields, although in rare cases their teachers introduce new topics in the classroom. In the play fields students are reported to learn ball games such as basketball, soccer, netball and volleyball, whose teaching in one school takes place in community facilities because of the lack of school facilities. A subject teacher reports:

Our teaching take place either inside or outside of the classroom or in community facilities depending on the topic or subtopic to be covered…even if it is a practical session we introduce the lesson in the classroom and then take the students to the fields of plays for practical…however, it can be seen that most of the time we spend in the fields of plays because of equipment shortages… (Generalist PE teacher, School B)

In organizing outdoor teaching, students are supposed to bring their own sport’s attire required during the PE lesson. For a practical session students are given some minutes for changing and then proceed directly to the field of play. After the lesson students take back the equipment used in the lesson and leave for home, as the periods normally end by the time students are supposed to be going home.

In supporting students to learn, teachers’ interests sometimes differ, which leads to misunderstandings between those who teach PE in some schools and cause difficulties in offering the subject properly. This is due to limited mutual support, as one of the teachers testifies:

I am a new teacher in this school as compared to the generalist teacher, who has been here for six months now. Honestly speaking, my fellow teacher is not a qualified PE teacher but teaches the subject due to his interest in sports. When I joined this school the head of school appointed me as head of the department,
my colleague was not happy about that and since then we have not been on
good terms… (PE teacher, School B)

It was noted that because of the poor relationship these teachers do not
cooperate in their teaching. If it happens that there is a certain topic which one
teacher cannot teach competently, the topic is left out even if the other teacher
can teach it accordingly. As a result of these misunderstandings it has reached
a point that even the sharing of equipment and other teaching materials has
become difficult.

The teaching of the subject was affected by a lack of text and reference
books. Teachers reported that the subject generally lacked text books,
although authorized by TIE. In most cases the teaching relied on reference
books, which are not regulated or authorized by TIE.

The subject has no authorized text book or reference book…we only rely on
internet materials…or if it happens that you get a reference book with valuable
notes you can borrow and take photocopies and give them to students… (PE
teacher, School B)

The lack of reference books not only affects teachers but also students, who
have to rely on the few subject notes provided by their teachers alone.
In general, even if these two schools teach the subject, what was observed is
that this is done under challenging conditions. Due to these challenges not all
topics are covered, which can lead to not achieving the objective of PE in
schools.

8.3.6 Assessment of physical education

Different assessments are conducted to oversee the extent to which the subject
is well mastered. These assessments include weekly and monthly tests
(continuous assessment), mid-term and final year examinations. However, due
to the lack of enough teaching and learning equipment and facilities, assessing
students in aspects which need ‘practice’ is difficult. It is important to note
that the context in external examinations depends on the class level syllabus
requirements, and on topics and learning objectives to be covered. Those,
categorically, include the two major knowledge perspectives of theory and
practice. Therefore, a closer look on an examination sample will depict the
nature of the contents.

However, regardless whether the questions are theoretically or practically
grounded, they are all responded to in writing. For instance, one question from
a previous national examination required students to draw a soccer pitch and
indicate the following: penalty mark area, goal area, flag post and position of
players in 4-4-2. This is a practically grounded question (because students
could go into a soccer pitch and show those aspects); however, students were
required to respond in writing (i.e. theoretically). This reflects why the nature
of the national examinations constructed during the past three years has been a
‘pen and pencil examination’. A similar scenario is seen in schools, as topics which require practical answers are left out and everything is assessed in writing. For example, in one of the schools there was a question in an internal examination which required students to draw a picture of a referee showing a sign of free kick in soccer. This could well be done practically, as not all students were able to draw a picture. However, a PE teacher defended this practice by saying that this was copied from national examination standards:

Even during national examination students are not given practical examination in ‘practice’ … (1st PE teacher, School A)

This practice is against what is required in the regulation; the syllabus requires students to be assessed in all objectives. The syllabus specifies:

The…appropriate use of variety of assessment techniques includes demonstration and performance of skills at individual and group levels. (MoEC, 2005, p. vii)

However, the consequences of relying only on paper and pen assessment are that some elements of students’ development are not assessed. For example, this type of assessment can be used to assess cognitive development while leaving out sociological psychomotor development and changes in terms of humanist spiritual values as stated in the curriculum (URT, 2007)

With regard to examination scores, the continuous assessments from schools are sent to NECTA where they are added to the national examination score to obtain students’ final grade. This is to say, the continuous assessment done in schools is equally important with the national examination in contributing to the student’s final grade.

According to students, there are many of them who would like to opt for PE, but the poor results with grades below C have been keeping them away. Students also added that sometimes during internal school examinations, PE is not assessed at all without any reasons given. Examination results which do not contribute to further studies at a higher level as well as many topics left untaught are among the sources discouraging students from opting for PE, as identified by one of the school heads and captured in the quote below:

Last year we had a student who I can say was bright in PE…we were expecting an A result from him, but all of the sudden he did not show up for the examination…when later asked he complained about not having been ready for the examination since he discovered that there were numbers of topics that were not covered…revising previous national examination papers he found that there were many topics that appeared in the past examinations that were not covered in the class, therefore he decided to withdraw…(1st PE teacher, School A)

One student explained what they consider as poor results:
Good results could be like if you perform between an A and C…perhaps if the syllabus is well covered, results could be better than the recent situation has been… (PE student, School A)

However, URT (2010) considers students to have poor results when they achieve the margin of Division IV or fail completely.

Table 8.3 exemplifies the poor performance in PE in the national examination as well as the number of students registering and sitting for PE examinations using three consecutive years from School A.

Table 8.3: Three years students’ attendance in PE exams and results in School A

<table>
<thead>
<tr>
<th>Year</th>
<th>Registered</th>
<th>Appeared</th>
<th>Pass</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>31</td>
<td>15</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>2012</td>
<td>18</td>
<td>8</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>2013</td>
<td>9</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>


The results not only discourage students to opt for PE but also schools’ decisions to offer the subject. Students who are considered to have failed include those having an average score of F from both continuous assessment (50%) and final national examinations (50). In Table 8.3 the failed students in the three consecutive years scored marks between 0-34 out of 100.

8.3.7 Reflections from the cultural conditions

The decisions for schools whether or not to offer PE is not necessarily influenced by local frames. Apart from the decision-making meeting, other factors also influence the decisions. In all schools, the heads have a great influence on these. The interpretation may be that the positive or negative attitudes of the head of the school toward the subject are of major decision-making influence.

On the other hand, the teaching of PE in schools was influenced by the supportive frames available. Some syllabus contents were not taught at all because of lacking facilities and equipment, while others dominated the teaching as supportive equipment and facilities were available.

In another situation, the use of generalist teachers of PE resulted in some contents not being covered, because the teacher lacked the required knowledge about these. Thus, the availability of facilities and equipment alone was did not contribute enough support if the teacher was not qualified. This led to some basic contents such as first aid and safety not being taught in School B.
8.4 Summary of the Chapter

The local frames in the schools involved in this study are inadequate to support their decisions to offer PE. Although the frames are better in schools that offer PE when compared to those which do not offer the subject, they are not sufficient. The situation is worse in those that do not offer the subject. Moreover, society at large does not take PE seriously, which affects the way they look upon supporting the teaching of it in schools. Some parents do not understand the subject, while others have little knowledge about its association to sports. That has led some to influence their children to attend it and others to discourage them. Students have different understandings of the subject, mostly thinking it is sport and is of no academic value, especially because it lacks continuation at higher levels. The government support to the teaching of the subject seems to be insufficient, and therefore parents and donors are asked to join in. However, their responses are not very extensive.

In the views of the institutional theory, the teaching of PE does not solely rely on the set rules as regulative, the actual teaching as normative or the cultural influence as cultural cognitive aspects. The regulative aspect makes rules and directs the teaching, but the norms decide how to teach and what to teach, depending on local frames. Culture, on its part, assigns values to what is planned and thus influence the teaching. Therefore, the availability of adequate teaching and learning conditions in schools is necessary but is not enough to influence the teaching of PE. This is only part of the influence, together with the support of regulative, normative and cultural aspects within an institution.
CHAPTER NINE: INTERSECTIONAL PERSPECTIVES ON SCHOOLS’ DECISIONS TO OFFER PE

Introduction

This chapter highlights the observed intersections between the three institutional domains operating at different levels. The chapter responds to the fourth research question, which was to analyze in what ways the intersections between regulative, normative, local frames and cultural conditions influences schools’ decisions to offer PE in secondary schools. To that end, the chapter primarily covers the ways these conditions and frames influence schools’ PE decisions from intersectional perspectives. However, to enable observing the intersections between the pillars, the structure of the presentation combines the three pillars. The chapter starts by presenting a summary of major findings, which are summarized in Table 9.1. Then it continues by recapturing the way the conditions dominate and influence each other towards school decisions. Further, as illustrated in Figure 9.1, a closer oscillating across the three pillars especially concerning the fuelling or defueling of schools’ decisions on PE is revisited The chapter ends with a summary.

9.1 Summary of findings from the three pillars

Generally, schools’ decisions whether or not to offer PE are governed by different conditions founded and operating at different levels. Some of these conditions originate outside the school and schools therefore have limited power to control them. As conditions, which are considered regulative or normative in character, the decisions made by schools have to reflect these. Further conditions that influence schools’ decisions have their roots within the community. The perception about the subject that is inherent within the community limits participation in and support for the subject. Furthermore, in some situations, the decisions to offer PE are influenced by the local frames
available in each specific school. Table 9.1 summarizes the findings obtained within the three institutional pillars.

Table 9.1: Summary of findings from the three pillars

<table>
<thead>
<tr>
<th>Regulative conditions</th>
<th>Quality monitoring and evaluation practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject’s legal status and pedagogical support</td>
<td>Responsibilities of ‘other actors’</td>
</tr>
<tr>
<td>Legalization</td>
<td>Examination settings, grading and usage</td>
</tr>
<tr>
<td>Subject status (option) and sanction</td>
<td>School evaluation and registration recommendations</td>
</tr>
<tr>
<td>Provision of policy documents required in schools</td>
<td>Monitoring adherence to ETP</td>
</tr>
<tr>
<td>Ensuring availability of teaching and learning facilities and equipment</td>
<td>School budgeting, community involvement and overall school management</td>
</tr>
<tr>
<td>Approval and ensuring similarity of teaching and learning materials</td>
<td>Monitoring to adherence of timetable</td>
</tr>
<tr>
<td>Qualification of teachers and their availability</td>
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</tbody>
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<table>
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<tr>
<th>Normative conditions</th>
</tr>
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<tbody>
<tr>
<td>Curriculum conceptualization</td>
</tr>
<tr>
<td>Contents to be covered at each level</td>
</tr>
<tr>
<td>Subject objectives</td>
</tr>
<tr>
<td>Teachers’ qualifications</td>
</tr>
<tr>
<td>Curriculum-school contextualization</td>
</tr>
<tr>
<td>Topic-specific teaching and learning materials</td>
</tr>
<tr>
<td>Examination, grading contents</td>
</tr>
<tr>
<td>Topic-specific teaching methodologies</td>
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9.1.1 General recapitulation of findings

The regulative, normative and cultural conditions as well as the local frames that promote, legalize and influence decisions made by schools are not entirely independent. These conditions act upon each other, although at different magnitudes, which could mean that one condition dominates or plays a bigger role in influencing such decisions. The section below presents the mutual intersections of the conditions and the ways they influence schools’ decisions whether or not to offer PE.

The regulative and normative conditions affecting schools’ decisions have their foundation in the 1995 Education and Training Policy, ETP (URT, 1995). The 1995 ETP guides education delivery at all levels in the country (URT, 1995, 2007, 2013), its major objectives being to improve the quality of the education process, to increase and improve access and equity for all children, to devolve authority to local levels, and to broaden the financial base for supporting education (URT, 2010). In the actual teaching in secondary schools, the 1995 ETP sets the basis for consolidating and broadening the scope of ideas, knowledge, skills and concepts already acquired at the primary education level (URT, 2010). Since PE is taught within primary education, it is expected that the ETP, according to the URT (ibid.) should also establish the basis for teaching PE in secondary schools for continuation purposes. From the ETP various documents are prepared to guide the teaching of various subjects with the inclusion of PE in schools (URT, 1995). These documents include curricula, syllabi, teaching and learning materials as well as other resources required by schools to offer various subjects (URT, 1995, 2007).

Additionally, despite the status of ETP, teaching in schools in reality involves the presence of some other motives in operation regardless of the regulative and normative aspects, namely, local and cultural conditions. The experience of these conditions in schools affects the interpretation of the policy and other directives in such a way that the regulative and normative aspects operate in relation to the school context (Maguire et al., 2015). In interpreting the policy into practice, schools or teachers are at liberty to adapt the curriculum to local conditions, whereby they can relate its contents and the process of teaching and learning to local environments (URT, 2007, MoEC, 2005). The following is specifically stated:

The teacher is expected to think creatively based on the situation and identify thereafter other teaching or learning materials available at his or her locality (MoEC, 2005, p. vi).

At the same time as it encourages the observation of local frames in the teaching, the syllabus presents the contents, which are compulsory. The interpretation may be that teachers are encouraged to expand the frames by not relying exclusively on locally available frames, such as the use of community facilities.
Implicitly silent notions in regulative and normative statements

The regulative and normative conditions are not fully independent in influencing schools’ decisions to offer PE. There are many regulations and normative conditions which are not in line but can be interpreted as being contradictory or not clear enough to influence the decisions to favour the teaching of PE. For instance, the regulative aspects require school owners to ensure the availability of necessary teaching and learning logistics for all subjects (URT, 1995). Owners are specifically required to make sure that their schools have facilities and equipment for all subjects (ibid.). However, the regulations are silent on the types of facilities that are required. It may be understood that the regulative and the normative conditions are stipulated in a way to require schools to ‘implement’ the policy rather than interpret it according to the school context. As a result of not being specific, schools interpret the regulations and normative conditions according to their own needs, and in such decisions the local frames determine what is to be taught in each particular school.

In schools adhering to the policy, the emphasis has been on facilities such as classrooms, laboratories, working offices and teachers’ houses (URT, 2007), which schools think are more important according to their context. In addition, when schools consider equipment, the priority is on laboratory apparatus and chemicals and not on PE-related equipment. The local frames and their base in the perceived relative status between various subjects seem to dominate over the regulative and normative aspects on issues relating to facilities and equipment in schools. Choices are made in accordance with the school context.

In a similar vein, for the policy and other policy directives to be interpreted as stipulated in the documents depends on the consistency between the regulative, the normative, and the local situations (Scott, 2014). A lack of consistency among various directives may act as a loophole for decision-making. For example, although the 1995 ETP indicates that the subject should be taught at all educational levels, the subject lacks an active subject combination at the advanced level (URT, 2007a).

An inconsistency in the name of the subject has also been observed, with the 1995 ETP naming the subject Games and Sports (URT, 1995) while Personality, Development and Sports is the name used in primary (URT, 2007b) and PE in secondary schools (URT, 2007). This inconsistence in naming the subject leads to various interpretations, and reinforces the perceptions of the subject as connected to competitive sports, rather than physical activities and health.

Curriculum subject status and lack of regulative sanctions

All levels of education stipulated in the ETP receive their curriculum, which in turn is used to prepare their syllabuses. While the ETP promotes the teaching
of all subjects in the education system, it is at the level of the curriculum that subjects are assigned the status of being either compulsory or optional (URT, 2007). Thus, what can actually be linked to having influenced schools’ decisions on whether or not to offer PE is the curriculum, which is what assigns status. At the school level, the teaching of the subject is optional for both school and students, as stated in the curriculum (URT, ibid.). Schools decide to either offer or not offer the subject on the basis either of status (compulsory or non-compulsory) or of local frames and cultural conditions. It has also been observed that students prefer to opt for subjects where they have a chance of receiving higher grades while schools prefer to offer subjects that involve no or few challenges in teaching (Ndalichako & Komba, 2014). Since PE is an optional subject surrounded by several challenges for effective teaching (Mafumiko & Pangani, 2008; Ndee, 2010a), the possibility for schools whether or not to offer the subject depends not only on regulative and normative aspects but also on other conditions.

In the same manner, the teaching of PE is guided by a PE syllabus that stipulates topics to be covered as well as teaching and learning strategies and materials in all classes (MoEC, 2005). For the pre-listed contents of PE, which schools are supposed to observe, they are not at liberty to deal with the contents according to context heterogeneity, i.e., interpreting or offering contents according to their context. The syllabus contents are compulsory and allocated 78 periods in a year, of which 4 periods are reserved for midterm and annual examinations, one period being 40 minutes long (MoEC, ibid.). In this situation ‘policies do the schools’ and not ‘schools do the policy’ (Ball, 2015, p.2). When policies do schools, teachers do not interpret the policy but instead exhibit a form of policy dependency and a high level of compliance (ibid.). In this situation teachers are rarely involved in the interpretation of the policy. For schools to interpret without implementing the policy, they need to have freedom of decision based on their context. However, such freedom or local interpretation of the syllabus is in conflict with the syllabus and national examinations. The national examinations do not build on what teachers have covered in their teaching but on what content areas are supposed to be covered.

Therefore, despite the regulative and normative conditions promoting and influencing the teaching of the subject, the local frames and cultural conditions experienced in schools have a greater chance of influencing schools’ decisions on PE. In addition, no sanction is stated in the regulative domain for a school that fails to teach optional subjects (URT, 1995, 2007). This means that even if the school has all the logistics required for teaching a subject but decides not to teach it, no sanction will be imposed on that school, primarily because the subject is not compulsory.
Useless promotive examination results for PE and contradictory directives

Both the regulative and normative conditions stipulate that, among other things, the examination results should be used for promotion purposes (URT, 1995, 2007). However, the examination results for PE are used for promotion only from Form Two to Form Three (URT, 2007). As for promotion from ordinary secondary education to advanced secondary education, PE examination results are not used, since there is no active subject combination at the advanced level. In this respect, the normative aspect seems to dominate over the regulative statement that PE should be promoted on all levels of education. Experience shows that in the curriculum for advanced secondary education, PE has not been taught despite offering subject combinations which include PE, such as Physical education, Biology and, Fine Arts, Physics, Biology and Physical education, Physical education, Geography and Economics and Chemistry, Biology and Physical education (URT, 2007). Currently, the active subject combinations available are mostly formed by compulsory subjects (ibid.).

In addition, the normative aspect of examinations requires students to sit for both practical and theory examinations, while the curriculum requires examinations to focus on cognitive, affective and psychomotor domains (URT, 2007). According to these requirements, students are expected to do both written and practical examinations in schools as part of national examinations in order to follow all objectives as stated in the syllabus (MoEC, 2005; URT, 2007). However, the examination set by NECTA and at school levels only includes theoretical aspects. The actuality of schools lacking necessary teaching and learning facilities and equipment could be associated with failure to observe these requirements.

Furthermore, interests and directives have sometimes been contradictory, which might favour the teaching of other subjects than PE. For example, a programme such as Big Result Now, which results in judging schools on how well they improve results (Sumra & Katabaro, 2014), may lead to the marginalization of some subjects. In programmes like this, schools are judged by how they ‘implement’ the directives and not by how they interpret the directives. Implicitly, programmes of this nature may force schools to invest in subjects without any severe shortage in terms of teaching and learning logistics. Schools may decide to interpret the policy in such a way that they observe the need of the higher authorities.

PE perceptions, pressure and interest

At the school level, there are, however, other conditions, which lead certain subject contents to be prioritized in teaching. Implicitly, school managements and individual teachers tend to interpret the policy on the basis of their own prior experience and within the contexts of the schools and communities they
work in. Teachers’ experience and interests, the availability of teaching and learning materials, equipment and facilities, and the nature of the surrounding community influence decisions about what to teach.

Donors may also influence the teaching of the subject, as witnessed in the teaching of baseball, although it was not included in the syllabus contents. Donor influence on the teaching of the subject can be interpreted as external pressure affecting schools’ decisions. External pressure may lead to schools changing their programme to address it. When the pressure is on subjects that draw the interest of the majority, there is a risk of marginalizing those that are considered to be less important. Contents that dominate the teaching depend on its logistics in a specific school. Therefore, despite the influence of normative conditions, the cultural aspects related to school reality may dominate the teaching of the subject.

In addition, schools’ decisions whether or not to offer PE depend on the attitudes and interests of the heads of the schools. Since they are involved in deciding on the allocation of resources into different departments (URT, 2007, 2010), their perception of PE determines the position of the subject in their schools. Heads of schools who are positive to PE influence the decisions to offer the subject, while those without any interest in PE influence their schools to choose other alternatives.

**Value attached to the subject by society**

In schools, different individuals have different loyalties and different sets of personal and professional values, some of which are mediated to influence their decisions and actions. The values attached to the subject shape decisions, practice and actions. Some schools decide to offer subjects that are considered by the community to possess high values (Wanyama, 2011). This is where prioritization in terms of subjects and resources occurs, as a high value means high priority. In addition, during the teaching process teachers also prioritize the contents which they consider having high values (Mafumiko & Pangani, 2008), for example the interpretation of the reason for the dominance of sport education in the teaching of PE may be that this model of the PE curriculum is accorded a high value in the community. Instead of teaching PE, some schools teach sports because that is what their clients want, and schools sell their names by offering sports (Mafumiko & Pangani, ibid.). Thus schools’ decisions whether or not to offer PE may be influenced by the values attached to the subject by different policy interpreters at the school level and within the community.

Furthermore, some individuals in the community seem to consider the subject as non-academic, recreational and containing nothing but sport that can be done even outside the school system (Shehu 2009; Wanyama, 2011). Implicitly, the meaning and value of the subject in the eyes of the community are not necessarily influenced by the regulative or normative aspects promoting the teaching of the subject, but rather by the value attached to it in
the community. That is why the communities regard soccer as a male and netball as a female sport (Mafumiko & Pangani, 2008). It is normal practice to find boys in a PE class playing soccer, while the girls who are supposed to attend the same lesson are cheering them from the sidelines (ibid.). Consequently, some schools’ decisions whether to offer the subject may be affected by the negative aspect attached to the subject.

**Underpowered management organs and PE teaching and quality issues**

The regulative aspect requires the school board and the school management team to link community and school in operating and monitoring to ensure that there exists a favourable teaching and learning environment which includes the teaching of PE (URT, 1995, 2010). Although the regulation empowers these two organs with such important responsibilities, the school board and the school management team do not keep their own budgets. They depend on the school budget (URT, 2010), a practice that may weaken the effectiveness of their responsibilities. In order for the school board or management team to hold its meetings, the financial support needed has to be provided by the school. Therefore, if schools are short of funds, they might suspend school board and school management meetings, with the result that their supervisory role is affected.

On the other hand, the members of the school board are nominated by the head of the school and approved by the regional administrative secretary (URT, 2010). In addition, the budget for convening the school board and school management meetings is expected to be covered by the school budget. That is to say, with a deficit in the budget for running schools, school board and management meetings might be cancelled, and hence their role of being a ‘watchdog’ might be affected. This may be a weakness in the regulative domain as it is influenced by other conditions existing at the school level. The organs can be seen as not sufficiently empowered to perform their duties as envisioned without insignificant interferences.

The regulative aspect requires that only qualified teachers be allowed to teach in schools and that it is the owners’ responsibility to ensure that their schools are staffed with enough qualified teachers in all subjects (URT, 1995). Even the normative aspect emphasizes the use of nothing but qualified teachers in the various subjects (URT, 2007). However, with regard to the PE teachers available in schools, the regulative and normative aspects seem not to be observed. Instead of using only qualified teachers, School B had a generalist teacher in charge of the subject. Similarly, some diploma teachers, who are supposed to teach in Form One and Form Two only (URT, 2010), were assigned to teach in Forms Three and Four because of the teacher shortage. In assigning teachers to subjects, school decisions seem to be dominating the regulative and normative aspects by allowing non-qualified PE teachers to teach the subject. In some situations PE teachers are assigned to teach other subjects of their specialization, leaving out PE.
The normative aspects require all schools to use similar teaching and learning materials to ensure similarities in teaching. The normative aspects impose constraints on the behaviour of individuals to make them act in accordance with the criteria stipulated (Scott, 2008). In constraining the individuals, the normative aspects require the use of similar guides in the teaching. To achieve the use of similar teaching and learning materials, the ETP assigns TIE with the responsibility of preparing, approving and distributing these resources to schools (URT, 1995). By a similar observation, the normative aspect emphasizes that teachers should be creative and improvize non-textual materials using locally available materials. Among their various responsibilities teachers are expected to be creative in the process of interpreting and recontextualizing the curriculum (Maguire et al., 2015). With this admonishment it is difficult for TIE to approve all materials used in the teaching, as teachers are encouraged to adapt the curriculum to school conditions, which are not always similar. This suggests weak link in the normative pillar, since it stipulates matters with few follow-up measures for their effective operation by overcoming cultural aspects.

The regulation requires new schools to be inspected before registration (URT, 1995, 2010). Hence, the inspectorate department is empowered to inspect new schools before they are registered. Among the requirements for a school to be registered is the availability of necessary teaching and learning logistics (URT 2010). However, it is not the department that registers the school, but it makes recommendations for the Ministry of education to decide (URT, ibid.). Therefore, when a school with a deficit is registered, it is not the fault of the department of inspectorates alone, because it is the Ministry of Education that authorizes the registration. Among the schools that were visited, some lacked the necessary logistics for teaching PE. Some schools even possessed no playing fields for sports activities, leave alone enough land to be used for the construction of such fields. In this case, one may question the regulative ability of this requirement. It seems as though other factors are at work above the regulative domain.

In connection with school registration, the regulative and normative domains require the school inspectorate department to make sure that teaching in schools runs smoothly and adheres to the standards stipulated. School inspectors are expected to visit schools and communicate vertically to report about their teaching. However, the regulative aspect reveals that money has to be drawn from the students’ school fees for their schools to be visited and inspected. There is an observed contradiction between the regulative and actual practice in schools. While the regulative domain requires all schools to be inspected, the normative domain requires schools to pay for their inspection. Some of the schools that were visited had not been inspected for some time, which indicates that the normative aspect seems to dominate over the regulative. Closely related to the lack of inspection is that the experience from previous years’ school inspections reveals a lack of PE inspectors.
Therefore, even though school inspection is a regulative and normative requirement (URT, 1995, 2007), the actual situation of schools, which lack funds to pay for it, as well as the lack of enough PE inspectors, affected the inspection of the teaching of PE in schools.

The teaching of the subject is thus promoted and guided by both the regulative and normative aspects of an institution. However, at the school level, students’ engagement in the subject is influenced by cultural conditions that operate within the community. Notably, cultural conditions such as social economic status and culture, the community knowledge of and belief in the subject, as well as the school environment, greatly influence the teaching of the subject in secondary schools. In this regard, the cultural-cognitive aspects dominate over regulative and normative conditions. The cultural conditions can also be extended to decisions on topics to be covered in the syllabus. It is the culture that assigns values to its different components. For example, the dominance of the sport movement curriculum model in teaching is the result of society considering sport as a source of employment. This is why the teaching of the subject in schools is dominated by ball games.

The curriculum assigns 80 minutes per week for the subject at all class levels. The time allocated is considered sufficient to cover the syllabus, including time for assessment and examinations. However, there is an obvious contradiction involved when the syllabus advises teachers to make use of leisure time to make up for time shortage. When it was revealed that the time set aside was not enough to cover the syllabus, schools had to find extra time to continue teaching. This is tantamount to saying that in some situations the normative aspect with regard to teaching hours is not enough to support the teaching of the subject.

### 9.2 A closer look on the intersections across pillars

To better understand the conditions that influence schools’ decisions whether or not to offer PE, numerous regulative, normative and cultural-cognitive aspects must be considered together. To further illustrate the description of the intersections among these conditions as they operate to influence schools’ decisions, see Figure 9.1.
Figure 9.1: Schools’ decisions whether or not to offer PE: The interrelated influencing aspects

Figure 9.1 shows the three discursive angles, which intersect in a complex weave to broadly explain conditions that influence schools’ decisions to offer PE. It is notable in the figure that the first angle refers to ‘regulative conditions’. This governs schools’ decisions on teaching PE together with some normative aspects. Arguably, the genesis to offer PE derives particularly from the 1995 ETP and other policy documents. At the school level, school boards and management teams are supposed to ensure, among other responsibilities, the teaching of the subject. The inspectorate generally oversees how the subject is taught. Broadly speaking, the regulative conditions found in the study are summarized and presented under two major themes: Subject legal status and pedagogical support and Quality monitoring and evaluation.

The second angle refers to the ‘normative conditions’. This dictates how PE should be taught in schools and provides standards for the subject (URT, 2007; MoEC, 2005). As Figure 9.1 shows, this dictation is traceable in a number of documents including the school curriculum and the subject syllabus. In different respects these documents emphasize how the curriculum should be translated in practice and how various actions should be taken. In broad terms, the normative conditions are summarized into three major themes: Curriculum conceptualization, Pedagogical practices, and Assessment practices.

The third angle is the ‘local frames and cultural conditions’. This includes a number of mitigating factors available and operating at the school level and within the community, influencing decisions and the teaching of the subject. The local frames and cultural conditions originate from the cultural
cognitive pillar. They influence schools’ decisions in two ways, one that takes place within individual schools, including the local frames, and another based on experiences from the entire community, i.e., the cultural conditions. The local frames include PE facilities, equipment, teachers, decisions taken during school teachers’ meetings, and schools’ financial ability. Cultural conditions include parents’ and students’ perceptions of PE, financial support from the parents and other donors, school boards’ capacity to influence decisions favouring schools to offer PE, cultural and religious values, policy and contradictory directives, as well as poor subject assessment and continuity. These conditions are summarized into three themes: Socio-cultural and economic, Local frames, and Community perceptions.

On a larger scale, it could be observed from the figure that regulative conditions influence what the normative aspects ought to be and, consequently, normative aspects reflect the regulative ones. For instance, the 1995 ETP requires PE to be taught on all levels of education (URT, 1995), and therefore the curriculum, subject syllabus, teachers’ manual, etc. are prepared with that in mind. The normative aspects then govern the interpretation of the policy into practice at the school level towards the teaching of the subject. It is at the school level that substantial local frames and cultural conditions, not really identified in the regulative and normative domains, are found, which sturdily influence schools’ decisions. This means that the various actors involved in the interpretation of the regulative and the normative aspects at various levels of the education may represent different approaches towards the interpretation of the policy, which in turn may lead to different decisions in schools (Maguire et al., 2015). The variations among the interpreters’ approaches lead to different decisions even across schools in the same community. This is why there are schools located right opposite one another, one of which may offer PE, while the other one does not. As discussed by Maguire et al. (ibid.), policy interpretation processes depend on how they make sense to the interpreters, coupled with their experience and contextual factors.

Nevertheless, local frames and cultural conditions have a stronger effect on the offering of subjects. For instance, while the normative aspect could require certain topics to be taught, in certain ways or during certain periods, and with specific resources, subject teachers could decide not to teach those set topics, or teach them in ways contrary to what is stated in curriculum or syllabus, using other resources depending on their interests, experience, available teaching-learning resources, students’ and/or parents’ interests, and other similar cultural-cognitive mitigating factors. The decision made by the teachers on incorporating the teaching according to the frames or experience available is a good approach, but when considered in terms of the syllabus and examinations it might be contradictory.

Similarly, the cultural-cognitive aspects also influence the regulative conditions for schools to offer PE. For instance, although the school
management team, as part of the regulative domain, is supposed to promote PE teaching, yet in practice, its capacity to do so is limited. The management team makes decisions reflecting what the community wants for their children. It seems as though neither the regulative nor the normative aspects, despite their importance, provide a strong enough basis for schools’ decisions favouring the teaching of PE. It is rather the cultural-cognitive aspects that seem to have the strength to affect the actual decisions of schools whether or not to offer PE.

In general, as seen from Figure 9.1, despite the condition that influences/affects schools’ decisions to influence each other, schools’ ability to influence the conditions that operate within the institution are only limited. Further, while all conditions, the regulative, normative and cultural ones, influence schools’ decision in offering PE, their influence is subjected to local frames. This is to say that the local frames play a significant role in influencing schools’ decisions to offer the subject. It may be inferred that the availability of legal requirements for offering the subject, a well-prepared logic of appropriateness procedure (March, 1994) without ensuring the availability of well-structured local frames, which according to Blimpo (2012) include adequate qualified teachers, teaching and learning facilities, funds and motivation schools’ decisions, depend mainly on the local frames.

9.3 Summary of the Chapter

Generally, the government initiative in the teaching of PE in schools is evident through the education and training policy and other directives issued at different educational levels. The policy and the directives establish various regulative conditions that promote the teaching of various subjects in secondary schools, including PE. However, at the translation level these conditions are not rendered exactly as stipulated in the various directives and guidelines. The lack of interpretation that favours the teaching of PE could be linked to the way schools decide to interpret the policy. It may be influenced by the local frames and cultural conditions operating in the individual school. This may entail that schools’ decisions whether or not to offer PE are governed and influenced by other factors and not necessarily by regulative and normative conditions. For example, the conditions identified in the curriculum and the syllabus as important for the teaching of PE are seen not to be sufficient to influence its teaching in schools. In addition, these conditions are not the same in all schools, with the result that even the contents of the subject differ when taught in different schools. Schools teach PE contents according to their privileged teaching conditions. This is to say that the choice of activities or contents in the syllabus is largely influenced by teaching conditions identified in schools.
The teaching of PE is to a large extent influenced by the cultural conditions surrounding the schools and in the community at large. Within this category, influence from family members (parents), peers, gender, as well as teachers also affect the teaching of the subject in schools. In addition to cultural conditions, values attached to the subject also influence its teaching. The idea that some physical activities are more or less exclusively male and others female operate in the teaching of PE and affect students’ choice of studying the subject. Activities such as netball are seen to be ‘girlish’ activities, whereas soccer is considered as a ‘boyish’ sport. Similarly, the view of the subject as dominated by sport both from normative and cultural and even from regulative aspects (for example in the contents, facilities and equipment needed) seems to function as a barrier, which constitutes an excuse for not offering PE.

The school boards expect to be informed on what goes on in the school by the school management team, and thus, if for some reason the school board of a specific school is not informed about the teaching of PE, its influence on the teaching of the subject is minimized. It is possible, as was observed in the study, that schools that do not teach PE have never had a discussion about the teaching of the subject in their schools, but only about compulsory subjects that are taught in those schools and measures that have been taken.

The monitoring of education in schools is emphasized and maintained by the government through the Ministry of Education’s inspectorate department. However, since the inspection is related to the subjects taught in schools, the lack of PE in schools means that the subject is not inspected and, consequently, no vertical communication to the ministry takes place. Such communication is important if the subject is to be included in the ministry’s plans to provide means to enhance its teaching in schools.
CHAPTER TEN: DISCUSSION OF THE FINDINGS AND IMPLICATIONS

Introduction

This chapter discusses the findings in the light of the theoretical stance that guided the study, informed specifically by the three institutional pillars (Scott, 2008). In addition, the discussion is enriched by literature related to physical education (PE), which has been reviewed in Chapter Four. The discussion is guided by the aim of the study, exploring the factors and the ways they influence secondary schools’ decisions whether or not to offer PE in Tanzania. The discussion focuses on what I have found to be the most critical factors underlying the situation for PE in secondary education in Tanzania. The chapter is built on the result chapters, more particularly on the intersectional perspective on schools’ decisions to offer PE.

10.1 The subject’s legal status and values

The legal status and perceived value of PE constitute a contentious issue, the former being based on the regulative and normative conditions that govern schools’ decisions to offer PE, and the latter being subjected to local community interpretations and perceptions. In the context of Tanzania, the legal status of PE is identified in the 1995 Education and Training Policy (ETP), backed up with policy documents that govern the actual teaching of the subject in schools. Scott (2014) argues that the regulation enables and empowers social actors and action, conferring licenses and special powers to some actors. Similarly, transnational policies have been used to influence the provision of PE (UNESCO, 2014), whereby states have been encouraged to include a PE policy in their education system to guide the provision of the subject (ibid.). Through these policies, governments commit themselves to providing PE to school children as a means of increasing physical fitness and the physical activity level, as well as preventing childhood obesity (Hunter, 2006).
In compliance with the requirements of international agencies such as UNESCO and the International Charter for Physical Education and Sport, Tanzania legally introduced the teaching of PE at all educational levels. For this reason, schools’ decisions to offer PE are justified by the education and training policy, i.e., in the language of Scott (2014), schools are enabled and empowered to offer PE through the ETP. Therefore, the policy documents, which include state statutory and administrative laws as well as other frameworks or guidelines incorporated into the offering of the subject, empower schools’ decisions to offer PE, an observation, also supported in Chepyator-Thomson (2014), that PE requires policies and resources that support it. It is observed in the study that, at the regulative level, the ETP guides, promotes and influences the teaching of PE through assigning responsibilities to owners of schools and other institutes to collaborate towards meeting the objectives of education in the country. However, in the context of Tanzania, as highlighted in this study, there are no policies or regulations that specifically govern the teaching of PE in schools, as the 1995 ETP is used to govern the teaching of all subjects.

Findings from some parents, students and teachers indicate that the reason why the subject is not offered in their schools is that it lacks continuation at the advanced educational level. While these findings echo Mafumiko and Pangani (2008), who claim that if the subject is taught at advanced levels more schools would offer it, the fact that the examination of the subject does not contribute to higher level entrance tends to secure less attention from administrators, students and parents (ibid.). One might think that, if the subject had held a position in advanced secondary schools, decisions would have been made to offer the subject at the ordinary secondary level. However, this may not be the definite conclusion, as other critical scenarios seemingly persist. For instance, in 2012, 580 schools offered Bible knowledge and 782 schools offered Islamic studies (NECTA, 2012). These two subjects are optional subjects and, similarly to PE, lack continuation at the advanced level, and yet they were offered by many schools, in contrast to PE, which was being offered by only 4 schools. That seems to suggest that, although the lack of continuation is a contributory factor, schools’ decisions whether or not to offer PE may not depend solely on subject continuation but may also be highly dependent on cultural conditions.

Furthermore, the ETP, which governs the provision of education, was introduced in 1995. It may be considered that, when it was formed, it aimed at achieving objectives that were prioritized at the time. This took place more than twenty years ago. Since then, society has changed in many ways. The situation for children and young people growing up in Tanzania is different from what it was twenty years ago. From this follows that the needs and competencies they need would be stated in a different way today. As a consequence, many countries have introduced new policies and curricula based on more global perspectives on society and the aim of education. The
importance of developing a good and healthy lifestyle is an issue of greater concern in our society today. On the basis of this observation, it is high time to consider making some changes through the ETP that will positively influence schools’ decisions toward the subject, more specifically, a policy that will pay attention to current issues relating to physical activity and a healthy lifestyle.

10.2 Subject label and contents

Through regulations the subject is reorganized under different names at different education levels. While in the ETP the subject is named ‘games and sports’, the primary education curriculum names the subject ‘personality development and sports’, while in secondary education it is called ‘PE’. Different naming suggests different interpretations of the subject, Ogundare (2002) contends. If the ETP, as being the overall policy document, labels the subject ‘games and sport’, this sends a signal about its content, which corresponds to the competitive perspective on PE and to activities going on outside school. In most schools PE could then be considered as an extracurricular subject. Since games and sports have existed in the primary education curriculum for a long period, it has been known to the majority that what is also taught in secondary schools is games and sports (Ogundare, ibid.), with the subject being constructed more as a subject for recreation. A similar situation has been found in Sweden by Larsson and Karlefors (2015).

When the subject is interpreted as games and sport, schools’ decisions to offer it may be reduced. It was revealed that, because of this interpretation, some parents refused to allow their children to study it and refrained from supporting schools in offering the subject. This finding echoed Mafumiko and Pangani’s (2008) finding that, as a result of labelling the subject as games and sports, some parents refused their children to study it because they nevertheless had time for games and sports during recess time and sometimes in after-school physical activities. Since PE is an optional subject, when students are prevented from studying it, schools’ decisions will be automatically influenced by the lack of students for the subject. Although not all students will be prevented by their parents to study the subject, when, in addition, a section of students hold negative perceptions of the subject, they will influence the others. Consequently, Ndlichako and Komba (2014) found that inspiration from people who matter to the students, including students’ friends, play a significant role in influencing their interest in certain subjects.

With regard to the subject contents, the findings show that there seems to be a lack of local origin, which is consistent with other studies (Ndee, 2010b; Chepyator-Thomson, 2014). The syllabus chiefly comprises imported sports introduced during the colonial periods. Moreover, most of these are competitive sports (Chepyator-Thomson, ibid.), which seem conflict with PE as a promoter of health. The multi-activity perspective in the current syllabus
could be viewed as a reflection of the diversity of perspectives in PE (Kulinna, 2008). A positive interpretation of the multi-activity perspective in the current syllabus is that the subject tries to meet both these perspectives – developing sports talents opportunities and promoting good health habits.

However, the noted tendency of prioritizing the teaching of competitive sports seems to conflict with other objectives supposed to be covered in PE. The teaching of more competitive sports can be interpreted as promoting inequality in participation between boys and girls, making it more ‘boyish’, as Fagrell et al. (2012) previously noted. This finding suggests that, even if the syllabus, according to Kulinna (2008), displays the multi-activity curriculum model its contents are not very inclusive. Its non-inclusiveness and lack of immediate local origins seem to influence schools’ decisions about offering it as compared with, for instance, religious subjects, which are more inclusive. However, this issue contains a contradictory contradiction, as even the religious subjects which are offered in many schools do not really originate locally.

Another finding in the study concerns syllabus contents which prevent students with special needs from participating in PE. Broadly, neither the contents supposed to be taught nor the teaching strategies and facilities encompass requirements necessary for students with special needs to successfully participate in the subject. In addition to this implicit exclusion of students with special needs, the issue of gender is also notable, especially as the teaching of PE seems to be dominated by sports which are reported as being more favourable for boys than for girls. It has been acknowledged by other scholars, not only in Tanzania but also in other countries (Enright & O’Sullivan, 2010; Ndee, 2010a; Fagrell et al., 2012; Murphy et al., 2014), that boys are more involved in physical and intensity activities and generally spend more of their recess time with such activities than girls.

Similarly, this study also found that more boys than girls opt for the subject in school, even though both genders had the possibility. Physical abilities and differences in involvement across gender may not directly influence schools’ decisions to offer the subject. It is, however, possible that negative perceptions of the subject from the community, which may entail that it is not well accepted and credible, may affect student participation and schools’ decisions to offer it. This is in line with the general reflection by Scott et al. (2000) that organizations require more than material resources and technical information if they are to survive and thrive in their social environments, as they have to be socially accepted and credible. Similarly, for the contents or the subject to be accorded importance in society it needs to be accepted and credited.
10.3 Perceptions and values of the subject in the community

In the interpretation of the regulative aspect, the major focus has been on subjects that are accorded high priority not only in schools but also within the community. The emphasis on so-called ‘important academic subjects’ originates in the long overt or covert perceptions that PE is a subject with a questionable value in an entirely academic curriculum. The negative perceptions of PE is not a phenomenon unique to Tanzania, as it has been reported widely in most countries of Africa in studies by Mafumiko and Pangani (2008) in Tanzania, Shehu (2009) in Botswana, Wanyama (2011) in Kenya, Nhamo and Muswazi (2014) in Zimbabwe and Shimishi and Ndhlovu (2015) in Zambia, to mention just a few, while UNESCO (2014) identifies the trend as a global phenomenon. It is through such negative perceptions that even schools that have supporting local frames for the teaching of the subject find themselves interpreting the policy in favour of other subjects.

When key stakeholders such as heads of schools, teachers and parents have negative perceptions of the subject while simultaneously being without constraints from policy directives for PE, their decisions tend to go against the provision of PE. This seems not to be an issue in this study only; other scholars have documented that PE policy interpretation is complicated by local interpreters (UNESCO, 2014) and that the poor wording of the policy gives opportunity for decisions in schools to favour other subjects (Carlson et al., 2013) whereby other subjects enjoy greater attention.

The findings indicate that religious perspectives influence students’ participation in PE, which also affects schools’ decisions about offering the subject. This is especially notable from the dressing code during practical teaching in the lack of changing rooms and in mixed classes. Other scholars (Phillip & Roper, 2006; Mafumiko & Pangani, 2008) have consequently found that the participation not only of Christian but also of Muslim students in PE is affected by religious beliefs. This is further strengthened by the observation by Scott (2014) that religious belief and practices often penetrate and strongly shape other societal sectors such as politics and education in more traditional societies. In agreement with that observation, Tanzania could be claimed to be among the traditional societies where religions still have great value in communities. On a religious basis, at least in the Tanzanian context, the health of the soul may thus be interpreted as being considered more important than physical health, which is an observation that has also been made by Ndee (2010b).

On the other hand, there is a contrasting perspective persisting that participation in PE is not restricted by religion. Lindsay et al. (1987) and Al-Qaradawy (2001) have claimed that participation in PE is not against Muslim teaching, even though it is difficult to make some parents allow their children to take part in PE. While Lindsay et al. (ibid.) argue that there is no general
prohibition against participation in sport for girls, Al-Qaradawy (ibid.) concludes that taking part in physical activities is even promoted in Muslim teaching. Although it has been claimed that religious beliefs and knowledge seem to constitute an important factor for parents in supporting the teaching of the subject (Ndee, 2010a), the issue still leaves many parents in a dilemma about whether to support it or not. Still, as parents are important stakeholders, their influence on schools’ decisions to offer or not to offer the subject remain significant. It can be argued generally that in the teaching of PE the regulative and normative aspects are translated according to the need of society, which also influences schools’ decision about offering the subject. This could be related to Scott’s (2014) observation that in analyzing the situation for possible action, not only the objective conditions are taken into account but also subjective interpretation. Schools subjectively interpret their internal and local conditions to decide on what to teach, especially as regards optional subjects. Those which have access to the necessary facilities and equipment can make decisions about the teaching of PE on the basis of the religious needs and controversies prevailing within the community in question.

10.4 Inconsistence within the normative conditions

The nature of examinations conducted in schools and in the final national examination seems to be inconsistent with what is suggested in the normative documents analyzed. The findings indicate that students link poor performance in the final examinations carried out via paper and pen assessment with leaving out the practical aspects that are part of PE teaching. As Mhando (2015) observed, the findings suggest that, due to the lack of facilities in teachers’ training colleges, teachers are trained without being sufficiently taught the practical aspects of the subject, which makes them unable to effectively teach and assess especially these aspects in secondary schools. While Mhando (ibid.) associates the lack of practical assessment in PE with teachers’ ability, the findings from this study show that the problem is also linked to the lack of facilities in schools for enabling both teaching and assessing practical aspects. In broad terms, the two factors seem to concur in influencing schools’ decision to offer other optional subjects than PE. Consequently, the omission of many aspects in examinations tends to create loopholes for students not to opt for the subject and also for schools deciding to sideline it.

10.5 The loose character of the regulative aspect

However, despite promotion, the regulations of the 1995 ETP are written in a neutral language that does not specifically mention whether the teaching and
learning logistics and the facilities and equipment required in schools apply to PE or other subjects. It contains statements such as:

…to ensure standard infrastructures, facilities, equipment and instructional materials necessary for effective and optimum teaching and learning are of good quality and available in adequate numbers (URT, 1995 p.41)

This statement does not necessarily reflect specific subjects. Similar wording is used when the regulation requires school owners to ensure that their schools are supplied with enough qualified teachers. The regulative language used leaves loopholes for owners to decide what teaching and learning facilities, equipment and materials to provide. The same language also gives room for school owners to decide the number and subject specialization of teachers to employ. Within the same line of observation, school administrators have a free choice of which optional subjects to offer, depending on local frames available and other conditions. As the regulative language used in the policy does not specify PE, this may create ambiguities or gaps for school owners to invest in other requirements not specifically applying to PE. In a similar vein as in Sanchez-Vaznaugh et al. (2012), PE policies may be interpreted in schools, but compliance is likely to depend on how specific these policies are with regard to the subject.

When a regulation uses words that are not clear, a loophole opens up for the realization of the objectives stated, and schools could take advantage of such vagueness when making decisions. Carlson et al. (2013) highlight that a policy whose language includes vague statements, unclear or confusing words creates a loophole that could weaken its enforcement. The policy language is no more specific in preventing potential loopholes for schools to favour PE against other subjects. Similarly, Scott (2014) argues that some regulations are so controversial or ambiguous that they do not provide any clear descriptions related to conduct. According to Scott (ibid.), the lack of consistency between what is planned and what actually takes place in schools may result in different interpretations. In this respect, the kind of language used can be claimed to lack specificity in ensuring that owners of the schools make the materials and the qualified PE teachers available that are required for the teaching of PE in schools.

Furthermore, among the institutes that promote schools’ decision-making in favour of offering PE is the Tanzania Institute of Education (TIE), which has the responsibility not only for translating the ETP into normative policy documents but also for supplying schools with the necessary curriculum material for the teaching to take place. According to the secondary school curriculum, PE is assigned as an optional subject for students and consequently makes it optional for schools to teach the subject. Since the subject is not mandatory for either students or schools it creates a room for schools to choose to offer optional subjects other than PE. Similar findings are also observed in other countries such as Kenya, as revealed by Wanyama
(2011). Mafumiko and Pangani (2008) found that there are several options offered in the secondary school curriculum, among which schools have the freedom to choose. Since TIE stages PE as an option, schools are not forced by the regulations to offer the subject; nor does their failure to do so result in any sanctions. Scott (2014) states that, in the regulatory processes, issues such as the establishing rules and inspecting others’ conformity to the established rules and sanctions are emphasized.

For rules to be obeyed, a stable system backed by surveillance and sanctioning powers is important (Scott, ibid.). Although sanctions can be used to influence behaviour or action, when it comes to schools’ decisions concerning the teaching of PE no sanction can be provided, since the subject is not compulsory. Apart from refusing registration for new schools, there are no sanctions for their owners if schools do not meet the teaching and learning facilities and equipment needed in the teaching and learning process of optional subjects. Schools are registered without the necessary conditions for promoting the teaching of PE. In addition, the regulation remains silent on schools that fail to provide the teaching of certain subjects, the optional subjects in particular. The regulation requires that various logistics are to be available in a school before it can be registered and that this must be ensured by the inspectorate department. However, the policy is silent when it comes to schools that are already registered but lack facilities or do not maintain the ones available, such as playgrounds used in the teaching of PE.

The impossibility for school owners to meet the demands concerning the frames limits schools’ decisions to offer the subject. The regulation sets out the standards required for schools and new schools before being registered, and assigns responsibility to the inspectorate department to ensure adherence to the regulation (URT, 1995). However, schools are registered without the necessary frames that could influence schools’ decisions to offer PE. The same sentiments are echoed by Kafyulilo and Mafumiko (2011), who argue that following the abolishment of sport activities in schools, most of the school land that used to be set aside for sports and games was turned into buildings. Nor did schools that were established later observe the requirement of ensuring enough land for various school activities (ibid.). Lacking enough land influences schools’ decisions to sideline the offering of PE on the excuse of lacking the supportive frames.

In the regulative processes, the capacity to inspect others’ conformity to the requirements is considered important (Scott, 2014). This study found that PE is not inspected in schools, supposedly due to the lack of funds for schools to pay for inspecting. Closely related to the lack of inspections in schools is a finding, which is similar to the lack or shortage of PE inspectors in the inspectorate department (UNESCO, 2014). The lack of inspection leads to lack of relevant information relating to PE in the Ministry of Education, which could influence changes in the subject and hence promote schools’ decisions with regard to the subject.
However, it was revealed that in all four schools that were visited the inspection was not done properly, especially not in the teaching of PE in schools that offer the subject. This is contrary to the policy which requires that each education institution should be inspected at least once in every two years. Under the umbrella of lacking financial resources (Kambuga & Dadi, 2015) and schools failing to contribute to the inspection as required (URT, 2013), it is likely that schools will not be inspected at all. Consistently, Twaweza (2010) found that inspection in Tanzania is not conducted according to the rules, as most schools are not inspected at all, because of financial problems. Since the inspection department is expected to be a mechanism for teaching feedback, the lack of inspections means a lack of the flow of information about PE in schools to the Ministry of Education.

Given the insufficient funding in schools, as reported in the study, the issue of prioritizing from the school’s perspective becomes unavoidable. Funds are expected to be used for issues such as food, facilities, inspections, laboratory equipment and chemicals, teaching and learning materials and, in some situations, for hiring teachers. As revealed in the study, schools put a high priority on so-called ‘important issues’ such as food and ‘more academic subjects’.

Furthermore, the study found that other programmes and priorities affect schools’ decisions to offer PE. A programme such as Big Result Now (BRN) compels schools to improve performance (Sumra & Katabaro, 2014). Facing such a demand, priority is automatically given to subjects that have enough support and are considered more important. This finding resembles Wanyama’s (2011) findings in Kenya of schools prioritizing subjects that parents like to see being taught to their children. Schools’ decisions to offer PE are affected by priorities and pressure from parents who attach more importance to subjects other than PE. This happened in School C, whose head reported having prioritized other subjects to meet parents’ demands and government pressure on BRN.

Since PE is not well established in schools due to the lack of necessary requirements, including teachers, it was considered not possible to expect BRN from PE, hence it was sidelined. This shows that when pressure arises from the government over programmes such as BRN, the expansion of student enrolment and construction of laboratories which currently (during the data collection time) takes place makes the attention to optional subjects such as PE minimal. In a situation like this, where we found that regulation alone is not enough to make the compliance of including PE in schools, other forces from the surrounding culture become important in determining the subject status.
10.6 Local frames, culture and the contents of PE

Findings indicate that the nature of the syllabus, the multi-activity curriculum approach (Kulinnna, 2008), requires schools to possess a variety of facilities and equipment that will influence the decision to offer the subject positively. Mhando (2015) also found that the nature of the contents offered in the PE syllabus in secondary schools requires special facilities and equipment for the successful offering of the subject. For example, the teaching of hockey, cricket, swimming and racket games requires special facilities and equipment which are hardly available in schools. The revealed shortage or lack of necessary teaching logistics and poor maintenance might affect schools’ decision toward offering the subject. In a similar vein, UNESCO (2014) in discussing school PE found that deficiencies in the provision of PE facilities and equipment in schools together with inadequate maintenance can have a detrimental impact on such decisions. Ndalichako and Komba (2014) once documented that the availability of sufficient resources provides wider opportunities for schools to select certain subjects.

Findings indicate that for schools to be able to make decisions in favour of PE, they need to possess facilities for the various contents stipulated in the syllabus, an observation which is similar to Mafumiko and Pangani’s (2008) conclusion that facilities are the basic requirements needed by schools in order to be able to offer PE. In addition, the shortage of land is not only because schools are not registered without having enough land, but the tendency of some school neighbours to invade the school land is another observation that was reported to have led to the lack of land that could be used for PE facilities. Similar situations are reported globally by UNESCO (2014), referring to public schools without any areas designated for PE classes. A similar picture also emerges in Jenkinson and Benson’s (2010) conclusion that the provision of PE requires additional facilities outside the four classroom walls, which are not always available. Therefore, the lack of enough land affects the teaching of PE and hence the schools’ decisions about offering the subject, especially when based on assessing the available local frames in the form of facilities.

However, the findings that local frames play an important role for schools’ decisions, as has been established in the study, leave further questions to be discussed. There is another optional subject that, according to NECTA (2010, 2011, 2012 and 2013), has not attracted attention in this respect in the same way as PE. Music, for example, is only offered in almost the same number of schools as PE, while the nature of the subject does not need similar specific facilities. The fact that the music scenario has not drawn much attention in many schools leaves the question whether real decisions about offering PE are mainly influenced by local frames such as facilities or cultural conditions within the community. Among the subjects that have attracted schools’ decisions to offer them according to NECTA (ibid.) are Bible Knowledge and Islamic Studies. Ideally, the requirements for these two subjects are similar to
those of Music, because they do not need facilities such as playgrounds. Still, few schools have made decisions to offer Music in comparison with Bible Knowledge and Islamic Studies.

In addition, findings indicate that the local frames in primary and secondary schools are more or less similar (Mhando, 2015). However, PE (Personality development and sports) is taught in all primary schools (Kazungu, 2010). This opens up for a debate in this study about why the subject can be offered in primary but not in secondary schools. One possible explanation could be the contents of the subject. In primary school, the syllabus contains more of traditional games and dances (URT, 2007b), most of which do not need special facilities and modern equipment (Clements, et al., 2008). However, findings reveal that at the secondary school level the situation is different, as with other studies, in that most of the contents are imported and require more modern facilities and equipment (Ndee, 2010b; Chepyator-Thomson, 2014). Therefore, it could be suggested that it is important to reconsider incorporating traditional and locally based activities into the contents so as to balance the local and international perspectives in the PE syllabus at the secondary level. As one of their strengths, local activities are easy to teach with local facilities and equipment and they are also better known locally and likely to be supported by a majority.

Furthermore, findings reveal that PE lessons are assigned two periods per week of 80 minutes each during late school hours. Apart from the teachers complaining about the time not being enough, the syllabus states:

> Schools are therefore advised to make use of leisure time so as to accommodate and subsidize the shortage of periods to teach this course (MoEC, 2005 p. vii).

This syllabus statement concurs with the teacher concern that the hours assigned to the subject are not enough. Besides, these limited hours are sometimes used for other school activities like cleaning. Other scholars (Wanyama, 2011; UNESCO, 2014) have previously documented the issue of time for PE as being complicated, exacerbated by its non-implementation. In competing for hours, other subjects are positioned on the timetable with the highest priority compared to PE, which is often being placed as the last lesson of the day at an hour when both students and teachers are tired (Wanyama, ibid.). It could be noted that PE is not prioritized when it comes to time tabling, and this might affect teachers’ teaching and students’ attendance as well as contributing to parents disliking the subject. All these aspects have significant implications in terms of the subject being offered in schools.

In a similar observation, the time shortage has caused the subject to be taught during students’ free time or on weekends, arrangements which are seen to interfere with students’ private plans as well as leading to conflicts between schools and those parents who wish their children to stay and attend other domestic activities at home during weekends. Therefore, in situations
where time is a scarce resource, subjects like PE, which are accorded less priority, are squeezed out in schools’ decision to favour them.

10.7 Support and funding

Findings in the study indicate that schools need support and funding to be able to offer various subjects. For example, for the construction and maintenance of facilities and the purchase of teaching and learning materials it was established that the capitation grant which is said to have managed to increase the enrolment rate in schools, as argued by Twaweza (2010), was not enough to solve all problems in schools. The heads of schools and school board heads in all the locations visited stated that schools are not given any funds for the maintenance of facilities, particularly the playgrounds used in teaching PE. One of the policy problems in Africa, according to Hyden (2006), was ignoring or not taking into account financial calculations to meet policy objectives and set aside funds for the maintenance of facilities. It was established that it is the responsibility of the Government through the Ministry of Education to provide capitation grants for the purchase of teaching and learning materials. However, as schools do not possess these, the said capitation is not enough to purchase all the necessary teaching and learning materials required.

Twaweza (2010), in agreement with the findings of this study, documents that the capitation grants given to schools are too small to cover the cost of teaching and learning materials and that the capitation grant disbursements are actually less that what is allocated in the budget. All schools that were visited confirmed this, adding that the allocation flow was not consistent. Sometimes, it even took over six months for the capitation grants to be received, with the result that school plans failed. As for PE, however, there was no budget kept aside specifically to enable the teaching of the subject in schools that were visited. PE facilities and some of the equipment need a substantial amount of money that cannot be supplied from the capitation grant. A similar lack of funds for facilities, construction and maintenance was revealed by Mhando (2015), arguing the failure lay with the government, which had not invested sufficiently in facilities, a practice affecting the teaching of the subject. Since the capitation grant is not enough, priorities are given to subjects that are considered to have value in the eyes of society, and therefore the issue of the grant may exert an influence on schools’ decisions concerning the teaching of PE in schools. When the facility fund is not enough or unreliable, schools may opt for other subjects.

Findings also indicate that the government’s major support for schools to offer PE is by including the subject in the education system and providing requirements. However, apart from regulatory support, it was found that the government rarely supports the teaching and learning of PE. It was claimed by
the participants of the study that the government had abandoned the teaching of the subject to schools and other stakeholders. This observation is consistent with what UNESCO (2014), Wanyama (2011), Shimishi and Ndlovu (2015) found, that despite government commitment to PE, it has been slow to support schools in offering the subject. The interpretation may be that, while other subjects which are considered ‘academic’ are enjoying explicit support, no such vivid support is seen in the subject of PE. The recent support of the government for every school to construct science laboratories serves as an example of its explicit support for other subjects.

In Tanzania, the problems of lacking government support have been documented by other scholars (Mziray & Kitta, 1996; Mafumiko & Pangani, 2008; Mhando, 2015) who associated this with the lack of political will and with prioritizing other subjects. While some of these studies pointing to the lack of government support were conducted more than 20 years ago, this study still finds the same lack of government support. The implication may be that there have been no significant efforts made for a long time. This is not a unique finding, only applying to Tanzania, but applies to other countries as well. In neighbouring Kenya, Wanyama (2011) found that there is some support from the government but this is low when compared to other academic subjects. The lack of government support to PE has also been documented by Hardman (2008) and UNESCO (2014), not only in Africa but in other parts of the world as well. The lack of government support may influence schools to opt for other subjects that at least enjoy reliable support.

In the schools that were visited heads and PE teachers reported that there was an abundance of teaching and learning materials provided by the government for the subjects of Information and Technology (which are more recently established subjects) and Needlework, as opposed to PE. The government’s ability to support the logistics of other optional subjects and its failure to do so in the case of PE can be interpreted as a lack of government interest in PE. It was believed that if such support was also put to the teaching of PE, most schools would probably be teaching the subject. In addition, it was stated that even in schools where the subject was taught, the government had never supplied schools with reference books, teachers’ guides, equipment and other necessary teaching and learning materials. This is why participants in the study commented that the government had abandoned the teaching of PE in schools. Such lack of government support poses a challenge for schools to decide to offer the subject as one possible way of achieving this is for the government to support it.

Furthermore, as documented by Scott et al. (2000), it has been argued that organizations require more than material resources and technical information if they are to survive and thrive in their social environments; they also have to be socially accepted and credible. In addition, Scott (2014) claims that cultural-cognitive elements share conceptions that constitute the nature of social reality and create frames through which meaning is made. For the
teaching of PE to thrive well in the education system, there is a need for it to be accepted in society. Scott (2014) adds that in some situations actions rely more on cognitive and normative than on regulative elements. It was observed in the study that the community perceived that parents, in particular, had a distinct influence on schools’ decisions to offer PE. This influence can be channelled through individual parents, parent-school meetings or through school board meetings.

The finding is consistent with IOM (2013) in that schools’ decisions to offer PE rely on strong support from parents and on all those interested in the health, development, and academic achievement of youth. Equally, Ndalichako and Komba (2014) and Olivares et al. (2015) found that parents exert a great deal of influence on what is going on according to the school curriculum. The positive perception held by some parents and other family members helped to motivate their children and relatives to study the subject, and the same group also joined hands with schools to offer support of various kinds enabling schools to offer the subject, as revealed in School B. From a contrasting perspective, some parents and family members who had a negative perception of the subject refused their children or relatives to study the subject. The same group excused themselves from supporting the subject in schools.

According to Scott (2014), the acceptance and credibility of the subject depend on how it is looked upon by the community. Schools are tempted to offer only subjects that are cherished and given credit in society. It was argued by both teachers and students that if parents are knowledgeable about the subject it is likely that they can influence their children to study and their school toward offering it. This result relates to Kapinga’s (2014) finding that educated parents tend to motivate their children in matters related to schooling and to supporting them and their schools as well.

Moreover, similar observations on parents’ influence on the teaching of PE were linked to their socioeconomic ability. Students from families that are financially able had greater possibility to take part in PE than those who come from those with unstable economics. This finding echoes Dagkas and Stathi (2007), who found that the level of participation in PE by students from a lower socioeconomic background was limited compared to their higher socioeconomic counterparts. The socioeconomic background of parents can have an influence on schools and, hence, the outcome of schools’ decisions on what subjects to offer as optional is likely to concern subjects that can attract parents’ support.

10.8 Implications of the findings
The findings of this study are of importance for the development of PE, especially in Tanzania, where the subject seems not to have attracted the
attention of many government- and privately funded schools. On the basis of
the above discussions, the findings have a number of implications for various
education stakeholders in the country, specifically policy makers, school
owners, curriculum developers, the National Examination Council of
Tanzania, schools, and teacher educators.

For policy makers: Despite the debates (Tinning, 2010; Fagrell et al.,
2012; Kirk, 2014a; MacLean et al., 2015) that exist on the subject, the
teaching of PE is supported by many scholars globally (Carlson et al., 2013;
UNESCO, 2014) with debates arising as a strategy for improving the subject.
Apart from scholars, various organizations (UNESCO, WHO and IOM)
promote the inclusion of the subject in the education system as a means to
achieve different objectives such as health issues, active lifestyles through
physical activities and the general development of youth (Sanchez-Vaznaugh
et al., 2012; MacLean et al., 2015). Given the expected values deriving from
engaging in the subject, there is a need for both regulative and normative
support for it. With regard to the benefits of PE, policy makers need to
consider investing in programmes that will promote students’ health and
lifelong participation in physical activities.

The regulative language used in policy documents creates loopholes to
school owners in interpreting the requirements needed in schools. There is a
need for policy makers to stipulate explicitly what are the requirements for
schools. The policy should particularly specify PE requirements. This is a
reflection of the current situation, especially as PE tends to be considered as
merely sports. In this situation it is unlikely, if not spelled out clearly in
regulations, that such requirements would be channelled to the teaching of PE.
In addition, policy makers should be more explicit about the aim of PE and
challenge competitive sports perceptions when writing the policy.

The 1995 education and training policy, which governs the teaching of PE
in schools, equally governs the teaching of all other subjects in the country.
Hence, it is not specific to PE. Good practices in other countries such as South
Africa (Hendricks, 2004), Canada, England, New Zealand and the United
States (Benson & Jenkinson, 2009), have shown that creating a specific
governing policy for PE could help its growth. This is because such a policy
would act as an advocate for the subject and foster schools’ decision
concerning the teaching of it. Given the fact that the ETP promotes the
teaching of the subject on all levels of education, having a specific policy for
PE will act as a catalyst to persuade schools to offer the subject.

Curriculum developers: Based on the findings, the current status of PE in
school is very low, partly because of the status given it by the curriculum as an
optional subject. The subject’s optional status does not attract the attention of
the students and the community at large. If schools are acknowledged as an
important venue (Carlson et al., 2013; Synergist et al., 2013) where students
across all socio-economical and ethnic borders can be taught health-related
habits, one implication would be to re-categorize PE as a compulsory subject.
This will promote the status of the subject and it will be accorded a higher priority. In addition to re-categorizing PE as a compulsory subject, one could also consider according the subject priority of continuation at the advanced level of secondary education. Doing this would develop an interest among students to study the subject and also among parents to support the subject in schools, since the lack of continuation is demoralizing for both students and parents.

As for the syllabus, one suggestion could be to revise its contents to find out if it is possible to cover them all and achieve the expected goals, given the current conditions in schools. There are parts of the contents that were reported never to have been taught in some schools. The implication is for the curriculum developers to rethink whether such contents still need to stay in the curriculum or syllabus or, if necessary, replace them by other contents. Instead of having a rigid or prescriptive and overloaded syllabus, as reported, there is a need to have a flexible syllabus that takes into account geographical disparities and culturally free contents. There is a need to focus on a competence-based curriculum with the emphasis on an open objective health lifestyle, whereby teachers will be given the freedom to decide on activities that can meet these objectives. In so doing, traditional activities can be given priority over contents that have never been taught.

Since the educational benefits of PE are not limited to certain groups of children or students, this leads to the suggestion that the subject contents and the teaching and learning materials (facilities and equipment) should take into consideration students with special needs. This consideration will widen the participation level to include these students, who reported in the current study that the contents, facilities and equipment excluded them from participation in PE. This should be observed in accordance with the view expressed by UNESCO (1978) that every human being has a fundamental right of access to physical education and sport, which are essential for the full development of his personality.

**School owners/ the government and the schools:** Given the excuse used by schools for not making decisions that favour PE on the basis of lacking supportive local frames, one implication could be for school owners to ensure that PE facilities are installed in their schools and supplied with enough teaching and learning logistics. By providing the necessary requirements schools’ decisions to teach PE will be maximized. School owners should work with schools to ensure that the installed facilities and the available equipment are regularly inspected and maintained when needed, as regular maintenance will make facilities and equipment last longer and be used for more years.

According to the findings, schools lacked enough land to be used for expanding school buildings and constructing playing facilities. The suggestion is for school owners to make sure that their schools own enough land legally and that problems related to land grabbing are solved. It was noted that when schools have land problems, facilities (playgrounds) for PE are the first to be
affected. Having enough school land will enable school programmes such as the expansion of school buildings without turning playing grounds into buildings as was witnessed in this study, and for this reason school land should be protected legally.

Another implication is for schools to cooperate with each other. By cooperating they can extend their local frames and use them to offer the subject alternatingly. Given the situation that some schools are close to each other, this could be easily facilitated. It may be suggested that the sharing of the local frames will help schools that have few supportive local logistics to make decisions to offer PE by relying on a neighbouring school.

For teacher education: The suggestion is for the government to train more PE teachers who are creative and able to use the local frames available for offering the subject. A similar observation is that the government should support the retention of teachers so that they can remain and work in their schools. The availability of qualified teachers not only motivates their schools to offer PE but they can also serve as good advocates for the subject. The subject needs advocates who are able to educate the community about PE and help getting rid of the negative perceptions of the subject.

For the National Examination Council of Tanzania (NECTA): Given that the teaching of PE takes into account both theoretical and practical aspects, one of the suggestions could be for the National Examination Council of Tanzania (NECTA) to assess students both theoretically and practically. The suggestion could be implemented out of fairness to students who labour in practical sessions and wish to see the fruits of their efforts. In addition, the measurement of all domains of learning should be emphasized in the examinations.

For schools: Evidence points to deficiencies in the availability of PE teachers to the extent of using generalist teachers. As some schools are eager to offer this solution, one should encourage the use of generalist teaching to take place under the supervision of qualified teachers. This should also be accompanied by teachers observing the ethics of their profession, when relations among teachers are bad, as was observed in School B, and they refuse to assist each other in teaching. Therefore schools should ensure that their teachers are on good terms and can cooperate in their teaching.

Schools should promote the education of society about the subject of PE and its importance to children, particularly currently when child obesity, overweight and other health problems related to inactivity are threatening adolescent children. Since schools have the possibility to communicate with the community through school board meetings, it could be considered that schools are the best advocates of the subject through these meeting.

For PE teachers: The findings indicate that students have problems with the time allocated to PE in the general school time tables, which is always placed late in the afternoon. This gives the subject negative connotations, mostly experienced as if it is aiming for leisure purposes only, after the
obligations of other subjects have been met. One may consider allocating other hours for the subject, which will indicate that the subject is not just for leisure after other subjects.

PE teachers should also be more creative in using the limited facilities they have within their school and community to ensure that their teaching is of benefit to students.

**10.9 Future research**

Within the context of this study, the following areas are suggested for further research. First, this study involved the institutional theory with its prominence of regulative, normative and cultural-cognitive pillars in the teaching of PE in ordinary secondary education. However, one could think of using a different research approach either at the same level of education or at other levels, particularly within advanced secondary education. Such a study at the advanced secondary level will help to identify problems that may delay the introduction of the subject into this level and to deal with them immediately. This is particularly important when considering that the subject combinations for PE have been included in the advanced secondary level curriculum since 2007 (URT, 2007a) but have not yet been activated.

Second, considering the health benefit of the subject and the situation where many students have been unable to share this, as their schools have lacked supportive frames, one could think of conducting an evaluation study that will examine the nature, type and conditions of facilities and equipment that are available in secondary schools and come up with suggestions for syllabus contents of a type that can be fully taught under these conditions.

Third, for the purpose of ensuring that schools provide the subject as required and thus helping students to receive its benefits, action research could be one of the options that would achieve the best outcome of a practical nature that could be used throughout the country. In such action research, based on the strengths of collective action, researchers and schools could engage together in introducing and developing PE programmes that are possible for everybody to attend.
References


Jenkinson, K. (2013). *Barriers to the provision of physical education in Victorian state secondary schools: informing a peer-led physical activity and school connectedness intervention*. (The GLAMA & BLAST programs), Doctor of Philosophy (PhD), Medical Sciences, RMIT University.


Usher, W. & Anderton, A. (2014). Giving the teacher a voice: Perceptions regarding the barriers and enablers associated with the implementation of Smart Moves (compulsory physical activity) within primary state schools. Cogent Education, 1, 1–16.


Appendices

Appendix I: Invitation to participate in research study

The parent of………………………………………………………………

Dear parent,

Your child has taken part in the study that aims to explore the factors and the ways they influence secondary schools’ decisions to whether or not offer PE in Tanzania. You being a stakeholder in education sector you are also invited to take part in this study. Your involvement will be through a focus group discussion that is scheduled to take place at your child’s school on ….. at 4pm

Please notify your status of coming through your child or communicate direct to me through +255718005010

We thank you in advance

The researcher
Appendix II: Interview Consent Form

I ......................................................... The undersigned, have read and understood the study information provided, I have been given the opportunity to ask questions about the study. I understand that taking part in the study will include being interviewed and audio recorded. I have been given adequate time to consider my decision and I agree to take part in the study and I understand that I can withdraw from the study at any time and will not be asked any question why I no longer want to take part in the study.
Signature of the participant………… Date……………………
Researcher signature…………………… Date……………………

STUDY INFORMATION

Hi, are you ready to participate in the study? My name is John David Kazungu from the University of Dar es Salaam but currently a doctoral student at Linnaeus University in Sweden. I am conducting a study to explore the factors and the ways they influence secondary schools’ decisions to whether or not offer PE in Tanzania. In order to elicit your view I would like to interview you, if you agree with this the interview will be audio recorded and will last approximately for one hour.

The information that you will provide in the interview will only be used for research purposes. However, in report writing, anonymizing or de-identification of your names and your work place will be observed.

The information that you will provide will be kept confidential and only be available to other researchers according to the rules that govern data sharing practice. Be assured that unauthorized individuals (who are not governed by the rule of sharing) will not gaining access to the information. You have the right to withdraw from continuing in the study at any time without being required to justify your decision.

Thank you very much for approving to take part in this study, if you have any question or additional information about the research please do not hesitate to contact me through:
Email address: djohn.kazungu@lnu.se Mobile: +46 (0)764410476

The recoded interview will be stored in the university computer with password to restrict access to unauthorized individuals apart me. Transcribed data will be coded in a way that only I will be able to identify them and stored in the computer. Other printed materials such as observational schedule used in collecting information on facilities, teaching and learning materials will be stored in a locker found in the office and only the researcher have access to open. However, the transcribed data and the electronic version of the interview may be seen by the supervisors when need arises during report writing and discussion and also may be seen by an opponent at a disputation. However, the data may be destroyed after a period a long period of time such as ten years.
Appendix III: Head of School that offer Physical Education

Introduction.

Dear participant,
Thank you for agreeing to take part in this study. As indicated in the interview consent form that you have ready and signed, this study explores the factors and the ways they influence secondary schools’ decisions to whether or not offer PE in Tanzania. Please feel free to take part in this study by providing the required information. Be assured that the information that you will provide will only be used for the purpose of this study and will not be disclosed to any one not involved in this study. However, you can also suggest for an individual you think will be of help in this study.

Background information
Name of the school…………………

Interview guide
1. For how long have you worked in this school?
2. I understand that PE is among the subjects that are taught in this school, can you explain in details the motives for your school to teach the subject
3. What is the state (in terms of availability and quality) of PE teaching and learning materials and facilities in your schools?
4. Is PE in your school taught by qualified PE teachers, what are their qualifications?
5. Apart from teaching PE, what other responsibilities these PE teachers are assigned to
6. What roles does the school board plays in the teaching of various subjects in your school with an emphasize in the teaching of PE
7. How does the school support the teaching PE in relation with other subjects?
8. Does the teaching of PE in your school meet the curriculum requirement?
9. What is your opinion about the teaching resources, such as sport facilities, equipment, and PE teachers’ abilities in your school?
10. In your opinion do you think the teaching of PE should be continued in schools? Justify your response please
11. How does the school involve parents in the teaching of PE? How positive are the parents when involved in the teaching of PE?
12. What have been the concerns of the school inspectors on PE when they visit the school for inspection purposes?
13. What are your general comments, criticism, and suggestions on the teaching of PE in secondary schools?
Appendix IV: Head of School that does not offer Physical Education

Introduction.

Dear participant,
Thank you for agreeing to take part in this study. As indicated in the interview consent form that you have ready and signed, this study explores the factors and the ways they influence secondary schools’ decisions to whether or not offer PE in Tanzania. Please feel free to take part in this study by providing the required information. Be assured that the information that you will provide will only be used for the purpose of this study and will not be disclosed to anyone not involved in this study. However, you can also suggest for an individual you think will be of help in this study.

Background information
Name of the school……………………

Interview guide
1. For how long have you been in this school as the head of the school
2. I understand that the subject of PE is not taught in this school, can you explain in details the motives for your school not to offer the subject
3. What are the optional subjects that are taught in your school?
4. Have you in any ways involved the parents to assist the school to offer the subject? How and why?
5. What facilities and equipment that are available in your school and can be used if your school decide to offer the subject
6. Among the teaching staff you have in your school, do you have any with qualification in PE, if yes why they do not teach the subject and what else do they teach?
7. For any purpose, have you asked for the government to allocate PE teachers in your school?
8. What role have the school board assisted to ensure PE is offered in your school?
9. What have been the concern of school inspectors when they visit your school, have they asked about PE?
10. Have your students in any way asked about the teaching of PE in your school?
11. In your opinion do you think the teaching of PE should be continues in schools? Justify your response please
12. What are your general comments about schools to offer PE
Appendix V: PE teachers in school that offer Physical Education

Introduction.

Dear participant,
Thank you for agreeing to take part in this study. As indicated in the interview consent form that you have ready and signed, this study explores the factors and the ways they influence secondary schools’ decisions to whether or not offer PE in Tanzania. Please feel free to take part in this study by providing the required information. Be assured that the information that you will provide will only be used for the purpose of this study and will not be disclosed to anyone not involved in this study. However, you can also suggest for an individual you think will be of help in this study.

Background information
Name of the school........................

Interview guide

1. I understand from the academic office that you are assigned teaching PE in this school, what is your teaching qualification.
2. What content characterize the teaching and assessment of PE in this school and why the situation is like it is at the moment.
3. What is your views concerning the teaching of PE with reflection from the syllabus contents as well as the available conditions for the teaching in secondary schools.
4. What can you say about the availability of teaching and learning materials in this school?
5. Is PE assigned time in the general school timetable? What is your comment about the time for PE?
6. What challenges do you encounter in the teaching of PE, both from within the school and outside the school? How do you cope with those challenges?
7. How the teaching of PE is assessed in your school and how often is your students assessed
8. How does the school administration support for the teaching of PE in this school.
9. What are the factors that influence schools to offer PE, internal school’s factors and factors that originate outside of the school?
10. What support do you obtain from the parents in the teaching of PE in this school?
11. What are your general comments, criticism, and suggestions on the teaching of PE in secondary schools?
Appendix VI: PE teachers in school that does not offer Physical Education

Introduction.

Dear participant,
Thank you for agreeing to take part in this study. As indicated in the interview consent form that you have ready and signed, this study explores the factors and the ways they influence secondary schools’ decisions to whether or not offer PE in Tanzania. Please feel free to take part in this study by providing the required information. Be assured that the information that you will provide will only be used for the purpose of this study and will not be disclosed to any one not involved in this study. However, you can also suggest for an individual you think will be of help in this study.

Background information
Name of the school.....................

Interview guide

1. I was informed by the head of the school that among the subject of your qualification is PE. But I understand that this school does not teach PE, what subject do you teach?
2. Why do you think PE is not taught in your school?
3. Are you satisfied not teaching PE? Explain your response please
4. How do the available conditions in your school either promote or hinder the teaching of PE
5. What is your opinion about the teaching resources, such as sport facilities, equipment, teaching and learning materials for PE in secondary schools?
6. What are your opinion about the PE content and objective in secondary schools
7. Does the school has any facilities that can be used in the teaching of PE
8. During school meetings, have you in any way raised concerned regarding the teaching of PE in this school.
9. What are your general comments, criticism, and suggestions on the teaching of PE in secondary schools?
Appendix VII: Head of the school board

Introduction.

Dear participant,

Thank you for agreeing to take part in this study. As indicated in the interview consent form that you have ready and signed, this study explores the factors and the ways they influence secondary schools’ decisions to whether or not offer PE in Tanzania. Please feel free to take part in this study by providing the required information. Be assured that the information that you will provide will only be used for the purpose of this study and will not be disclosed to any one not involved in this study. However, you can also suggest for an individual you think will be of help in this study.

Background information
Name of the school……………………

Interview guides

1. For how long have you been the head of the school board
2. I know that among the responsibilities of the school board is to make sure that the teaching of various subject are done accordingly. What has been the concern of the school board on the teaching of PE in your school?
3. In your opinion do you think the teaching of PE in secondary school is of importance and that should be continued? Explain your response in details
4. What is your opinion about the teaching resources, such as sport facilities, equipment, teaching and learning materials for PE in your school?
5. What do you think can be done by different actors to make sure that PE is taught in many schools? And who are these actors?
6. During school board meetings, have you or anybody else in any way raised concerned regarding the teaching of PE in this school.
7. What are your general comments, criticism, and suggestions on the teaching of PE in secondary schools?
Appendix VIII: Students in schools that offer PE

Introduction
Dear participants,
Thank you for agreeing to take part in this study. As indicated in the interview consent form that you have ready and signed, this study explores the factors and the ways they influence secondary schools’ decisions to whether or not offer PE in Tanzania. Please feel free to take part in this study by providing the required information. Be assured that the information that you will provide will only be used for the purpose of this study and will not be disclosed to anyone not involved in this study. However, you can also suggest for an individual you think will be of help in this study.

Background information
Name of the school..................

Focus group items
1. How are you informed about the subject of PE in secondary schools?
   - What are your views toward the teaching and studying of PE in secondary schools?
2. What are your views about the status accorded to PE as an optional subject in schools?
3. What were your justifications or reasons toward studying of PE?
   - Is there anyone who dropped out PE after enrollment?
   - Are there students who would like to join in PE but cannot make it due to any reason, explain
4. What were the bases for your choice of option subject?
   How was the school involved in assigning student to option subjects?
5. How often do your parents or guardians support you in your studies and PE in particular?
6. What challenges do you face in studying PE?
7. If you were given an opportunity to decide on the option to study today will you opt for PE?
8. What is your comment about the logistics (PE teachers, textbooks, time for PE, equipment and facilities) for the teaching of PE?
9. Do you think should the teaching of PE be continued in secondary school, explain your response
10. What are your suggestions to improve the teaching of PE in secondary schools?
11. Do you have opportunity to take part in physical activities outside of school?
Appendix IX: Students in schools that do not offer PE

Introduction

Dear participants,
Thank you for agreeing to take part in this study. As indicated in the interview consent form that you have ready and signed, this study explores the factors and the ways they influence secondary schools’ decisions to whether or not offer PE in Tanzania. Please feel free to take part in this study by providing the required information. Be assured that the information that you will provide will only be used for the purpose of this study and will not be disclosed to any one not involved in this study. However, you can also suggest for an individual you think will be of help in this study.

Background information
Name of the school......................

Focus group items

1. Were you informed about the subject of PE in secondary schools before opting for option subject to study?
2. If PE could be offered in your school would you like opting for it, explain your response.
3. Do you think you are missing anything for not studying PE?
4. Would you like your schools to start teaching PE?
5. Does your school have facilities where you can play during your free time?
6. How often do your parents or guardians support you in your studies and in provision of sports requirement?
7. Do you have opportunity to take part in physical activities outside of school?
Appendix X: Parents in schools that offer PE

Introduction

Dear participants,
Thank you for agreeing to take part in this study. As indicated in the interview consent form that you have ready and signed, this study explores the factors and the ways they influence secondary schools’ decisions to whether or not offer PE in Tanzania. Please feel free to take part in this study by providing the required information. Be assured that the information that you will provide will only be used for the purpose of this study and will not be disclosed to any one not involved in this study. However, you can also suggest for an individual you think will be of help in this study.

Background information
Name of the school....................

Focus group items

1. Do you know the subject of PE taught in secondary school? What is it all about?
2. How are you informed about the subject of PE in secondary schools?
3. What are your views about the status accorded to PE as an optional subject in schools?
4. Are you satisfied your children studying or not studying PE?
5. Does your school have a school board?
   • Do you feel that your school board represents you well in the school decision making?
   • Do you often attend school meetings and how often are you involved in school decision
6. Are you involved in helping your children to decide for option subjects to study?
7. How often do you support your children in their studies and PE in particular?
8. What is your comment about the logistics (PE teachers, textbooks, time for PE, equipment and facilities) for the teaching of PE?
9. Do you think should the teaching of PE should be continued in secondary school, explain your response
10. What are your suggestions to improve the teaching of PE in secondary schools?
Appendix XI: Parents in schools that do not offer PE

Introduction

Dear participants,

Thank you for agreeing to take part in this study. As indicated in the interview consent form that you have ready and signed, this study explores the factors and the ways they influence secondary schools’ decisions to whether or not offer PE in Tanzania. Please feel free to take part in this study by providing the required information. Be assured that the information that you will provide will only be used for the purpose of this study and will not be disclosed to any one not involved in this study. However, you can also suggest for an individual you think will be of help in this study.

Background information
Name of the school

Focus group items

1. Do you know the subject of PE in secondary school? What is it all about?
2. Does your school have a school board?
   • Do you feel that your school board represents you well in the school decision making?
   • Do you often attend school meetings and how often are you involved in school decision?
3. What are your views regarding the teaching of PE in secondary schools?
4. What are your views about the status accorded to PE as an optional subject in schools?
5. Have in any way your school involved you in the teaching of PE in your schools?
6. Are you involved in helping your children decide for the option subject in school?
7. Are you satisfied your children not studying PE?
   • If PE could be offered in your school would you like your children to study it? Explain your response.
8. Would you like your schools to start teaching PE?
9. How often do you support you children in their studies and specifically in the provision of sports requirement?
10. What are your comments about the facilities for sport in your schools?
## Appendix XII Facilities and equipment for PE in Schools A and B

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<th>Items</th>
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</tr>
<tr>
<td>Gymnastics Equipment</td>
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<td>Nil</td>
</tr>
<tr>
<td>平行 bars</td>
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<td>Nil</td>
</tr>
<tr>
<td>Still rings</td>
<td>No</td>
<td>Nil</td>
</tr>
<tr>
<td>Soccer court</td>
<td>Yes</td>
<td>In use</td>
</tr>
<tr>
<td>Netball court</td>
<td>Yes</td>
<td>In use</td>
</tr>
<tr>
<td>Basketball court</td>
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</tr>
<tr>
<td>Volleyball court</td>
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<td>In use</td>
</tr>
<tr>
<td>Handball court</td>
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</tr>
<tr>
<td>Badminton court</td>
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</tr>
<tr>
<td>Tennis court</td>
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<td>Nil</td>
</tr>
<tr>
<td>Javelin</td>
<td>Yes</td>
<td>6</td>
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<tr>
<td>Shot put</td>
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</tr>
<tr>
<td>Discuss</td>
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<td>1</td>
</tr>
<tr>
<td>Table tennis table</td>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>Soccer ball</td>
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<tr>
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<td>2</td>
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<td>Netball balls</td>
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# Appendix XIII Facilities and equipment for PE in Schools C

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<th>Items</th>
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<th>Status</th>
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<tr>
<td>Swimming pool</td>
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</tr>
<tr>
<td>Gymnasium Hall</td>
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</tr>
<tr>
<td>Gymnastics Equipment</td>
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</tr>
<tr>
<td>Parallel bars</td>
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<td>Still rings</td>
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<td>-</td>
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</tr>
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<td>Yes</td>
<td>1</td>
<td>In use</td>
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<tr>
<td>Netball court</td>
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<td>-</td>
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</tr>
<tr>
<td>Basketball court</td>
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<td>1</td>
<td>In use</td>
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<tr>
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<td>1</td>
<td>In use</td>
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</tr>
<tr>
<td>Badminton court</td>
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</tr>
<tr>
<td>Tennis court</td>
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<td>-</td>
<td>Nil</td>
</tr>
<tr>
<td>Javelin</td>
<td>No</td>
<td>-</td>
<td>Nil</td>
</tr>
<tr>
<td>Shot put</td>
<td>Yes</td>
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<tr>
<td>Discuss</td>
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<td>Table tennis table</td>
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<tr>
<td>Soccer ball</td>
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<tr>
<td>Tennis rackets</td>
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</tr>
<tr>
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</tr>
<tr>
<td>Volleyball balls</td>
<td>Yes</td>
<td>1</td>
<td>In use</td>
</tr>
<tr>
<td>Handball balls</td>
<td>No</td>
<td>-</td>
<td>Nil</td>
</tr>
<tr>
<td>Table tennis balls</td>
<td>No</td>
<td>-</td>
<td>Nil</td>
</tr>
<tr>
<td>Shuttlecocks</td>
<td>No</td>
<td>-</td>
<td>Nil</td>
</tr>
<tr>
<td>Tennis balls</td>
<td>No</td>
<td>-</td>
<td>Nil</td>
</tr>
<tr>
<td>Table tennis rackets</td>
<td>No</td>
<td>-</td>
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</tr>
<tr>
<td>First aid kit</td>
<td>No</td>
<td>-</td>
<td>Nil</td>
</tr>
<tr>
<td>Shower facilities</td>
<td>No</td>
<td>-</td>
<td>Nil</td>
</tr>
<tr>
<td>Changing rooms</td>
<td>No</td>
<td>-</td>
<td>Nil</td>
</tr>
</tbody>
</table>
Linnaeus University Dissertations

Below please find a list of recent publications in the series Linnaeus University Dissertations. For a full list and more information: Lnu.se


235. Frédéric A. Mathurin, 2015, *Origin and mobility of major and key trace elements (Cs, YREEs) in fracture groundwater in the upper 1,2 kilometers of coastal granitoids – Implications for future repositories of spent nuclear fuel* (miljövetenskap/environmental science) ISBN: 978-91-87925-86-3.


