

**AN ASSESSMENT OF THE EFFECTIVENESS OF SPORTS
ADMINISTRATION IN TANZANIA: A CASE OF PUBLIC SECONDARY
SCHOOLS IN MOROGORO MUNICIPALITY**

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ADMINISTRATION IN TANZANIA: A CASE OF PUBLIC SECONDARY
SCHOOLS IN MOROGORO MUNICIPALITY**

By

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**A Thesis Submitted to the School of Public Administration and Management in
Partial Fulfillment of the Requirements for the Degree of Master of Public
Administration (MPA) of Mzumbe University
2013**

CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, thesis entitled “**An Assessment of the Effectiveness of Sports Administration in Tanzania. A case of Public Secondary Schools in Morogoro Municipality**” in the fulfillment for the award of the degree of Master of Public Administration of Mzumbe University.

Major Supervisor

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Dean of School of Public Administration and Management (SOPAM)

DECLARATION

I, Valestas L. Mtengule declare that this thesis on “**An assessment of the Effectiveness of Sports Administration in Tanzania. A Case of Public Secondary Schools in Morogoro Municipal Council**” is my own original work and that it has not been presented and will not be presented to any other university for any other degree award.

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DEDICATION

This thesis is dedicated to my beloved son, Kelvin V. Mtengule for his tolerance during my study and encouraging me all the time to accomplish the research work comfortably.

ABBREVIATIONS AND ACRONYMS

AAHPERD	American Alliance for Health, Physical Education, Recreation and Dance
BATA	Boxing Association of Tanzania
CHAN	African Nations Championship
CHANETA	Chama Cha Netiboli Tanzania
DEO	District Educational Officer
DSO	District Sports Officer
e.g.	For example
FAT	Football Association of Tanzania
FIFA	Federation International de Football Association
i.e.	That is
MRFA	Morogoro Football Association
NSP	National Sports Council
PE	Physical Education
REO	Regional Educational Officer
RSO	Regional Sports Officer
SDP	Sports Development Policy
TAAA	Tanzania Amateur Athletics Association
TAA	Tanzania Automobile Association
TABA	Boxing Association of Tanzania
TAHA	Tanzania Amateur Handball Association
TAVA	Tanzania Volleyball Association
TFF	Tanzania Football Federation
TGU	Tanzania Golf Union
UMISSETA	Umoja wa Michezo ya Shule za Sekondari Tanzania
UMITASHUMTA	Umoja wa Michezo na Taaluma Shule za Msingi Tanzania
URT	United Republic of Tanzania
USDHHS	U.S. Department of Health and Human Services
ZMOE	Zambia Ministry of Sport, Youth and Child Development

ABSTRACT

The poor sports performance in Tanzania has been the main reason towards the conduct of this study on assessing the Effectiveness of Sports administration in Tanzania: A case of Public Secondary Schools in Morogoro Municipality. Various researches have been conducted but the gap is still there because they have failed to clearly show to why Sports in Africa, specifically in Tanzania enter into trouble. Therefore the study using the theory bureaucracy of Max Weber has been done to supplement present knowledge. The variables which were put under investigation were the quality of the sports administrators, the organisation of the sports activities, relationships of sports activities and structures and the influence of policy in sports activities; the variables which are analysed in the theory of bureaucracy.

In order to reach to the objectives of the study, case study research design was used and the researcher selected only 60 respondents from the population of 14814 sports stakeholders. The sample size was obtained purposively, under stratified random sampling and under simple random sampling. On the aspect of data collection, the study employed both primary and secondary methods of data collection. The data collected have been analyzed by various statistical means like frequency and percentages

Moreover, the study identified the most common problems related to sports administration so that the government and the sports stakeholders know the problems surrounding them. The problems identified are poor sports administrators, poor sports organisation, poor sports relationships and poorly formulated sports policies that undermine the progress of sports activities in Tanzania.

The ways on how to combat these problems have also been disclosed in this study like having well qualified sports administrators, well formulated sports policies, well organized activities and effectively related sports structures. If these are done, Tanzania may shine in the international competitions like other countries like Brazil, England, etc.

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study centered on studying the effectiveness of sports administration in Tanzania. Sports administration is the process by which the governing body or authority oversees the running of sports in an educational facility or country. This administration has responsibility for policies, regulations as well as disciplinary act (Watt, 2003). In any administration there must be well qualified administrators, well organized activities, good relationships and well formulated policies in a particular area/country. In connection to that, this study relying on Max Weber's theory of Bureaucracy (which centers on administration and management) looked into the qualifications of the administrators who run sports activities in terms of profession, commitment, experience, etc. in the public educational institutions.

Moreover it investigated the organisation of the sports activities in same schools in terms of the frequent conduct of seminars for the sports administrators, division of the sports responsibilities in the department of sports in schools, etc. Relationships between sports associations/ the office of DEO, REO, DSO, RAS, DAS, RSO, DSO and the school administration were also investigated. The study also investigated how sports were treated in class hours in relation to other subjects in schools. Finally the study investigated how a sports policy, its contents and stakeholders' knowledge on sports policy influence the sports performance in schools. All of these were put under investigation because many researches like Omari, (2002), Tembo (2002), Omari, (2002), Kontsas, (2006), Mangena, (2010) and Mafumiko and Pangani, (2008) researched shallowly on these variables and other variables were not investigated leaving this area unresearched deeply. Therefore the study has come as a supplement to existing knowledge.

Furthermore, this chapter consists of ten sections. Section one is about the background of the problem. Section two is about the statement of the problem. Section three is about the objectives of the study. Section four is about the research questions. Section five is about the significance of the study. Section six is about the limitation of the study. Section seven is about the delimitation of the study. Section eight is conceptual frame work. Section nine is definition of key terms and concepts and section ten is organization of thesis.

1.1 Background of the problem

The sports industry has been steadily growing and its social and economic development impact has been recognized internationally. Swinnen and Vandemoortele, (2008) note that sports affect a person's physical development and also his or her social and psychological development has effects in society development both socially and economically. It is by this reason the United Nations organized the international Year of sport and physical Education in 2005 and incorporated sports into its programs and policies.

According to Andrett and Szymanski (2006), sports are increasingly important to the economy. About 2 million people are employed in sports industry in 15 member countries of the European Union which is almost 1.3% of the overall EU employment. Sports have contributed much on the infrastructure development, hence attracting economic investments from various parts of the World not only to Africa but also to other continents (Porter, 1999).

The sports significance is experienced in all levels of the society ranging from individuals, organizations and nation at large. The countries which have higher achievements in sports are made known to the trading partners internationally. More and more investors will pay more attention to the countries with good sport performances in the particular category (Ferkins, 2007). For example, in sports, various sports football clubs in England have attracted investors from outside the

country. Manchester United investors are from America, Chelsea from Russia, Manchester City investors are from Qatar.

In Tanzania, the importance of sports was recognized just after independence where the Government of Tanzania established the National sports council under the Ministry education in 1967. This was followed by establishment of the office of the registrar of clubs and sports Associations in 1971 (Omari, 2002). The sports associations formed were based on particular sport disciplines. For example, the football Association of Tanzania (FAT) took care of football, the Boxing Association of Tanzania (TABA) took care of Boxing, Tanzania Amateur Athletics Association (T.A.A.A) took care of Athletic, UMISETA took care of sports in secondary schools, etc.

Another effort made by the Government of Tanzania to enhance sports development was to establish different levels of sport training courses. In 1985, the government through the ministry of Education and culture established a physical education and sports certificate course at Butimba Teachers Training College as a step towards improving sports industry. Also in 1993 the University of Dar-Es-Salaam formed a Department of Physical Education Sports and culture under the faculty of Education. All of these aimed at training personnel in the field of sports so to foster and enhance sports development in the country.

In order to realize such sports success, the country needs to have good sports programmes which are the product of good sports policy along with strong National Sports Associations to lead such sports' development programmes. Good sports administration, appropriate strategic plans, a good national sports policy and appropriate coaching (Professional) programmes all together have positive impact towards country's sports development (Omari, 2002).

The sports programmes need to be well structured so that they cover all levels starting at the grassroots level focusing particularly in schools where there are untapped sport talents. Schools are potential areas for developing sports talents which can be beneficial to the country.

Voltmer and Esslinger, (1967) reveal that the qualities of a sport programme at a particular institution is a function of administration. The efficient and effective administration makes the sports programme to be vibrant and future promising where as the poor, inefficient and ineffective administration provides uncertain sports future. However in the last ten years, the standard of sports has been declining considerably and has raised concern among Tanzanians. In the World cup football Tanzania currently (2012) ranks above the 100th position according to the FIFA World ranking which is a worse position. In CHAN competition Tanzania has not succeeded to lift the cup since its participation in 2009 (www.tff.com). In the World Cup competition since it started in 1930 Tanzania has never qualified for FIFA World cup finals played in various countries (FIFA, 2013). In Olympics Tanzania again has failed to show the winning spirit in any competition in 2012 (www.tanzaniasports.com). Generally the situation in Tanzania is not promising and there is a debate in trying to find out reasons as well as causes of the decline in the performance of clubs and the national team.

Comments like athletics standards are dropping (Rwekiza, 1988) and reasons for falling soccer standards (Monjoka, 1988) show the manner sports ethos in the country have deteriorated tremendously. This study investigated factors that cause poor sports administration in terms of the qualities of the sports administrators, sports structures, sports relationships and how sports policies affect the sports performance in the public secondary schools.

1.2 Statement of the problem

Researchers elsewhere found that youth sports are very important towards the development of sports in any country (Omari, 2002). This idea is supported by Grisono, (1991) who argues that youth sports programmes can provide a platform for future elite sports women and sportsmen and provide means for self-realization as well as success for young people with talents for sports. Moreover, these achievements need good administration as Voltmer and Esslinger, (1967) argue that the quality of a programme in an organisation depends more upon administration than any other factor. They argue that although it is true that what can be accomplished depends appreciably on facilities and equipment, a good administrator produces a substantially better programme than a poor one. Voltmer and Esslinger, (1967) further maintained that many examples of sports organisation are available which despite excellent resources are considered weak because of poor administration. Likewise many departments that have inadequate facilities, equipment and man power surprisingly perform well because of the ability of their administrators. A good sports administration contributes directly to the nation's excellence in the development of sports (Omari, 2002).

For the sports programmes at the school to bear the intended results, there must be a well rounded education system which enhances children's sports interest to help them involve in sports activities (Omari, 2002). This needs to go hand –in-hand with good sports policy, well organized systems, good relationships among the sports stakeholders/sports activities and well qualified sports administrators. These aspects if well designed from the grassroots level, in particular at school level, to the national level, the achievements of sports in social and economic development will be realized.

Since Tanzania has not been doing well in the sports sector, the government of Tanzania has been trying to revitalize sports thereby taking responsibility to employ international professional coaches so as to train the National sports teams. But with

all these efforts, successes have been poorly achieved in the international tournaments. It is in line with this, the study came into finding out whether the sports administration at secondary school level had a contribution to the achievements of sports. This is due the fact that few researches have been conducted to investigate sports administration in the public secondary schools in Morogoro and Tanzania at large in terms of qualified sports administrators, structures and relationships with other school activities, stakeholders and how sports policies favor sports programmes in the public secondary schools.

1.3 The Main objective of the study

This study was intended to explore the factors for the poor sports administration in Tanzania. It aimed at looking into how sports activities were administered in public secondary schools and hence understanding the factors for the poor sports administration.

1.4 Research questions

- a. What are the qualifications for the effective sports administrators in public secondary schools?
- b. How are sports activities organized in public secondary schools?
- c. How sports structures in schools are associated with other school activities/ departments (like academic activities i.e. curricular and extra-curricular activities) and other stakeholders/institutions like the office of Regional Administrative officer, District Administrative officer, CHANETA, MRFA?
- d. To what extent the sports policy, its contents and stakeholders' knowledge on sports policy influence the sports act/ performance in the public secondary schools?

1.5 Significance of the study

The study will help administration in any sector to use this study to modify their work performance so that their goals are reached. This is due to the fact that all the information's available are very useful for administration of any sector.

This study is very important as it will enable users to use theoretical knowledge in different institutions as a reference material for academic endeavors.

The study was carried out with a view to fill in the knowledge gap that exist in terms of youth sports programmes in secondary school. It is assumed that knowledge generated in the course of study is instrumental in the advancement of knowledge of youth sports programme in Tanzania.

Findings of this study would help in identifying the major causes of lack of good sports administration in Tanzania and determine the way the problem could be reduced if not eliminated. In Tanzania sports activities demand an empirical attention. This is due to the fact that the country is backward and is poorly performing in many sports events. The study is therefore important as it would shed some light on various factors that can influence the stakeholders in youth sports developments in Tanzania.

Practically, the study might help sports animators in the country to identify the strengths, opportunities and threats to the country's sports sector. Consequently it would be possible for policy makers to think of appropriate measures to take towards improving sports activities in the country. It is expected that the study would assist sports associations, policy makers and planners to carry out informed modification so that the situation could be improved.

The findings of this study may stimulate other studies on sports administration so as to enrich the knowledge on this area.

1.6 Limitation of the study

Time and financial constraints were limitations of this study. Also there was inaccessibility of sports information in public secondary schools and therefore this slightly weakened the part of literature review of the study. Response rate was also a limitation due to the fact that respondents were in a hurry, very busy with their daily activities and others were not at their working/home place sometimes.

1.7 The delimitation of the study

Being aware of the width of the area of study, time given to undergo the study and the financial position, the study was kept under control by focusing on only 6 the selected schools in one district (Morogoro municipality) of Morogoro region in Tanzania for shortening the distance. Therefore this reduced time and costs and therefore the research was manageable. Also assistance from other people was sought in order to ensure that the research was manageable.

1.8 Conceptual framework

The conceptual framework in this study below identifies variables useful in understanding sports administration in the public secondary schools. In summary, the model allows to identify, understand and organize thoughts about the sports administration. This study recognized the importance of the good sports administrators, the sports administrators' organization and their relationships with other departments/school activities and stakeholders in sports activities and sports policy. In order to have high sports achievement the following things are important as discussed below.

Sports policy means the guideline for the conduct of sports in the country including how sports have to be programmed in secondary schools. The policy gives out the framework for all sports activities in a particular country (Omari, 2002). This study looks into how sports policy favors sports activities. Sports policy is the one that

guides the qualifications sports administrators, the structure of sports activities and their relationships within the institution and outside the institution.

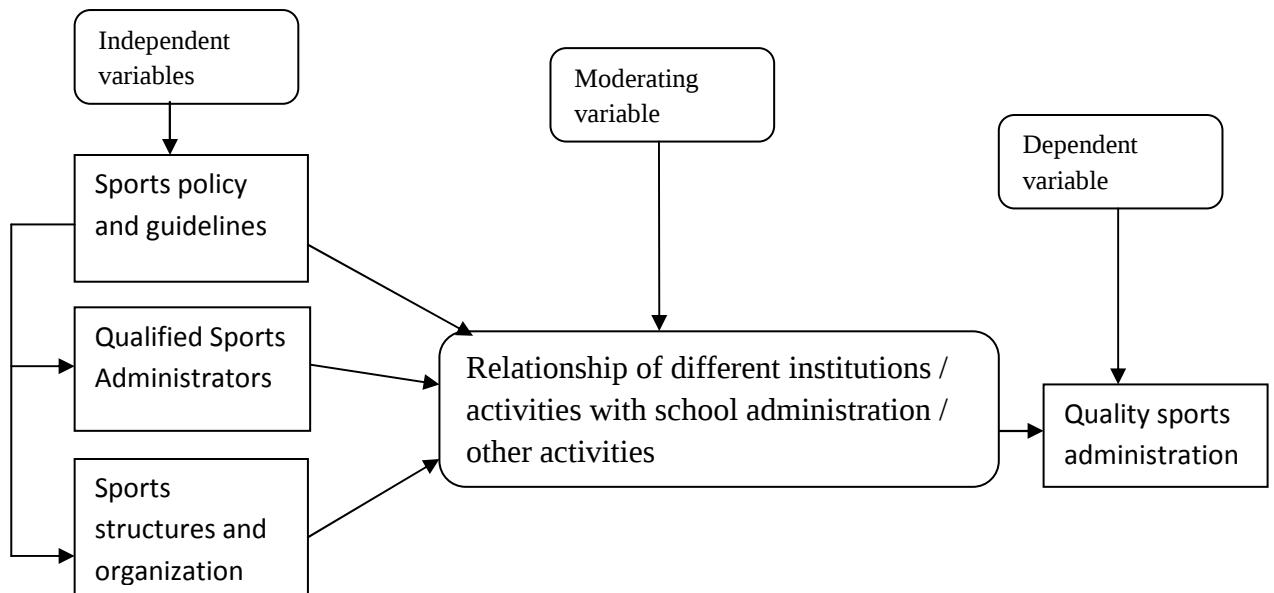
Qualified sports administrators in this conceptual framework refers to the capable people administering sports in the public secondary schools in terms of qualifications and experience in sports, commitment and effort in running sports in view of the goals to be accomplished. These sports masters are essentially important in running the sports activities.

Structure of the sports activities means the organization of the sports activities in a particular school. In this framework it means how those sports masters were organized to run the sports activities. This implies the presence of the sports department and various responsibilities they have in to performing sports programmes in the public secondary schools.

Relationships of different institutions/ activities mean how sports structures are related with other school activities/departments (like academic activities i.e. curricular and extra-curricular activities) and other stakeholders/institutions like the office of Regional Sports officer, Regional Educational officer, District Sports officer, District Educational officer, CHANETA, MRFA and/or other associations. Generally the conceptual framework shows that in order for sports administration to be effective, it needs to have the good administrators with great qualification, experience, and commitment and effort. It also needs good structure and relationships with other stakeholders and school activities and good sports policy

Generally sports administration depends on sports policy of the country. The sports policy guides the kinds of sports administrators the sports institutions should have, the structure of the sports activities and their relationships within a particular institution or outside the institution. If all of these are properly planned, they lead to the sports achievement in terms of good athletes for national teams and the clubs.

Figure 1: Sports administration conceptual frame work



Source: modified conceptual frame work from Omari, (2002)

1.9 Definitions of concepts

1.9.1 Sports

Durdova (2002) explains that most people know through experience and intuition what the word “sport” means. For most of us, sport implies having fun, but it can also be work (professional athlete), a means of employment (sport tourism), or a business (sport marketing agency). Sport takes many forms. It might include many participants, as in team sports such as soccer and volleyball, two participants, as in dual sports such as tennis and badminton, or one person, as in individual sports. Sport includes a combination of these configurations when it involves team competitions, tournaments, or matches in dual sports or individual sports. Sport is defined as competitive human physical activity that is governed by institutional rules.

Parks (1998) was more definitive: „Sport is a competitive physical activity, utilizing specialized equipment and facilities, with unique dimensions of time and space, in which the quest for records is of high significance“

Sport also means all forms of physical activity which, through casual or organized participation, aim at expressing or improving physical fitness and mental well-being, forming relationships or obtaining results in competitions at all levels (Sport for Development and Peace International Working Group (SDP IWG) Secretariat, 2007).. Sport is said to have protective effects against the development of diseases such as diabetes, cardio-respiratory diseases and prevention of injuries. Sports release anxiety and depression, they facilitate enjoyment, socialization and cultural heritage, learning new skills and improve performance in different kinds of activities (Shehu, 2001).

Sport has a significant social character; it is an inseparable part of social activity and a reflection of the way of life of wide population. It can fulfill the task of active amusement for sportsmen who are practicing it as well as passive amusement for the spectators.

1.9.2 Administration

It is the act or process of administering; especially the management of a government or large institution (www.thefreedictionary.com/administration).

In another definition, administration is defined as “an activity or process mainly concerned with the means for carrying out prescribed ends” (Pfiffner & Presthus, 1967). In this definition the concept of goal accomplishment again plays an important role. As the definition clearly indicates, administration is mainly concerned with the means that are necessary for the accomplishment of pre-determined goals. The means is the way by which something is done or obtained. When a group of individuals are working for the accomplishment of a common goal, a division of labor is necessary so that each individual will know what to do. Or there is the need for an authority structure to control and coordinate the activities of the individuals involved. Divisions of labor and authority structure are means – there are many others- for carrying out prescribed ends. (staff.neu.edu.tr/~apolatoglu/files/inttopubadm.pdf).

1.9.3 Sports administration

Sports administration is the process by which the governing body or authority oversees the running of sports in an educational facility or country. This administration has responsibility for policies, regulations as well as disciplinary act (Watt, 2003). In any sports administration there must be the structure for running sports activities in a particular area/country.

In practical sporting situations, sports administration is a hands-on delivery of sound procedures and systems to ensure that sport in all its aspects happens as it should (Watt, 2003). Sports administration focuses on the organizational practices and procedures which ensure that the day to day competitions, tournaments and events happen as they should, as well as making the overall organisation function as it should. The list of duties involved in sports administration include but are not be limited to; bookkeeping, arranging fixtures, handling entries, organizing meetings, applying for grants, organizing international events, liaising with the media, preparing development plans, selling programmes, keeping records, selling tickets and arranging team uniforms (Watt,2003). Top class arrangements are needed for top class sport and poor administration would tend towards poor sport in terms of performance and development (2003). Sport administrators are in fact the most important because sound administration is the basis for all top performing sports organizations (Watt, 2003).

Emeruwa (2002) argues that sport administration should not be regarded as an accidental field of endeavour whereby it is assumed that anyone and everyone can easily fit into its operations. Such erroneous perception of this field is a product of what is currently experienced today as a nation because cases of non-professionals still administering our sport are present. These non-professionals are unable to comprehend the complexities of developing and implementing sport policies thus translating the sector into a harvest of misplaced priorities the resultant effect is what we are currently experiencing today. But all this has to stop if we are to make a head

way in revamping our sport sector. Professionals must be brought on board and those in the system need to be identified and appropriately placed for effective utilization of their acquired skills and expertise. The Crux of the matter is that sport administration if and well properly situated is a fundamental ingredient towards the actualization of any given sport development policy or programme this is true because one can only be left to imagine entering a bus that is been driven by a blind man so is the case of any sport organization whose secretariat or management staff is composed of non-professionals.

1.9.4 Secondary schools

Secondary school is a term used to describe an educational institution where the final stage of schooling, known as secondary education and usually compulsory up to a specified age, takes place. It follows elementary or primary education, and may be followed by university (tertiary) education (the free encyclopedia).

There are many different types of secondary school, and the terminology used varies around the world. Children usually transfer to secondary school between the ages of 10 and 16 years, and finish between the ages of 16 and 19 years, though there is considerable variation from country to country.

1.9.5 Public secondary schools

These are secondary schools owned by the public. They are the public asserts. They are not owned by a specific person. In most contemporary educational systems of the world, secondary education comprises the formal education that occurs during adolescence. It is characterized by transition from the typically compulsory, comprehensive primary education for minors, to the optional, selective tertiary, "post-secondary", or "higher" education (e.g. university, vocational school) for adults. Depending on the system, schools for this period, or a part of it, may be called secondary or high schools, gymnasiums, lyceums, middle schools, colleges, or vocational schools. The exact meaning of any of these terms varies from one system

to another. The exact boundary between primary and secondary education also varies from country to country and even within them, but is generally around the seventh to the tenth year of schooling. Secondary education occurs mainly during the teenage years. Public/government schools constitute the largest proportion of schools in the country. The distinctive feature of these schools is that the government is responsible for payment of teachers' salaries and provides subsidies in terms of textbooks and school feeding. They also receive support in terms of supervision, curriculum development, pedagogical development and in some schools the nonteaching staff salaries are met by local authorities (city or county councils)(Onsomu, Mungai,Oulai, Sankale, Mujidi)

1.9.6 Effectiveness

This refers to the state of producing the desired results or intended goals in sports department. Effectiveness in sports is obtained though having well qualified sports administrators, well organized sports activities, good relationships of the sports associations/ activities with school administration/ other activities.

1.10 Organization of the thesis

This thesis is organized in six chapters. Chapter one talks about the introduction of the study. Chapter two talks about the literature review which shows various information from other various writers. Chapter three is about the research methodology showing various methods used in this study. Chapter four is about presentation and analysis of findings. Chapter five is about discussion of the findings and Chapter six is about summary, policy implication and conclusion.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter consists of four sections. Section one is about conceptualization of the term administration. Section two is about theory used. Section three is conclusion and section four is about conceptual frame of the theory.

2.1 Conceptualization of Administration

Administration generally refers to implementing what has been instructed as shown by principles, rules, regulations, policies and laws of the country (Watt, 2003). Administration takes place in many sectors like sports, transport and communication, housing, electricity, water, mining industry, etc. But this research concentrated on administration in the sports sector. The intention was to look into sports administration in public secondary schools in Tanzania. A case of Public Secondary Schools in Morogoro municipality. The quality of any administration is indicated by efficiency and effectiveness realized through qualified administrators, well organised activities, well related systems and well formulated policies and guidelines.

Generally any administration needs well qualified administrators, good organisation of activities, good interaction of various departments and institutions and well formulated policies. This is due to the fact that various scholars (e.g. Omari, 2002, Watt, 2003, etc.) in a variety of disciplines have seen the importance of these elements in an administration. The concept of administration which consists of sports administrators, the structure of the activities and their relationships with other activities and other institutions and the policies can generally be summed up in the following equation:

$$y = x + w + z + k$$

Where y =administration

x = qualified administrators

w = structure of activities

z =other people/institutions i.e. relationships

k =policies

2.2 Theory used

The theory that guided this study is Max Weber's theory of bureaucracy because it centers on administration and management. As a German academician, Weber was primarily interested in the reasons behind the employees' actions and in why people who work in an organization accept the authority of their superiors and comply with the rules of the organization (Cutajar, 2010).

Bureaucracy is a blueprint for organizing human activities for a desired end. It is a sociological phenomenon that has evolved throughout the history of civilization. It is the tool of power, an "effective" device to control and direct human effort and behavior. The bureaucratic theory of Max Weber has been a point of departure for the development and modification of organization structure to influence the flow of interrelationships within organizations (Hall, 1963). The degree of bureaucracy in an organization sets the boundaries for human action. Weber defines bureaucracy as "the means of carrying community action over into rationally ordered social action". Key features of the ideal type of bureaucracy that Weber presents are division of labor, hierarchal order, written documents, well trained staff and experts and application of impersonal rules .The hierarchical order is necessary for separating superiors from subordinates whereas impersonal rules are meant to ensure that bureaucrats are confined to prescribed patterns of conduct or performance imposed by legal rules. The rules are meant to facilitate a systematic control of subordinates by their superiors, "thus limiting the opportunities for arbitrariness and personal favoritism". Weber believes that bureaucracy is the most rational and efficient organizational form

devised by man. Weber's bureaucracy "is rational in that it involves control based on knowledge, it has clearly defined spheres of competence, it operates according to intellectually analyzable rules, and it has calculability in its operations" .In the same vein, Weber's "bureaucracy is efficient because of its precision, speed, consistency, availability of records, continuity, possibility of secrecy, unity, rigorous coordination, and minimization of interpersonal friction, personal costs, and material costs" (Al-Habi, 2011).

Gouldner (1954) argues that Weber's theory of bureaucracy suggests several organizational characteristics and processes. These include the organisation will have clearly defined goals that are best achieved within formal structure; the behavior within the organisation is shaped by the formal structure and therefore is directed towards achieving the goals, efficiency is enhanced to the extent that organizational members follow the rules and policies of the organization and organizational decisions are based on a survey of relevant information and a calculation of costs and benefits .Embedded in the above description of rational bureaucracy are central principles: formalization, instrumentalism and rational legal-authority. *Formalization* refers to the degree to which rules, procedures, regulations and task assignments exist in written form. Written documentation indicates the procedures for acting, deciding and communicating.

These written directives exist prior to the entry of people into positions within the organisation. They are designed to direct and regulate the organizational behavior after one has slotted into formal position. The concept of *instrumentalism* conveys the notion that the organisation is like a tool or machine designed to achieve a particular purpose. When we say at something is instrumental, we are viewing it as means to an end. The rational bureaucratic is an instrument designed to achieve some objectives. The formal structure –positions ,procedures, rules ,interactional patterns-are also regarded as instruments in the service between the structures and the tasks of the organisation(the means) and the goals/objectives/goals of the organisation (the

ends), that makes a rational organizational instrument. Weber emphasized that the third central model –*rational –legal authority* was the most efficient and rational means to gain compliance of human members. Rather than commanding authority on the basis of tradition (e.g. residing on the family name) or charisma (authority stemming from extraordinary personality or leadership traits) legitimate authority is based on the formal position (therefore legal) of the authority figure coupled with the belief by the subordinates that these arrangements represent the best means to achieve organizational objectives (therefore rational). As noted in the bureaucratic organizational model bureaucrats will be recruited on the basis of ability and qualification- merit rather than personality, connection or ascribed characteristics. This ends further legitimacy to the exercise of authority.

The relationship between the study and the theory is a very important component in the study. Therefore the relationship between the study and the theory is more described in the following information:

Division of labor is the extent to which work tasks are subdivided by functional specialization within the organization (Hall, 1968). This means how the activities are arranged in a particular institution to the sports workers. In a department of sports in a particular school, proper distribution of responsibilities is important to ensure the effective and efficient performance of sports activities. Therefore this study looked into how responsibilities were divided among the sports masters in a department of sports for good administration in the public secondary schools. This means that who should be the top administrator, who should administer football, table tennis, basketball, netball, etc. for easy administration.

Well trained staff and experts are professionals in a particular field. Max emphasizes that in order for an organization to prosper in marvelous manner, well trained staff and experts are important. Max Weber argues that appointment to a position within the organization should be made on the grounds of technical competence and the experience of the individual (Cutajar, 2010).

Likewise for sports administration in the public secondary schools it needs well trained sports masters and experts who have been appointed based on the technical competence and experience in the field of sports. This study investigated the presence of qualified sports masters in administering sports activities in the public secondary schools in terms of technical competence and experience in the field of sports.

The application of impersonal rules refer to the degree to which the behaviors of organizational members are subject to organizational control or it is the extent to which both organizational members and outsiders are treated without regard to individual qualities (Hall, 1968).Max Weber believes that the application of impersonal rules is important as it avoids arbitrariness/disorder in the performance of activities. A bureaucracy should follow a consistent set of rules that control the functions of the organization. The top administration controls the lower levels of the organization's hierarchy by applying established rules in a consistent and predictable manner (Cutajar, 2010).Sports activities in the public secondary schools are run by policies/laws/rules/regulations. The 1995 sports Development Policy of Tanzania guide the conduct of sports activities in public secondary schools. For example the issue of youth sports in the country is well stipulated in the Current National Sports Policy. For instance, page 12 of the National Sports Policy states that;

“.....The Ministry of Education and Culture shall make sure that Physical Education and Sports are subjects to be taught in schools, Teacher’s training colleges and Universities and Universities....”(United Republic of Tanzania,1995).

Moreover page 13 of the NSC states that;

“The Ministry of Education and Culture shall make sure that UMITASHUMTA, UMISSETA and UMISAVETA are organized in order to tap talent for national teams”(United Republic of Tanzania,1995).

Therefore this study looked into the policies that guide the sports activities and the way those sports policies affect sports activities in public secondary schools.

Written documents are generally used for the gathering and recording information, especially to establish or provide evidence of facts or testimony. They are done with a purpose (*Kahn*). Max Weber believes that the presence of written documents will influence the performance of activities in a particular organisation. This is because they remind us on what we have done or what we are supposed to do. Cutajar, (2010) adds that all decisions, rules and actions taken by the organization are formulated and recorded in writing. Written documents ensure that there is continuity of the organization's policies and procedures. In order for sports activities to be undertaken effectively and efficiently there is the need for written documents for good sports administration. These documents include written policies/laws and teaching and learning materials including books.

Therefore this study also investigated presence of those materials and how written documents facilitated the sports activities in the public secondary schools. According to the investigation done, it showed that lack of these materials as proposed by various authors failed good conduct of sports activities.

The hierarchical order of authority refers to the extent to which the locus of decision making is pre-structured by the organization (Hall, 1968). Max Weber believes that the presence of the hierarchical order of authority gives the way for proper supervision in particular organisation. In sports administration there are hierarchies of authority. At top there is the NSC. Below it are the national sports associations including TABA, UMISSETA, TFF, TAVA, CHANETA, TCA, BATA, TGU, TAHA, TAAA, TAHA, etc.

This study looked into how those associations in a district and region and other offices like the office of DEO, REO, DSO, DAS, RAS, and RSO support the sports activities in public secondary schools. This means that how sports structures in public

secondary school are related with other stakeholders/institutions like the office of Regional Sports officer, Regional Educational officer, District Sports officer, District Educational officer, CHANETA, MRFA and/or other associations.

Moreover, the study borrowed some Taylor's principles of administration. Fredrick Taylor, (1919) emphasized how jobs should be structured to ensure effective performance for the organisation. Taylor described how to design a work process or structures of an organisation like a division of tasks for better performance (Meier & Krause).

On the other hand, many studies done in this area of administration have failed to indicate theory they used. Hence they have created another gap for this study. Below are some of those studies:

With the absence of the use of the theory, Kontsas, (2006) in his study on the sports administration has disclosed the problems related to sports administration. He argues that poor sports organisation, few professional teachers, lack of motivation and interest to sports masters, lack of the capacity of the school to address the problems due to low knowledge and motivation, overreliance of the individual/ personal decision to the sports masters have damaged the sports performance in Africa. He calls upon the governments of Africa to be serious in dealing with these problems by providing the necessary conditions and education to the sports administrators so that high performance is realized.

On top of that, with the absence of the use of the theory, Mafumiko and Pangani, (2008) declare that there is poor organisation of the sports activities in schools and the society perceives sports as a subsidiary subject or just activities that students do for recreation not as an academic discipline. Sports are not examined in the national exams. According to them, priority of sports is low. They recommend that this perception that physical education and Sport is of less value needs to be changed in the society and that the society needs to be educated on its usefulness in education.

Some of the strategies that could help to change the negative attitude to the PE and Sport subject include: the government through Ministry of Education and Vocational Training to train inspectors for physical education as for other subjects to monitor and control quality; provide funds for physical education equipment and facilities; ensure assessment as well as evaluation of the implementation strategies are explicitly put in place; examine physical education at national level for certification as well as for further studies; establish advanced level secondary education subjects combination for PE and Sport that will not only make students take it as core for A-level studies but also serve as a prerequisite qualification for Sport and PE-related courses in higher learning institutions.

This will ensure production of quality PE-professionals with expertise to serve the community at various levels and to educate the society through media, the importance of PE in the present style of living.

Also with the absence of the use of the theory, Mangena, (2010) points out that lack of good will of the sports administrators and the stakeholders have damaged the status of sports in the world. They misuse the funds. He advises the governments to set the sports commissions for dealing with sports problems like the commission for the inspecting the proper use and misuse of funds.

To add more, with the absence of the use of the theory, Tembo in his study has observed that poor organisation, non-examinability of the sports in the primary and secondary schools, the presence of non-professional sports teachers, lack sports curriculum and the non-availability of teaching and learning facilities have pulled backwards the sports administration in Tanzania.

On top of that, with the absence of the use of the theory, Tembo, (2002) concludes that the Ministry of Education would be compelled to provide teaching and learning facilities to schools as some of the activities in the new sports curriculum would not be taught without the support of the necessary facilities.

Furthermore, with the absence of the use of the theory, Mwansa in his study argues that the neglect of the sports due to lack of both facilities and specialized subject teachers and non-examinability of the sports in secondary schools have killed sports in Malawi. He therefore calls upon the government to help develop sports in the country.

Therefore, the above researchers did not show relationships between the sports associations the school administration and how they have to operate to ensure effective sports administration in schools in order to ensure high sports achievement in Tanzania. Moreover there were no theories used in their studies to show the link/relationship between a theory and the studies conducted. Therefore, in order to fill this gap, a new case study in Tanzania context was significant in order to find out how these sports relationships influence sports administration in Tanzania and showing the link between the theory and the study. That is why the study of sports administration in Morogoro municipality has been done to fill this gap.

2.3 Conclusion

The above literature review suggests that there has been profound interaction between many factors in the development of activities of organization. Some of these factors are the well qualified administrators, the structure, relationships and good policy which are clearly reflected in Max Weber's theory of bureaucracy portraying that good administration consists of hierarchical order of authority, written documents, the application of impersonal rules, well trained staff and experts and division of labor. These elements are important in development of good programmes in any institution.

Literature review has shown that good administration is important in the development of any association. As Voltmer & Esslinger (1967) argued that the quality of a programme in any institution depends more upon administration than other factors. They further argued although it is true that what can be accomplished depends appreciably on facilities and equipment, a good administrator produces a substantially

better programme than a poor one. Voltmer and Esslinger, (1967) further maintained that many examples of sports organizations are available which despite excellent resources are considered weak because of poor administration. Likewise many departments that have inadequate facilities, equipment and man power surprisingly perform well because of the ability of their administrators (Omari, 2002).

The reviewed literature further indicates that well formulated policy is an important phenomenon in the development of any organisation. Healey and Healey (1976) noted that policies will determine the direction of an organisation. A policy is a standing instrument that communicates broad guidelines for making and taking actions (Schermerhon, 1986). Some issues such as choice among location of facilities, location or allocation of resources among programmes need a policy (Gratton and Taylor, 1985). Lack of a policy will lead to problem in that field (Omari, 2002). The importance of good administrators has been reviewed. Watt, (2003) argues that administrators are in fact the most important because sound administration is the basis for all top performing organizations. How activities are organized in terms of the responsibilities that administrators have in sports activities has also been reviewed in relation with the sports administration.

In Tanzania, there is no specific literature concerning sports administration except few reports in local newspapers and unpublished thesis that however are based on primary schools, physical education and sports. Also there is no specific study that has been undertaken to look at a local Sports Administration except by *Dr. Kipanga in Management and Administration in Sports-FAT as a case study*, (however this was written in Germany and has never been translated since 1991 Omari, 2002) and Omari, (2002) with his study titled “*The role of the National Sports association in developing the youths in Tanzania*”. Almost all literature sources reviewed were found to be out of Tanzania.

The foregoing observation notwithstanding reveals that no study that had been thoroughly conducted in Tanzania to investigate the manner in which sports

administration is run in the public secondary schools. In particular, little was known as far as Sports Administration is concerned. Therefore this was the motivational force behind the present study.

While the literature reviewed has disclosed information showing the importance of good sports administrators, well established structures, good relationships with other sports activities and other institutions/stakeholders and good sports policy for dealing with youngsters in sports in Tanzania, there is lack of information on the sports administration in developing youth sports. Thus this study was specifically carried out to fill this gap specifically by looking at “*Assessing the Effectiveness of Sports Administration in Tanzania*”. A case of Public Secondary Schools in Morogoro Municipality.

2.4 Conceptual frame of Max Weber’s theory of Bureaucracy

For any administration to work properly there must be the proper arrangement of the activities. This is well clarified by Max Weber’s theory of bureaucracy which portrays that good administration consists of hierarchical order of authority, written documents, the application of impersonal rules, well trained staff and experts and division of labor. These factors are what any administration in any sector be it health, transport and communication, electricity, water, etc. can consider to ensure effective and efficient performance of the organisation.

Therefore these factors ensure the survival of the organisation. So in summary, the following equation sums up what Max Weber’s theory of bureaucracy says:

$$y = h + w + i + t + d + e$$

Where y = administration

h = hierarchical order of authority

w = written documents

i = impersonal rules

d = division of labour

e = well trained staff and experts

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter looks at the methods that were used in an attempt to find answers to the research questions. After passing through the theory (shown in chapter 2) deeply, the development of research questions (shown in chapter 1) was inevitable whereby the research questions stimulated the appropriate choice of the research methodology to satisfy the demand of the study. In the process of trying to find the way to conduct this study, different methods of collecting raw data were explored. The relationship between the participants, the study interests and the documents that were analysed has also been explained before outlining the choice of the ways of analyzing data. The reliability and validity of data were equally taken into consideration.

This chapter consists of seven sections. Section one is about the research design. Section two is about research area. Section three is about population of the study/Units of Inquiry. Section four is about sampling procedures and sample size. Section five is about data collection methods, section six is about data analysis methods and section seven is about the validity and reliability of the data.

3.1 Research design

The research design used in this study was a case study design. The design basically gives an explanation of the phenomenon in depth and is a method used to narrow down a very broad area of research to make it small so as to manage per the resource available to the researcher. A case study as a research tool concerns itself on a detailed and intensive case of particular interest. As the requirement of this study (i.e. to give a clear understanding of the phenomenon), the researcher decided to use the case study design to fulfill that requirement.

Therefore the case study investigated here was sports administration in Tanzania. A case of the public secondary schools in Morogoro municipality. Under sports administration, the study looked into the qualities of sports administrators found in schools, how sports activities are organized in a particular institution and how they are related with the other institutions and how the sports policy, its contents and stakeholders' knowledge on sports policy favor sports in the secondary schools.

Qualitative methods such as unstructured interviews often favor case studies. Thus, this is mostly associated with qualitative methodology (Bryman, 2004). A qualitative case study was used in this study in order to help thoroughly understand the happenings on the ground and to recognize the how and why they were happening in a particular way. This study used the unstructured interviews for the purpose of getting in-depth information concerning the way sports were administered in particular schools.

3.2 Research area

The study was carried out in Morogoro region located in the Eastern zone of Tanzania and is bordered by seven regions namely; Coast region and Lindi in the east, Manyara and Tanga in the north, Dodoma and Iringa in the west and Ruvuma in the south. The region has five districts namely; Kilombero, Ulanga, Mvomero, Kilosa and Morogoro. However, the study was specifically carried out in Morogoro municipal which is one of the regions in Tanzania. It is among the five districts found in Morogoro region. According to national 2002 census, district has a population of 228,863. The district experiences two rain seasons, short and long rains. Average rainfall is 400mm. Administratively, Morogoro municipality is divided into nineteen wards Morogoro Kichangani, Kiwanja cha ndege , Kingolwira, Uwanja wa Taifa, Mbuyuni, Mazimbu, Mafiga, Kingo, Kilakala, Mji mkuu, Mji mpya, Mwembesongo, Mlimani, Mzinga, Sabasaba, Sultani and Kihonda. The area has 46 secondary schools. There are 23 public secondary schools and 23 private secondary schools. The

district has 47 associations which have chairpersons, secretaries, vice-chairpersons and other members.

(Morogoro municipal council, 2012).

The rationale for choosing this area was that also the studies on sports administration in this area have not been conducted in the public secondary schools. Therefore the study in this area paved the way for more understanding on the sports administration in the public secondary schools in Tanzania. Also the area was directly related to the researcher's interest. The setting was easily accessible during the study.

3.3 Population of the study (Units of inquiry)

The population to be studied comprised of 14814 sports stakeholders of Morogoro municipality. The sample consisted of key respondents from sports masters and students from 6 public secondary schools were randomly selected among 23 public secondary schools. Schools selected were Kilakala, Morogoro, Sumaye, Kola hill, Kihonda, and Lupanga. Each school was represented by respondents (sports administrators and students). Also DEO, DSO, REO, RSO, RAS, DAS and chairpersons of Morogoro region sports associations were asked to give the information. Table 3.1 indicates this information.

3.4 Sampling techniques and procedures

It is often the researcher's challenge to select the sample of study from a large population of similar characteristics. However, the correct sample to a larger extent depends on the goal of the study on one hand and the nature of the population under scrutiny on the other hand (Cohen, Manion and Morrison 2000, Bryman 2004).

This study engaged in random sampling technique, purposive sampling strategy and stratified sampling method to select the participants. Below are the techniques and their sampling procedures.

3.4.1 Purposive/judgmental sampling technique

This refers the type of sampling techniques whereby the decision with regard to which item should be included in the sample rests on the researcher's judgment and intuition. The researcher chooses only those elements which he/she believes will be able to deliver the required data (Kamuzora & Jamal, 2008). This method was specifically used to sports masters/administrators, students, chairpersons of the sports associations, REO, RSO, RAS, DAS, DEO and DSO Purposely these respondents were selected to give their views concerning how they administered/viewed the sports activities in the public secondary schools. 30 sports administrators, 30 students, 10 chairpersons of the sports associations in Morogoro municipal, 1 RAS, 1 DAS, 1 REO, 1 RSO, 1 DEO and 1 DSO were purposely selected from the population basing on their interest, position in sports. 10 Sports associations were purposely selected based on their presence/availability after getting the information from the office of the RSO/DSO.

3.4.2 Stratified random sampling technique

Stratified random sampling is a sampling technique whereby the total population is divided into different groups or layers before the selection of the representatives. This is to ensure representation of all members of the population. Those elements having similar characteristics are grouped in the same stratum. This is important when the population from which the sample is to be drawn has different characteristics (Kamuzora & Jamal, 2008). Yin, (1994) adds that stratification serves the distribution among heterogeneous population which needs to be incorporated for the purpose of gaining insights from it. In this study the population was stratified in gender and age aspects then selected purposely to involve and obtain the views from females, males, young and adults i.e. 15 Male teachers, 15 female teachers, 15 female students and 15 male students.

3.4.3 Simple random sampling technique

This refers to a probability sampling whereby all members in the population have equal chance of being selected to form a sample (Kamuzora & Adam, 2008). 6 schools were selected randomly among the 23 public secondary schools in Morogoro municipal. The researcher took two papers and made 23 pieces, and then he wrote the school names in a folded piece of paper. The folded pieces of paper were mixed. The researcher blindly selected the schools written in the folded pieces of paper. The six public secondary schools namely Kipanga, Lupanga, Kihonda, Sumaye, Morogoro and Kola hill were selected to represent the other schools.

Table 3.1 Units of Inquiry, sample size,percentage of the total and methods used

Category of respondents	Population	Percentage of the total	Sample size	Methods used
Teachers	794	5.3	30	Purposive and stratified sampling
Students	13967	94.3	30	Purposive and stratified sampling
DEO	1	0.01	1	Purposive sampling
DSO	1	0.01	1	Purposive sampling
REO	1	0.01	1	Purposive sampling
RSO	1	0.01	1	Purposive sampling
DAS	1	0.01	1	Purposive sampling
RAS	1	0.01	1	Purposive sampling
Chairpersons of regional sports associations	47	0.34	10	Purposive sampling
TOTAL	14814	100	76	

Source: Field work (2013)

3.5 Data collection methods

These refer to the techniques to be used for obtaining data from the sources. The key principles of data collection, according to Yin (1994,) are using multiple sources of evidence, creating a case study data base and maintaining chain of evidence. Generally the data collection methods are divided into two categories i.e. primary data collection methods and secondary data collection methods.

3.5.1 Primary data collection methods

These are data collection methods which the research used to obtain the data from the field directly. Below are those primary data collection methods:

3.5.1.1 Questionnaires

It is a means of collecting primary data by writing questions and giving the respondents to offer their answers. It is regarded as a series of questions, each providing a number of alternative answers from which the respondents can choose (White, 2002). It was used to all teachers supervising sports activities at school and students who were interested in sports. The questions were both open-ended and closed ended which were prepared in English. These questionnaires are found in appendix II

The questionnaires were used to obtain on how sports administrators were qualified to administer the sports activities in terms of profession, commitment, experience, etc. Moreover they disclosed the information on the organisation of the sports activities in terms of the frequent conduct of seminars for the administrators, the organisation of exercises, the presence of sports offices, the players' talents development, sports competitions, etc.

Furthermore they disclosed the sports relationships within schools and the sports associations. Finally questionnaires were used to disclose how sports policy, its contents and stakeholders' knowledge on sports policy favors sports activities in the public secondary schools.

3.5.1.2 Interviews

An interview refers to the direct contact between the researcher and the respondent. The interviewer (researcher) and the respondent (interviewee) engage in oral questioning or discussion to the conversation between the interviewer and interviewee (Kamuzora & Jamal, 2008). This was another method that was used to seek information concerning sports administration in the public secondary schools. The interview was both closed and open-ended. This type of instrument was advantageous since it helped the study and gathered extra information from the interviewee and also obtaining supplementary information and clarification of concepts which were unclear. It was applied to all categories of the respondents.

For the students and sports masters at school they were mainly interviewed under an unstructured interview on the qualities of the sports administrators, the organisation, the sports relationships and the favor of sports policy in secondary schools. For DAS, RAS, DEO, REO, DSO, RSO and ten officials from the sports associations were interviewed under a structured interview concerning their relationships with the school administration concerning sports issues and the sports administration problems they encountered. The interview guide is in appendix III.

3.5.1.3 Observation

This refers to the type of data collection by viewing/ watching the respondents or context and record the most important information. The technique was used to verify the information which could easily be biased. In this regard the presence and the conditions of sports amenities and most of sports operations in schools were observed.

3.5.2 Secondary data Collection

This refers to getting information from various documents containing information on similar subject matter under investigation. Therefore, Sarantakos (1998) claims that documentary analysis on the part of the researcher is considered as a very valuable tool in social research, a researcher should not take any document by face value without a deeper and thorough review, however, official it may look. The study involved particularly collected documents from TMOE, Sports Development Policy, UMISSETA informations and other informations related to sports administration. These documents were passed through, highlighting important areas that were more relevant the study before getting an insight of the issues at play. This process helped to understand the documents, hence, playing an analyst role and acquiring new knowledge from the documents.

Copies were produced to ensure enough information for the study. Sarantakos (1998) claims that reliability of the documents most of the times raises questions as documents may not be complete, updated or be with an acceptable word selection of whatever the language. This calls for caution in selecting the documents that will be really relevant for the study. Both published and non-published documents were reviewed. This involved the perusal of important related documentary information on the subject of study.

3.6 Data analysis methods

Yin (1994) states that data analysis consists of examining, categorizing, tabulating, or otherwise recombining the evidence to address the initial propositions of a study. Data analysis is also a process that includes editing, coding, classification and tabulation of collected data (Kothari, 2006). Bogdan and Biklen (1992) described data analysis as a systematic process which involves working with data, organizing, breaking them into manageable units synthesizing them, searching for patterns, discovering what is important and what is to be learned and deciding what to tell

others. Therefore the data collected was analyzed using descriptive statistics through frequency tables and percentages. Generally the study used both qualitative and quantitative data analysis. Data edition, coding (assigning numbers or numerals), codes definition, classification, tabulation and categorization of data were all applied. Data entry and analysis was done by using SPSS 16 packages available in the computer. This process was successful using manual working together with computer programme.

3.7 Reliability and Validity of Data

The validity of data refers to how well the instrument measures what they are supposed to measure (Triola, 2001). Validity of the data is important to assure that the research findings were measured accurately by instrument used. On the other hand, reliability is the degree to which the instrument produces stable and consistent result (Phelan and Wren, 2005). In quantitative and qualitative research validity and reliability have different meanings.

As noted by Golafshani, (2003) that in both quantitative and qualitative research approach, research needs to be demonstrated as valid and reliable. Reliability in quantitative research ensures that the result is replicable while, validity ensures the means of measurements are accurate and they actually measure what they are supposed to measure. In qualitative research validity and reliability is to eliminate researcher's bias and increase truthfulness of a proposition about some social phenomenon (Mulema, 2011).

The Cronbach's alphas were used to show reliability and validity. In this study, the Cronbach's alphas were considered high enough to consider the data as valid and reliable. Since most researchers use 0.70 as an acceptable level of coefficient alpha and still others consider 0.6 as sufficient (Kerlinger and Lee, 2000).

Reliability analysis was conducted using 29 items .Computed Cronbach's alpha were 0.720 as shown in table 3.2 below. This showed that the study was valid. Hence it gave confidence the researcher to progress with the data analysis.

Table 3.2: Reliability test of 29 items of data collected

Reliability Statistics

Cronbach's Alpha	N of Items
.720	29

Source: Field data analysed, (2013)

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF FINDINGS

4.0 Introduction

This chapter presents and analyzes the findings of this study, and it gives some interpretations of the findings according to the objectives and theoretical framework of the study. The study investigated sports administration in Tanzania, public secondary schools being a case done in Morogoro region (specifically in Morogoro Municipality) located in the Eastern zone of Tanzania, bordered by seven regions namely; Coast region and Lindi in the east, Manyara and Tanga in the north, Dodoma and Iringa in the west and Ruvuma in the south, with a population of 228,863, with 47 sports associations, with 5 districts, 19 wards and 46 schools as shown in chapter 3. Various variables like gender, educational level, qualities of sports administrators, sports policy, sports relationships, etc. were put under investigation.

The variables presented and analyzed here are demographic which investigate respondents' characteristics, distributions, and other variables for answering research questions and theoretical framework of the study.

4.1 Respondents' Profile

The respondent's character such as gender, age, professional field, marital status, form, etc. were considered in order to understand the findings. This was needed because these qualities can influence results on the study of sports administration.

4.1.1 Respondents distributions by sex

As it was proposed, 60 questionnaires were distributed to the sports stakeholders in Morogoro Municipal council in Tanzania .All 60 questionnaires distributed were returned. Among these, 50% were males and 50% were females. Therefore this

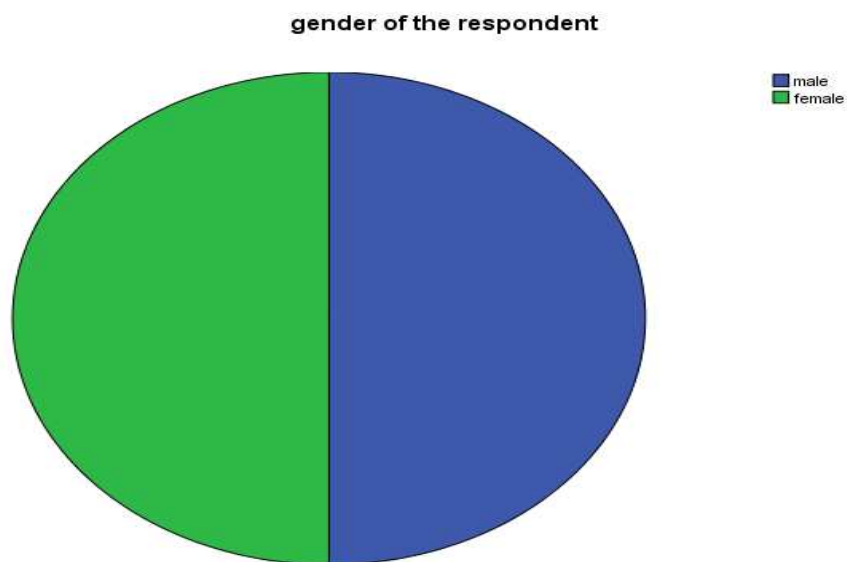
suggested that data collected for all variables settled in this study, gender equality was considered since the difference is zero. Table 4.1 and figure 4.1 show the results.

Table 4.1 Respondents distributions by Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	30	50.0	50.0	50.0
	female	30	50.0	50.0	100.0
	Total	60	100.0	100.0	

Source: Field work, (2013)

Figure 4.1 Respondents distributions by Gender



Source: Table 4.1

4.1.2 Respondent distributions by Age

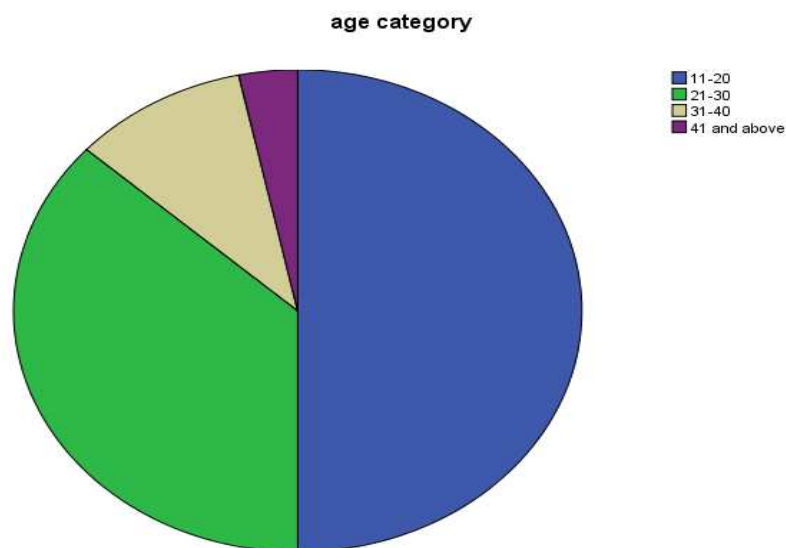
Three age groups were settled from which respondents identified their age group. The results indicated that, 50% were sports stakeholders aged between 11 to 20 years, 36.7% were aged between 21 to 30years and 10% were aged between 31 to 40years and 3.3 were above 41 years. These findings suggested that those aged between 11 to 20years dominated the study and thus it is a model class of age groups. Table 4.2 and Figure 4.2 show the results.

Table 4.2 Respondents distributions by Age Groups

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 11-20	30	50.0	50.0	50.0
21-30	22	36.7	36.7	86.7
31-40	6	10.0	10.0	96.7
41 and above	2	3.3	3.3	100.0
Total	60	100.0	100.0	

Source: Field work ,(2013)

Figure 4.2 Respondents distributions by Age Groups



Source: Table 4.2

4.1.3 Respondent distributions by Educational level

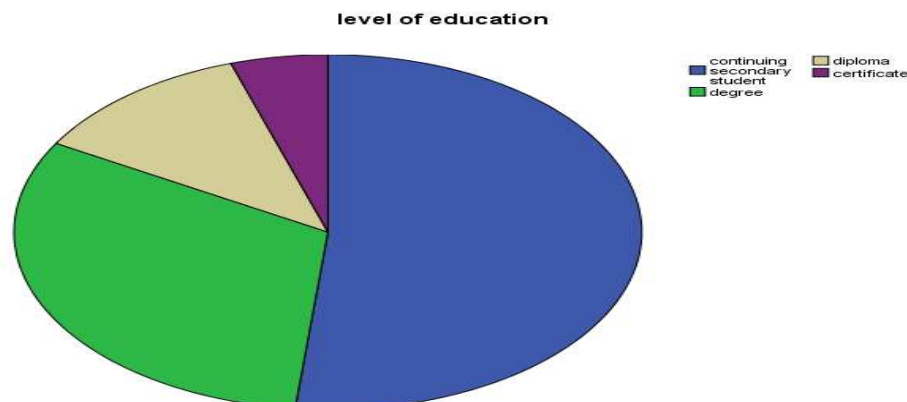
This part concerned only sports masters at school. Four variables of educational level were settled. These were continuing secondary student, certificate, and diploma and bachelor degree. The results indicated that 51.7% were sports stakeholders who were continuing secondary students, 31.7% were sports stakeholders with degree level, 11.7% were sports stakeholders with diploma level and 5.0% were sports stakeholders with certificate level. Therefore sports stakeholders who were continuing secondary students dominated the study. The table 4.3 and figure 4.3 show the results.

Table 4.3: level of education

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid continuing secondary student	1	3.3	3.3	3.3
degree	19	63.3	63.3	66.7
diploma	7	23.3	23.3	90.0
certificate	3	10.0	10.0	100.0
Total	30	100.0	100.0	

Source: Field work, (2013)

Figure 4.3 Respondent distributions by Education level



Source: Table 4.3

4.1.4 Respondent distributions by marital status

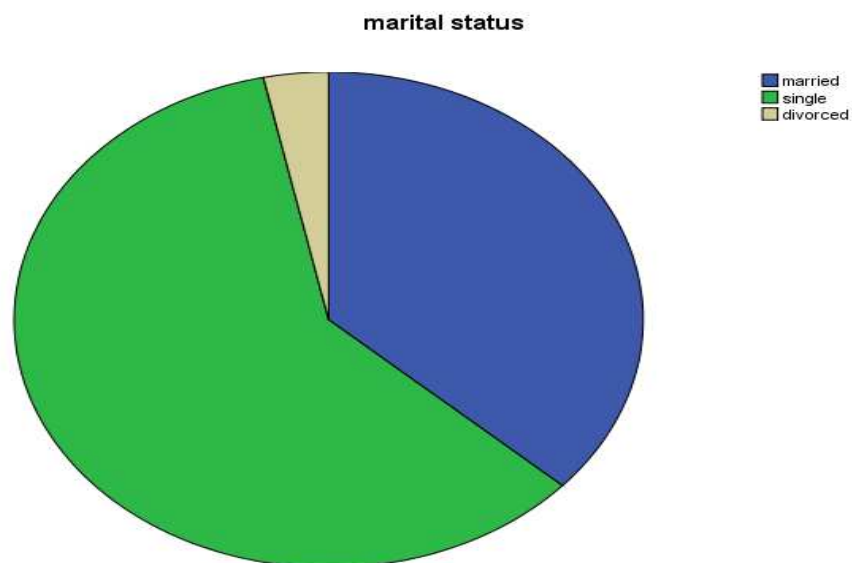
The questionnaires here were directed to sports administrators at school. Four variables were settled. The categories were married, single, divorced and widow. The findings indicated that 60% of the stakeholders were single, 36.7% of the stakeholders were married, 3.7% were divorced and 0% was widow. Thus this study was dominated by who are not married. Table 4.4 and figure 4.4 show the results.

Table 4.4 Respondent distribution by marital status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	married	11	36.7	36.7	36.7
	single	18	60.0	60.0	96.7
	divorced	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Source: Field work, (2013)

Figure 4.3 Respondent distributions by marital status



Source: Table 4.4

4.1.5 Respondent distributions by students' levels of education

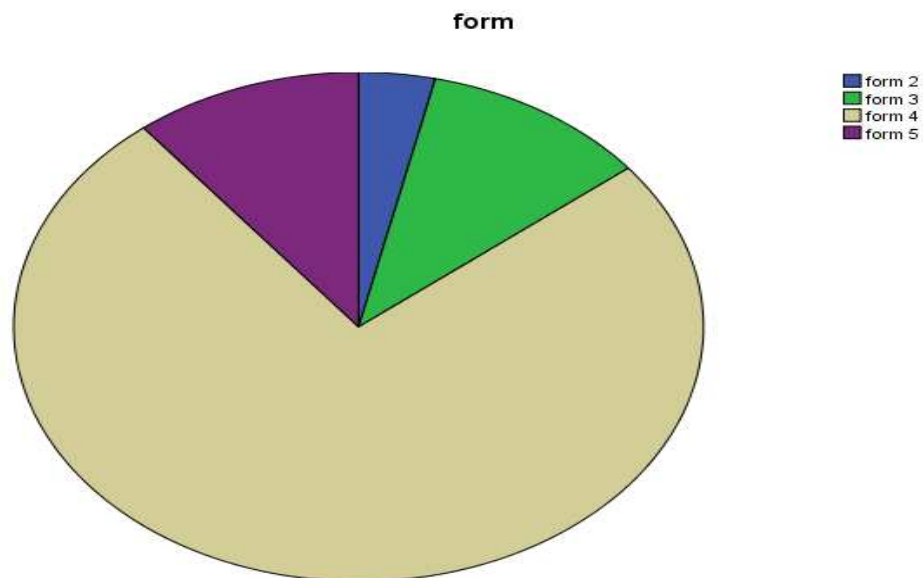
This aspect was directed to students in the public secondary schools. The aspects were form 1, form 2, form 3, form 4, form 5 and form 6. 75.0% were form 4, 10.7% were form 3, 10.7% were form 5, 0% were form 1 and form 6. Therefore form 4 dominated this study. Table 4.5 and figure 4.5 show the results.

Table 4.5 Respondent distribution by students' levels of education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	form 2	1	3.6	3.6	3.6
	form 3	3	10.7	10.7	14.3
	form 4	21	75.0	75.0	89.3
	form 5	3	10.7	10.7	100.0
	Total	30	100.0	100.0	

Source: Field work (2013)

Figure 4.5 Respondent distributions by students' levels of education



Source: Table 4.5

4.1.6 Respondent distribution by professional field

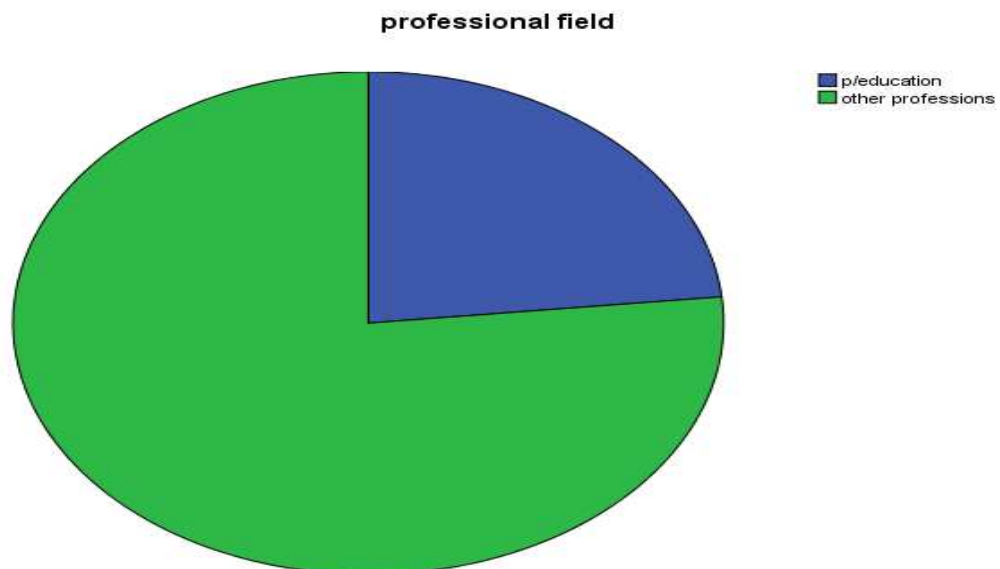
This part concerned only sports masters at school only. This was specifically centered to the sports administrators in the public secondary schools. Two variables were settled down. These were sports/physical education and other professions. The data collected indicated that 76.7% were with other professions and 23.3% were with physical/sports education. Therefore sports administrators with other professions dominated the study. Table 4.6 and figure 4.6 show the result.

Table 4.6 Respondent distributions by professional field

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid p/education	7	23.3	23.3	23.3
other professions	23	76.7	76.7	100.0
Total	30	100.0	100.0	

Source: Field work (2013)

Figure 4.6 Respondent distributions by professional field



Source: Table 4.6

4.2 Respondents' view on sports administration

Here general question was asked to the sports stakeholders in order to know if sports administration in secondary school was well done or not.. Various answers were provided. Below are the results obtained?

4.2.1 Respondents' view by sex

The researcher analyzed view of respondents in association with the sex characteristics. The first alternative was for those who agreed that sports administration in the public secondary schools was well administered and the second alternative was for those who supported that sports administration was not well administered. From the analysis the results revealed that 28.6% of male respondents supported the presence of good sports administration and 71.4% of male respondents denied the presence of good sports administration while 18.8% of female respondents supported the presence of good sports administration and 81.2% of female respondents denied the presence of good sports administration. The results showed the difference between male and female in viewing the sports administration. More males accepted the presence of good sports administration while females denied the presence of good sports administration. Table 4.7 shows the results:-

Table 4.7: Respondents' view by gender

			Is sports administration done well in the public secondary schools?		Total
			yes	No	
Gender	male	Count	4	10	14
		% within gender of the respondent	28.6%	71.4%	100.0%
	female	Count	3	13	16
		% within gender of the respondent	18.8%	81.2%	100.0%
Total		Count	7	23	30
		% within gender of the respondent	23.3%	76.7%	100.0%

Source: Field work, (2013)

4.2.2 Respondents' view by age groups

Age of respondents was considered in the analysis. The same alternatives were settled. From the analysis the results indicated that 33.3% of respondents aged between 11 to 20 years supported the presence of good sports administration while 66.7% denied the presence of good sports administration. Those aged between 21 to 30 years, 26.3% supported the presence of good sports administration while 73.7% denied the presence of good sports administration. Those aged between 31 to 40 years, 100 % denied the presence of good sports administration. The respondents aged between 41 years and above, 50% supported the presence of good sports administration while also 50% supported the presence of good sports administration. Therefore the majority of respondents aged between 31 to 40 years denied completely the presence of good sports administration. Table 4.8 shows the results:-

Table 4.8: Respondents' view by age groups

			Is sports administration done well in the public secondary schools?		Total
			Yes	No	
age category	11-20	Count	1	2	3
		% within age category	33.3%	66.7%	100.0%
	21-30	Count	5	14	19
		% within age category	26.3%	73.7%	100.0%
	31-40	Count	0	6	6
		% within age category	0.0%	100.0%	100.0%
	41 and above	Count	1	1	2
		% within age category	50.0%	50.0%	100.0%
Total		Count	7	23	30
		% within age category	23.3%	76.7%	100.0%

Source: Field work,(2013)

4.2.3 Respondents' view by educational level

In order to know respondents' view in terms of the educational level, four education levels were settled and two alternatives of 'yes' and 'no' were settled. From the data analysed, the results showed that 100% of respondents continuing secondary students did not support the presence of good sports administration. The second group was degree level whereby 21.1% supported the presence of good sports administration while 78.1% did not support the presence of good sports administration. The third group involved respondents with diploma whereby 42.9% supported the presence of good sports administration while 57.1% did not support the presence of good sports administration. The last group was respondents with certificate level in which 100% did not support the presence of good sports administration in the public secondary schools. Therefore the majority of respondents with certificate and continuing secondary level completely did not support the presence of good sports administration. Table 4.9 shows the results.

Table 4.9: Respondents' view by educational level

			Is sports administration done well in the public secondary schools?		Total
			Yes	no	
level of education	continuing secondary student	Count	0	1	1
		% within level of education	.0%	100.0%	100.0%
	degree	Count	4	15	19
		% within level of education	21.1%	78.9%	100.0%
	diploma	Count	3	4	7
		% within level of education	42.9%	57.1%	100.0%
	certificate	Count	0	3	3
		% within level of education	.0%	100.0%	100.0%
Total		Count	7	23	30
		% within level of education	23.3%	76.7%	100.0%

Source: Field work, (2013)

4.2.5 Respondents' view by students' levels of education

In order to understand this variable, six categories were settled. From the data analysed the results showed that 66.7% of form 3 supported the presence of good sports administration while 33.3% did not support the presence of good sports administration. 17.4% of form 4 supported the presence of good sports administration while 82.6% did not support the presence of good sports administration. 33.3% of form 5 did support the presence of good sports administration while 66.7% did not support the presence of good sports administration. Therefore the investigation shows that the four 4 students who seemed to have great experience in sports denied presence of good sports administration. The Table 4.10 shows the results:

Table 4.10: Respondents' view by students' levels of education

			Is sports administration done in the public secondary schools?		Total
			yes	no	
form	form 3	Count	2	1	3
		% within form	66.7%	33.3%	100.0%
	form 4	Count	4	19	23
		% within form	17.4%	82.6%	100.0%
	form 5	Count	1	2	3
		% within form	33.3%	66.7%	100.0%
Total		Count	7	22	29
		% within form	24.1%	75.9%	100.0%

Source: Field work, (2013)

4.2.5 Respondents' view by professional field

Professional field was considered also in the analysis. The same alternatives were settled. From the analysis, the results indicated that 100% of respondents with sports professional field did not support the presence of good sports administration. 29.2% with other professions supported the presence of good sports administration while 70.8% did not support the presence of good sports administration. The study indicates

that respondents with sports professional field, the category with enough sports experience and knowledge denied completely the presence of good sports administration. Table 4.11 shows the results:-

Table 4.11: Respondents' view by professional field

			Is sports administration done well in the public secondary schools?		Total
			Yes	no	
professional field	p/education	Count	0	6	6
		% within professional field	0.0%	100.0%	100.0%
	other professions	Count	7	17	24
		% within professional field	29.2%	70.8%	100.0%
Total		Count	7	23	30
		% within professional field	23.3%	76.7%	100.0%

Source: Field work, (2013)

4.3 Analysis and presentation of findings of research question 1:

What are the qualifications for Sports Administrators in the Public Secondary Schools?

The study investigated the qualifications that sports administrators had in the public secondary schools. Various questionnaires were distributed to various stakeholders of sports including teachers supervising sports in schools. Various statistical data were obtained. In this research question the following aspects were put into investigation and the results were found as follows:

4.3.1 Experience of the sports administrators in the public secondary schools

The study was conducted to know if the sports administrators were experienced in sports or not. The data collected indicated that for those who strongly agreed were 23.3%, agreed were 26.7%, uncertain were 20%, disagreed were 10% and strongly disagreed were 20%. Table 4.12 below shows the results.

4.3.2 Profession of the sports administrators in the public secondary schools

Here the study was conducted to understand if the sports administrators were professional or not. This meant to understand if the sports administrators had studied sports and were awarded the certificate of sports at a certain level on this field. Questionnaires were distributed to sports administrators. The data collected indicated that people had the varying answers. People who strongly agreed were 13.3%, agreed were 30%, uncertain were 16.7%, and disagreed were 20% and strongly disagreed were 20%. Table 4.12 below shows results.

4.3.3 Commitment of the sports administrators in sports administration

The study wanted to know if really the sports administrators were committed in their daily performance in the work. The data collected indicated that 30% of respondents strongly agreed, 30% of respondents agreed, 26.7% of respondents were uncertain, 6.7% of respondents disagreed and 6.7% of respondents strongly disagreed. Table 4.12 below shows results.

4.3.4 Sports administrators' competence in administering sports activities

The study was conducted to know if the sports administrators are highly competent in running the sports activities. The data collected indicated that those who strongly agreed were 16.7%, agreed were 30%, uncertain were 23.3%, disagreed were 13.3% and strongly disagreed were 16.7% .Table 4.12 below shows results.

4.3.5 Regarding interest in appointing and selecting sports administrators

The study done here was meant to seek the information if the appointment/selection of the sports administrators centered on the interest of the sports administrators. The data collected indicated that those who said strongly agree were 3.3%, agreed were 3.3%, uncertain were 6.7%, disagreed were 26.7% and strongly disagreed were 60%. Table 4.12 below shows results.

4.3.6 Availability of professional sports masters/teachers at school

The availability of the sports administrators was a necessary factor to identify the qualification of the sports administrators in the public secondary schools. The data collected indicated that those who strongly agreed were 23.3%, 23% agreed, 13.3% were uncertain, disagreed were 13.3% and strongly disagreed were 26.7%. Table 4.12 below shows results.

Table 4.12: Summary of respondents with their varying answers on the qualifications of sports administrators in the public secondary schools

Variables	Strongly agree	%	agree	%	uncertain	%	Disagree	%	Strongly disagree	%
experience	7	23.3	8	26.7	6	20	3	10	6	20
profession	4	13.3	9	30	5	16.7	6	20	6	20
commitment	9	30	9	30	8	26.7	2	6.7	2	6.7
competence	5	16.7	9	30	7	23.3	4	13.3	5	16.7
interest	1	3.3	1	3.3	2	6.7	8	26.7	18	60
availability	7	23.3	7	23.3	4	13.3	4	13.3	8	26.7

Source: Field work, (2013)

4.4 Analysis and presentation of the findings of research question 2:

How are sports activities organized in public secondary schools?

The study also went on to investigate the structure/organization of the sports activities/ programmes in the public secondary schools. Questionnaires were also distributed to obtain the intended results. Below are the aspects investigated in this area.

4.4.1 Presence of sports department

The researcher wanted to know if the sports department was available in schools or not. The data collected showed that those who strongly agreed were 46.7%, agreed were 26.7%, uncertain were 13.3%, 6.7% disagreed and strongly disagreed were 6.7%. Table 4.13 below shows the results.

4.4.2 Clear division of sports labor in the sports department

It was investigated if there was clear division of labor in the sports department. The data collected through questionnaires showed that those who strongly agreed were 16.7%, agreed were 23.3%, uncertain were 23.3%, disagreed were 23.3% and strongly disagreed were 13.3%. Table 4.13 below shows results.

4.4.3 Frequency of seminars and workshops for sports administrators

It was investigated if there were frequent seminars and workshops done for the sports administrators. The data collected indicated that those who strongly agreed were 3.3%, agreed 10%, uncertain were 10%, disagreed were 46.7% and strongly disagreed were 30%. Table 4.13 below shows the results.

4.4.4 Availability of enough infrastructures for every type of sports

Here it was investigated if there were enough infrastructures for sports organized only for this activity. The data collected showed that those who strongly agreed were 3.3%, agreed were 16.7%, uncertain were 26.7%, disagreed were 30% and strongly disagreed were 23.3%. Table 4.13 below shows the results.

4.4.5 Presence of budget for sports in the public secondary schools

The budget for the sports was put under investigation. The data collected showed that those who strongly agreed were 10%, agreed were 23.3%, uncertain were 33.3%, disagreed were 6.7% and strongly disagreed were 26.7%. Table 4.13 below shows the results.

4.4.6 Development of players' talents after the completion of the study

Players' talent development was also investigated. That meant to investigate if there was any developing of the career of the student after the completion of the studies/competition. The data collected that 66.7% of the respondents strongly disagreed, 6.7% of respondents agreed, 16.7% of the respondents were uncertain and 10% of the respondents disagreed. Table 4.13 below shows results.

4.4.7 Frequency of sports exercises in the schools

The frequency of the sports exercises was an important factor on how sports activities are organized in the public secondary schools. The data collected so far indicated that those who disagreed were 53.3%, 33.3% of the respondents strongly disagreed, 3.3% of the respondents strongly disagreed, 3.3% of respondents agreed and 6.7% of respondents were uncertain. Table 4.13 below shows results.

4.4.8 Frequency of sports competitions within and outside the school

The frequency of the sports competitions was also investigated in schools. The data indicated that 36% of the respondents agreed, 46.7% disagreed and 16.7% of respondents strongly disagreed. Table 4.13 below shows results.

4.4.9 Presence of documents for sports issues

Sports documents were also investigated if they were present or not. The data indicated that 6.7% of respondents agreed, 26.7% of respondents were uncertain, 23.3% of respondents disagreed and 43.3% of respondents strongly disagreed. Table 4.13 below shows results.

4.3.10 Strong control mechanism for financial issues for sports

The study looked into whether there was the control system for the monetary use in the offices supervising the sports. The data collected indicated that 10% of

respondents agreed, 3.3% of respondents agreed, 6. 7% of respondents were uncertain, 40% of respondents strongly disagreed and 40% of respondents strongly disagreed. Table 4.13 below shows results.

Table 4.13: Summary of respondents with their varying answers on the organisation of the sports activities in the public secondary schools

Variables	Strongly agree	%	agree	%	uncertain	%	Disagree	%	Strongly disagree	%
Presence of sports department	14	46.7	8	26.7	4	13.3	2	6.7	2	6.7
Division of sports labour	5	16.7	7	23.3	7	23.3	7	23.3	4	13.3
Frequency of seminars and workshops	1	3.3	3	10	3	10	14	46.7	9	30
Availability of infrastructures	1	3.3	5	16.7	8	26.7	9	30	7	23
Presence of sports budget	3	10	7	23.3	10	33.3	2	6.7	8	26.7
Development of players' talents	-	-	2	6.7	5	16.7	3	10	20	66.7
Frequency of sports exercises	1	3.3	1	3.3	2	6.7	16	53.3	10	33.3
Presence of sports competitions	-	-	11	36.7	-	-	14	46.7	5	16.7
Presence of sports documents	-	-	2	6.7	8	26.7	7	23.3	13	43.3
Financial control system	3	10	1	3.3	2	6.7	12	40	12	40

Source: Field work, (2013)

4.5. Analysis and presentation of the findings of research question 3:

How sports structures and activities are related with other school activities (curricular/extracurricular activities) and other associations/institutions and various offices like the office of DAS, RAS, DEO, DSO, RSO, MRFA, CHANETA, TABA, etc?

Here the investigation was made to see how relationships were effective among the sports activities or associations in the schools. Various aspects were put under investigation and the results were shown as follows:

4.5.1 Close relationship and serious assistance of various associations/offices like CHANETA, TABA, MRFA, DEO, REO, DSO, RSO, etc to the public school administration on matters related to sports.

It was investigated if various officials and association put their efforts in sports activities in the public secondary schools. The data collected that 6.7% strongly agreed, 26.7% agreed, 10% were uncertain, 33.3% disagreed and 23.3% strongly disagreed. Table 4.14 below shows results.

4.5.2 Teaching of sports as a subject in secondary schools like other subjects

It was investigated if the sport was taught in schools or not. The data indicated that those who strongly agreed were 6.7%, agreed were 13.3%, uncertain were 3.3%, disagreed were 33.3% and strongly disagreed were 43.3% . Table 4.14 below shows results.

4.5.3 Frequency of communication between the other associations/offices likes CHANETA, TABA, MRFA, DEO, REO, DSO, REO, RSO, etc and the school administration in relation to sports.

This aspect was investigated to see if the various offices were communicating with the with public secondary school sports administrators for the improvement of the sports activities in particular schools. The data collected showed that those who

strongly agreed were 3.3%, agreed were 3.3%, uncertain were 23.3%, disagreed were 30% and strongly agreed were 40% .Table 4.14 below shows results.

Table 4.14: Summary of respondents with their varying answers on the relationships of the sports activities/ structures in the public secondary schools

Variables	Strongly agree	%	agree	%	uncertain	%	Disagree	%	Strongly disagree	%
Close relationship and serious assistance of the top sports administration to the school sports administration	2	6.7	8	26.7	3	10	10	33.3	7	23.3
Teaching of sports like other subjects	2	6.7	4	13.3	1	10	10	33.3	13	43.3
Frequent communication between the top sports administration and school sports administration	1	3.3	1	3.3	7	23.3	9	30	12	40

Source: Fieldwork, (2013)

4.6. Analysis and presentation of the findings of research question 4:

How do sports policy, its contents and stakeholders' knowledge on policy favor sports activities?

The impact of sports policy, its contents and stakeholders' knowledge to the sports administration was also investigated. Below are the aspects investigated and the results obtained from the findings.

4.6.1 Knowledge of sports administrators on the national sports policy

It was investigated if the sports administrators knew the national sports policy. According to the data analysed, it was revealed that 13.3% of respondents strongly agreed, 26.7% of respondents agreed, 30% were uncertain, 16.7% of respondents disagreed and 13.3% of respondents strongly disagreed. Table 4.15 below shows results

4.6.2 Provision of linkage by the national sports policy between the sports associations and schools

The researcher investigated if the national sports policy provides the linkage between the sports associations and the schools. According to the data analysed, the study indicated that 36.7% of respondents strongly agreed, 20% of respondents agreed, 20% of respondents were uncertain, 10% of respondents disagreed and 3.3% strongly disagreed. Table 4.15 below shows results

4.6.3 Presence of the youth sports policy in sports associations.

In the sports associations like if they had sports policy for developing the youths. The data collected showed that 16.7% of respondents were uncertain, 56.7% of respondents disagreed, and 26.7% of respondents strongly disagreed. Table 4.14 below shows results.

4.6.4 Knowledge on the national sports policy by students

The study went further to see if students were knowledgeable on the national sports policy. The data collected showed that 33.3% were uncertain, 46.7% disagreed and 20% strongly disagreed. Table 4.15 below shows results

4.6.5 The presence of legal or statutory mandate for ensuring that the policy is implemented

The presence of legal or statutory mandate for ensuring that the policy is implemented was investigated. The data collected indicated that 16.7% of respondents were uncertain, 63.3% of respondents disagreed and 20% of respondents strongly disagreed. Table 4.14 below shows results.

Table 4.15: Summary of respondents with their varying answers on the sports policy, its contents and stakeholders' knowledge on it

Variables	Strongly agree	%	agree	%	uncertain	%	Disagree	%	Strongly disagree	%
Knowledge of sports administrators on the national sports policy	4	13.3	8	26.7	9	30	5	16.7	4	13.3
Provision of linkage by the national sports policy between the sports associations and schools	11	36.7	6	20	9	30	3	10	1	3.3
Presence of the youth sports policy in sports associations	-	-	-	-	5	16.7	17	56.7	8	26.7
Knowledge on the national sports policy by students	-	-	-	-	10	33.3	14	46.7	6	20
The presence of legal or statutory mandate for ensuring that the policy is implemented	-	-	-	-	5	16.7	19	63.3	6	20

Source: Field work, (2013)

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.0 Introduction

This chapter is about the discussion of the findings of the objectives of the study. It points out what was found in question and what they meant to this study.

5.1 Discussion of the findings on research question 1:

What are the qualifications of the sports administrators in the public secondary schools?

The study investigated the qualifications of the sports administrators who run the sports activities in the public secondary schools. Various qualifications for sports administrators were outlined. Below is what was found in the study and their discussions:

The study identified that most of the sports administrators were experienced in sports. They had in one time or era administered or played any game. The other sports administrators were completely not experienced. In an unstructured interview with one of the sports administrators, he provided with the following remark:

The lowering of the status of the sports activities in Tanzania is due to the fact that some of the sports administrators are not experienced. They have not played any kind of sports or they have never done any supervision of sports at any place in their lifetime. Do you think we Tanzanians can progress? Bear in mind that experience is a good source of knowledge.

Therefore the non-experienced sports administrators affected the sports progress in schools. In this way the Tanzania sports enter into trouble to gain its development.

Another factor that influenced poor sports administration was lack of profession in the field of sports. The study investigated the profession the sports administrators in the field of sports. According to the data analyzed the majority of the sports administrators were not professional. This means that they had never taken sports as their professional field during their studying in the universities and/or colleges. They had no sports certificates of any level. They were not academically qualified to administer sports in schools. In the public secondary schools it was found that only 4 respondents (3 at Kilakala secondary school and 1 at Morogoro Secondary school) were professional in the field and most of them had been given other responsibilities away from sports activities. They were teaching civics, geography, English and other

subjects which they took during their Advanced level studies. The majority of the sports administrators possessed other professions. In the District office of Sports and Culture officer, DEOs, REOs, DED, it was found that they were not professional in the sports field. The DEO said that:

We have been given this responsibility to supervise sports in secondary schools by the UMISSETA but we lack knowledge in sports. Look now, REO is not also professional and she is the head of this programme at the regional level. Moreover, most of our teachers are the same.

Therefore failure to have the professionals in sports affects directly the sports activities because the administrators of the sports might not run the field professionally. The blame has to go to the government for these poor administrators as Omari, (2002) argues that the government through the NSC has to be blamed because it has failed to monitor sports association as a result professional administrators are not obtained.

Another factor that the study investigated was commitment to the sports administrators in sports administration. The results analyzed showed that majority of sports administrators in the real sense were not committed. They did not perform their activities as they had been ordered. Moreover one respondent said:

The sports administrators are not committed. They do these activities because they can get money for private affairs during sports competitions especially the UMISSETA competition.

The non-committed sports administrators affected the sports activities. They failed to organize various competitions within and outside the school. Hence the sports development is also affected.

The competence of the sports administrators was also put under investigation. The results analyzed showed that the majority of the sports administrators were poorly competent. Some sports administrators do not know the sports laws. They did not

know how to arrange players on the ground during exercising. The sports administrators administer the field unknowingly. This was due to the fact that there were no seminars for them. One sports administrator remarked the following:

The sports administrators are not competent because they lack training. The majority of them have no idea on the sports laws. This is what affects Tanzania sports. If this continues there, this disaster will also continue.

Due to the facts said above, the missing of the competence by the sports administrators directly undermines sports in Tanzania. Hence the sports development becomes difficult to be achieved.

The study moreover investigated if interest is regarded in appointing/selecting sports administrators. According to the data analyzed the majority of the sports administrators appointed/selected were interested in sports but others were given the respondent accidentally/ under favoritism. This means that they were completely not interested. In an interview with one of the sports administrator, he remarked the following:

The appointment/selection sometimes falls under favoritism. As you can see that is a sports administrator who is a close friend to the headmistress. They come from the same region and they are of the same tribe. Therefore if we really want to develop on this area, let us call upon the government to make follow up on these issues and initiate strong measures for such people because they kill sports in our municipality and Tanzania in general.

The study investigated also if professional sports masters/teachers are available all the time at school. The majority of the professional sports administrators found in the public secondary were not available all the time. One respondent put his comment:

The professional sports are very few. They have been given other responsibilities not related to sports issues. They are not available all the time. The sports programme itself is only an evening activity. Therefore teachers cannot work until evening because it is out of required job time. They

need to be paid if they do that. Sometimes they sacrifice their evening time but the appreciation from the top administration is poor.

5.2 Discussion of the findings on research question 2:

How are sports activities organized in the public secondary schools?

This centered on understanding how sports activities were organized in the institutions. The results were found and below are the discussions on those results.

The study investigated the presence of the department in any organization which is necessary. Likewise in sports activities specifically in the public secondary schools, the presence of the sports department is inevitable. The sports departments in the schools investigated were not well organized. The present departments did not have offices in which the sports masters could stay and discuss the sports issues and their development at all. This critically affected the sports administration directly.

Another issue investigated was the division of sports labor if it is clearly defined in the sports department or not. The sports labor division was not clearly defined as data analysis showed. There were no clear heads of departments, assistants of sports departments and other stakeholders. The structure of administration was not clear. In the sports association offices there was a similar case. The administrators had no organized structure to administer the sports activities. One interviewee said:

We lack clear division of responsibilities because sports are very, very optional at our school. It is something that people take it less serious.

According to the Max Weber's theory of bureaucracy which sees that success in the organisation depends on the clear division of labor/ responsibilities. Therefore the absence of the clear division of the labor in the sports departments in schools directly affected the sports activities and administration because there was poor sports organisation. In this way sports development in Tanzania still continues to depend on the miracles from God.

Also whether frequent seminars and workshops are done for sports administrators was investigated. According to the data analyzed it showed that seminars and workshops were not frequently done in the public secondary schools. They were rarely done. There was poor organization for the seminars for sports seminars and workshops to discuss and impart new knowledge for teachers running the sports activities. The sports seminars and workshops were rarely conducted to many administrators at the level of the school, district, regional and nation respectively. One administrator said:

Financial scarcity is the source of the poor organization of the seminars. Bear in mind that seminars/workshops are very important to expose and impart the knowledge to the sports administrators who were completely less knowledgeable on the sports administration and hence developing their knowledge.

This concurs with what Omari, (2002) was arguing that participation of administrators in training and other courses related to sports can change their level of knowledge in sports which were missing because it has been noted that most of the administrators become not aware of the daily changes that were taking place such as changes in rules and regulations (Omari, 2002). Because the seminars were not frequently conducted to the sports administrators, their level of knowledge was affected. It finally affected the administration and sports at the school and Tanzania at large.

Apart from that availability of enough sports infrastructures for sports for every type of sports was investigated. According to the sports data analyzed, most of the schools had no enough sports infrastructures for every type of sports. The present infrastructures were poor. The dominant infrastructures were for football, netball and basketball. But there were no areas reserved for volleyball, table tennis, boxing, jumping, and swimming. Some schools did not have completely the grounds for any

type of sports. Some school grounds were used for constructing more buildings so as to accommodate the increasing number of the students enrolled. One administrator said:

The grounds are very few and they are very poor and out of standard. The government and the school administration do not care sports infrastructures. We have been demanding the play grounds but our demand has been ignored. However we can't blame much the school administration because it implements what the government commands them to do. The government has to be blamed so much for the failure to prioritize sports activities in schools.

No grounds, no progress in sports. Grounds are as important as the blood in the human body. Lack of sports grounds affects the administration directly. Students lack the places for playing/exercising. Whenever they planned exercises, they had no places for playing. In this way sports development is discouraged.

On top of that presence of a budget for sports was put under investigation. Most of the offices do not have the budget from the government. At school sports budget is partially recognized. At the district and regional level the officers get money from the school collected from the UMISSETA contribution from students. The ministry of the sports and culture is not given enough budgets for running the sports in a country. Therefore the financial stability in this sector is very low. One regional administrator said:

Our office does not have budget from the government. We get money for UMISSETA contribution from school which is 10% of the school fee. The school bursars collect the contribution and bring them to us. The government has withdrawn itself from this issue.

Good budget brings financial stability in the organisation. Failure for the government and schools to put good budget for sports affects the sports administration in seminars, conducting competitions, etc. This again puts Tanzania under trouble in the sports sector.

Also investigation was done if players' talents are developed after the completion of the study or not. According to the data collected most of the talented students seen in various competitions were not developed. The clubs had no tendency to go to the public secondary schools to identify and fetch the talented students from schools. Their talents died in the streets. They went nowhere after the completion of the competition or studies. The schools had no also tendency to invite the clubs during the competitions. One interviewee said:

The students fight themselves in the streets and sometimes succeed to get into the big clubs like Juma Kaseja. But there is no proper organization for sports schools or associations to deal well with these talents.

Developing the players' talents could help Tanzania to have enough players for the future. Because these players' talents are not developed, the future of the Tanzania sports is uncertain.

The other issue investigated was if sports exercises were done frequently in the school or not.

According to the data analyzed sports exercises were poorly organized. The absence of the play grounds demanded them to move from their schools to distant places to exercise. It is said that the frequency of the exercise is low. According to the time table the schools had only one hour specifically in the evening. One student complained:

Students are not given enough time here for sports exercises. Students like sports. They want it to be their employment but it is not taken seriously because of not being given enough time in the exercises.

Sports exercises are important. They continue developing the talent. So once they do not exercise, their talent might die naturally. This means that in order for Tanzania to

develop well in the sports sector, sports exercises must be frequently done to students in the public secondary schools. This will develop their career.

Moreover the study investigated if sports competitions within and outside the school were done more frequently or not. According to the data analyzed, sports competitions were not frequently done. There were no promotions for inter-school or intra-school competition. This was due to the lack of motivation, commitment, lack of support from the associations, courage, etc. The competitions were rarely conducted. One administrator said:

The competitions are poorly conducted because of the lack of the motivation and commitment among the sports administrators. They are sometimes conducted. Administrators are not encouraged. The headmasters are not keen on this issue and even the associations do not come to initiate the competitions. It is only our decision to either conduct or not.

Competitions establish friendship, happiness, mental/ physical growth, talent development, etc among the sports stakeholders. Therefore the lack of enough competitions threatens the sports sector. In this way the sector needs extra efforts to develop well.

Sports records were investigated if they were present and well kept. According to the data analyzed and observation done during the research, in the departments visited it was found that there were no enough records for sports like the number of competitions played, number of wins/losses/draws by the school, sports masters who lead the sports department since the school started.

Generally records are very important in identifying and understanding the history of the organisation in terms of successes and failures. This will help the administrator to establish the base for the modification. Moreover in sports records are very important. As observed in this research it looks like Tanzania to achieve in the sports sector is still a saga.

Offices for sports administrators were also investigated if they were present or not. According to the data analyzed, most of the schools and sports associations did not have the sports offices. In the visited associations it was found that there was only one office for MRFA but the other associations like CHANETA, CHAMIJATA, TABA, TAVA, etc had no offices. They were available only during the evening when they exercising. One administrator said:

The only association that has an office is MRFA. Some associations do not have the offices. They are struggling to get offices now. The reason behind is lack of enough funds and/or failure of the top administration to support these associations financially.

Likewise in the schools there were no offices for the sports department. This weakened the performance of the administration in particular schools. They had no place for the discussion concerning the sports issues. Offices are very important for setting various plans on how sports activities should be conducted. If associations/schools have no offices for sports, one should expect a disaster in running the sports activities in schools.

5.3. Discussion of the findings on research question 3:

How are sports activities and structures in schools related with other school activities (curricular/extracurricular activities) and other associations/institutions and various offices like the office of DAS, RAS, DEO, DSO, RSO, MRFA, CHANETA, TABA, etc?

Here the investigation was made to see how relationships were effective among the sports activities and associations in the schools. The results were as follows:

The investigation was made if the various associations/offices like CHANETA, TABA, MRFA, DEO, REO, DSO, RSO, etc were close to the public school administration on matters related to sports and if they helped seriously sports activities or not. According to the data analyzed sports associations and DEO, REO, RSO, DSO, etc were not closely contacting and supervising the sports administration in the public secondary schools. The reason behind was the lack of motivation, finance and commitment. The other offices like the office of RAS and DAS completely denied the responsibility that sports administration is not their area of supervision. The DAS said:

Our office is not concerned with the sports activities. Our responsibility is to deal with the other responsibilities and not sports activities. There are offices for sports administration but not us.

As stated above, for sports to prosper well always cooperation among the administrators is very important. Everybody in the administration has to be responsible on these matters. Leaving the work of sports administration for some stakeholders like the DAS and RAS do, does not guarantee the effective prosperity of sports in the country. Hence everybody is supposed to get into sports administration for the effective and efficient administration.

The investigation was also made if sports were taught as subjects in secondary schools like other subjects or not. The majority of sports strongly denied that sport was not taught as a subject in the school in public secondary schools. This meant that sport was not in the school time table as a subject during the class hours. One administrator said:

Sports are not taught at our school because there are no professional teachers on this field. All subjects are there in the timetable during the class hours but sports is not there for the class hours. During sports time, students get out of classes for exercises. However the time is not very enough. It is only one hour.

Generally success in sports needs teachings in the class. Students need to know a lot in sports through teaching. Therefore it is very important sports to be taught like other subjects in the class so that awareness in sports is created.

The investigation was moreover made if the syllabus for sports was present and applied like other subjects or not. The syllabus was not there for sports. The sports administrators had never seen the syllabus for sports in the public secondary schools because the sport itself was not being taught as a subject. Therefore it was impossible for the syllabus to be there. In this way success in sports still becomes a dream in the country because the knowledge on how sports should be conducted is not passed to students through teachings in the class. All subjects in schools have syllabi but the sports is ignored and not given any priority in the class hours. In this way success is not easy to be reached.

The investigation was made if communication between the other associations/offices e.g. CHANETA, TABA, MRFA, DEO, REO, DSO, REO, RSO, etc and the school administration in relation to sports was frequent. According to the data received, communication was not frequent. After the completion of the competition it ended till the next competition. The office that is a little bit close to the school sports administration most of the time is the office of DEO. Other offices like the office of REO, DSO, MRFA CHANETA, TABA, etc are less communicating all the time.

They are only alive during the competitions specifically the UMISSETA competition. One administrator said:

It is very surprising when you see the communication does not exist when you finish the competition. What I can I say is that communication should be endless.

In this way it is not easy to arrive at success if the associations are not communicating with the school sports administration where the young talented boys and girls are available. Success depends on the way the communication is frequently done among members of the organisation. Likewise in sports, administrators need to be well communicated frequently so that the success gets its way.

5.4. Discussion of the findings on research question 4:

How do sports policy, its contents and stakeholders' knowledge on sports policy favor the sports activities?

A policy provides the road map for the organisation and its members. Without such a document the organisation has little or no control over the conduct of its members and members are without guide for their personal conduct (Corbett & Findlay, 1995). In general sports development policies for young people centre on three areas of activity: Firstly, strengthening physical education and sports within schools. Secondly, creating sustainable links between sports played in school and sports played outside schools in the community especially through school club links and by giving community access to sporting facilities within schools. Thirdly developing means to ensure that all participants, club setting, coaching or competition are well organized (Omari, 2002).

The study was interested in understanding how sports policy, its contents and stakeholders' knowledge on it might affect the sports activities. Below are the variables involved in understanding how sports policy, its contents and stakeholders' knowledge on it might affect the sports administration.

The investigation was made if sports administrators were knowledgeable on the national sports policy or not. According to the data analyzed, some sports administrators knew the sports policy and its contents that could lead them to good administration but others did not know the sports policy and its contents. The sports policy was known to them through internets and books but they had little knowledge. The reason behind this was due to the lack of sports documents in the public secondary schools and laziness in reading the policy documents. For example one administrator provided the following remark:

The national Sports policy is not much comprehensible among the administrators because we lack the source for the knowledge. Moreover the sports administrators themselves do not take the trouble to find the sports policy document for reading and understanding it in deep.

According to the remark above, if sports policy is not known well to administrators it will automatically affect the sports administration because the administrators might be having random conduct of the performance in the sports activities. There will be no clear guideline for organizing the sports activities.

The investigation was also made if the sports policy provides linkage between the sports associations and schools. According to the data analyzed, the Tanzania sports development policy of 1995 shows the linkage between the sports associations and the schools. But the linkage is not well made clear. One administrator said:

When you read the policy document, you can see the linkage between the associations and the schools. But in reality these associations are not strongly implementing this linkage. Even during the interschool and intra-school competitions the sports associations do not come to implement the linkage. However there is no clear linkage between the sports associations and other institutions where the young are found.

To add more, normally if there is no good linkage among the associations it is very difficult to achieve the development. Good linkage is one of the factors for the success. This means that achieving sports success good linkage must be there.

The investigation was moreover made if sports associations had youth sports policy or not. The associations visited had no their own youth sports policy. The UMISSETA which is the main controller for the sports in the public secondary schools had no sports policy for developing the youth sports. They had only rough plans in their papers but the information present in those papers had no clear information on how the youth sports could be conducted so that their talents reach success. This caused the administrators to fail to run the sports activities orderly. This means that the achievement in sports is a dream because there is no strong struggle seen to develop the sector.

The investigation was made if students who are players were knowledgeable on the national sports policy or not. According to the data analyzed, students seemed to be not aware of the sports policy. This is because the sports administrators themselves did not know the sports policy. Moreover there were no the sports policy documents for students to read and extract the knowledge from them. It is the right for the students to know the sports policy because it is the base for the argument whenever the conflict arises like the abolition of the UMISSETA and UMITASHUMTA which happened in the previous years. If the students were aware of what the sports policy says, they could have the right to demand for their right. This means that in order for the sports to attain the fantastic progress all stakeholders should be aware of what is present in every corner of the sports document/policy.

The investigation was lastly made if there was presence of legal or statutory mandate for ensuring that the policy is implemented or not. According to the data analysed, there is no legal or statutory mandate for ensuring the policy is being implemented. The findings further indicated that the implementation agency that is NSC has no legal backing. It was very surprising when the abolition of the sports activities occurred in schools and there were no any organ making the legal procedures for that. This concurs with what Omari, (2002) argues it is very difficult to implement the policy if there is no autonomy to for the follow up. Omari, (2002) argues that the

NSC should be mandated legally because people may follow it or not for instance it was very disappointing when it happened that the minister of education and culture had restricted sports in schools which is clearly stipulated in the current NSP on the ground that they make the education performance of the students to decline.

During the data collection, the majority of stakeholders had complained on the failure of the National Sports Council. They argued that if there were the legal backing for the NSC it could be easy for it to demand the early return of the sports activities in schools. In this way it is very difficult to reach the success to the highest level.

CHAPTER SIX

SUMMARY, POLICY IMPLICATION AND CONCLUSION

6.0 Introduction

This chapter centers on summary, policy implication and conclusion. It is of four sections. Section one is summary of what has been discussed. Section two is conclusion. Section three is about recommendation and section four is about area for further studies and policy implication.

6.1 Summary

The study conducted is about the sports administration on the public secondary schools namely Kihonda, Lupanga, Kilakala, Morogoro, Kola hill, and Sumaye. This means how sports activities are done in an efficient and effective way. The qualifications of the sports administrators, the organization of the sports activities, relationships of the sports activities and structures and knowledge on sports law and policies were investigated. It is a case study design conducted in Morogoro municipality from November, 2012 to March, 2013. The study identified the most common problems in related to sports administrations so that the government and the sports administrators know the problems they surround them. The problems identified are poor sports administrators who lack profession, commitment, experience, courage, etc. Also poor sports organisation, poor sports relationships and poorly formulated sports policies undermine the progress of sports activities in Tanzania. This study has achieved these targeted objectives after involving respondents, 30 sports administrators, 30 students and 16 officials selected under purposive sampling, stratified sampling and random sampling. The delivery of the information from these respondents has been effective in such that problems that affect poor sports performance have been disclosed.

On the aspect of data collection, the study has employed both primary and secondary methods of data collection. The data collected have been analyzed by various statistical means including frequency and percentage distributions. From all investigation made in this study above, the researcher concluded as follows:

6.1.1 Sports stakeholders' profile

The stakeholders who participated in this study had various characteristics. The study has found that on the gender aspect 50% were males and 50% were females. On the issue of age 11-20 years were 50%, 21-30 years were 36.7%, 31-40 years were 10% and above 40 years were 3.3%. On the educational level 50% of the sports stakeholders were continuing secondary students, 11.7% were diploma holders, 31.7% were degree holders and 5% were certificate holders. On the professional field people other professions were 76.7% and sports/physical education was 23.3%. On the aspect of students' levels of education, students in form 4 were 75%, form 3 was 10.7% and form 5 was 10.7%.

6.1.2 The qualifications of the sports administrators

In this aspect, it was found that the majority of the sports administrators did not have the proper qualifications. They had no efficient and effective commitment, experience, profession, availability; etc. This may be the reasons towards the failure for the sports downfall in Tanzania. The failure to have administrators with efficiency and effectiveness leads to Tanzania to fail in shining in the International competitions. 86.7% of sports administrators said that the sports administrators in public secondary schools had no qualities. With this percentage it means that there is the great importance to have good administrators in running sports so that the failure in sport cannot occur.

6.1.3 The organization of the sports activities.

In this aspect, it was found that there was poor organization of the sports activities in the public secondary schools in terms of the exercises, seminars and workshops, division of labor, sports department, presence of infrastructures, sports offices, and etc. 90% of the sports administrators said that there was poor organization of the above elements. The study showed that well organized sports activities are very essential in any institution. If the organization is well done, the country reaches its goals in the sports sector and employment may be guaranteed.

6.1.4 The relationships of the sports activities with other activities and other associations/offices.

In this aspect, there was poor relationship among the school sports administration and the higher sports administration. DAS, RAS, DC and RC directly denied that sports are not their concern even if it is their area of administration. Other offices of DEO, REO and various associations have poorly been contacting with the school sports administration. The majority of the sports stakeholders lamented on the poor relationships among them. 80% of the sports administrators lamented on the poor relationships they had in running the sports activities. This means that they have poor cooperation. Sport is not taught as a subject like other subjects. Therefore sport is not taken into account seriously. It was not there in the normal class hours.

6.1.5 How sports policy, its contents, stakeholders' knowledge on policy favor sports activities.

The knowledge on sports laws and policy among the sports stakeholders seems to be not comprehensible among them. Students were to some extent aware of the sports laws while the sports administrators/teachers also to some extent aware of the sports laws and policy. 90% of the sports stakeholders said that sports administrators and students lacked excellent knowledge on sports laws and policy. There was poor linkage between the sports associations and school administration as shown by the

policy. There was also no legal backing shown in the sports policy to ensure supreme follow up on the sports activities whenever the contradiction arises.

6.2 Conclusion.

Sports emphasis should be placed in the secondary schools because students are still too young. This concurs with what Omari, (2002) argues that a youngster athlete has the opportunity of skills development and improving during early years and through early practice. There is also the opportunity to recognize weaknesses in abilities at the same time monitoring one's progress. Alao,(1995) also supports that early exposure to athletic skills can make athlete greatly prepared to handle other emotions related to sports.

Most stakeholders have lamented on the poor sports administration in the public secondary schools. The government has left the field without much emphasis to develop the career of the secondary school student players. Lack of qualified teachers, poor sports policy formulation and knowledge on it, poor sports organisation and poor relationships of sports activities with other academic activities in particular schools and poor relations between the school administration and various associations and offices of DAS, RAS, REO, DEO, etc. have affected the sports administration negatively. It is the time for the government of Tanzania and other stakeholders to find out the strong initiatives to improve the level of sports. This sports industry provides employment to many people in the world. Therefore if sports activities are well organized, they will make Tanzania develop in this field. Hence Tanzania may shine in the international competitions like Brazil, England, Argentina and clubs like Barcelona, Real Madrid, Chelsea, Bayern Munich, etc do. Otherwise to participate and win the international competitions will become a dream in Tanzania if seriousness does not take its place.

6.3 Recommendations.

After all problems identified in this thesis, there should be the following measures to save the nation in sports activities;

Firstly, there should be effective and efficient sports administrators with great qualities like high commitment, experience, profession, availability, competence, etc. This will enable the nation to run in a very good speed and shine well in the international competitions.

Secondly, good organization of the sports activities is necessary to be taken into account. This means that there should be the good organization of sports activities in schools. There should be offices, frequent seminars for sports administrators, good infrastructures for sports, strong control system for funds, etc. This will lead the nation into a success.

Thirdly, there should be the documents concerning sports laws and policy so that the sports administrators and students access them and read them effectively. Hence they become aware of the sports laws and policy. In the school libraries there should be these documents to enable the sports administrators and the students to be more knowledgeable in sports. Also the policy should be well formulated to ensure that sports activities get into the good tract as shown on the policy implication.

Finally, there should be the good relationships among the sports stakeholders i.e. the top administration and the lower administration (school administration). DAS, RAS, DC and RC should take their responsibility of supervising and advising on these issues and not completely running away from their responsibility. RAS and DAS are administrators. So they should engage in sports administration.

This concurs with what Max Weber has suggested in his theory of bureaucracy demanding various institutions to have well trained administrators, clearly defined hierarchy of authority, clear division of labour, impersonal rules and written

documents for ensuring effective and efficient administration. Therefore if sports administration concurs with what has been suggested in this study, Tanzania will really develop in this area.

6.4 Policy implication and area for further studies

6.4.1 Policy implication

The current study has disclosed some policy issues. The study has stressed on how the current policy should be amended to allow the presence of legal or statutory mandate for ensuring the policy is being implemented and there should be legal backing for the NSC. By so doing, it will enhance high sports administration in Tanzania. This is because the research has shown that having poorly formulated policy of the country leads sports activities into the poor administration.

6.4.2 Area for further studies

Good sports administration is important in any organisation. The well organized, well coordinated systems well formulated policies and well qualified administrators guarantee good sports performance. Therefore the study calls upon another new study in other areas to test theoretical framework established by this study and fill gaps which might not have been covered. This is because the results from Morogoro municipal might not resemble to other areas in Tanzania or any other area in the world.

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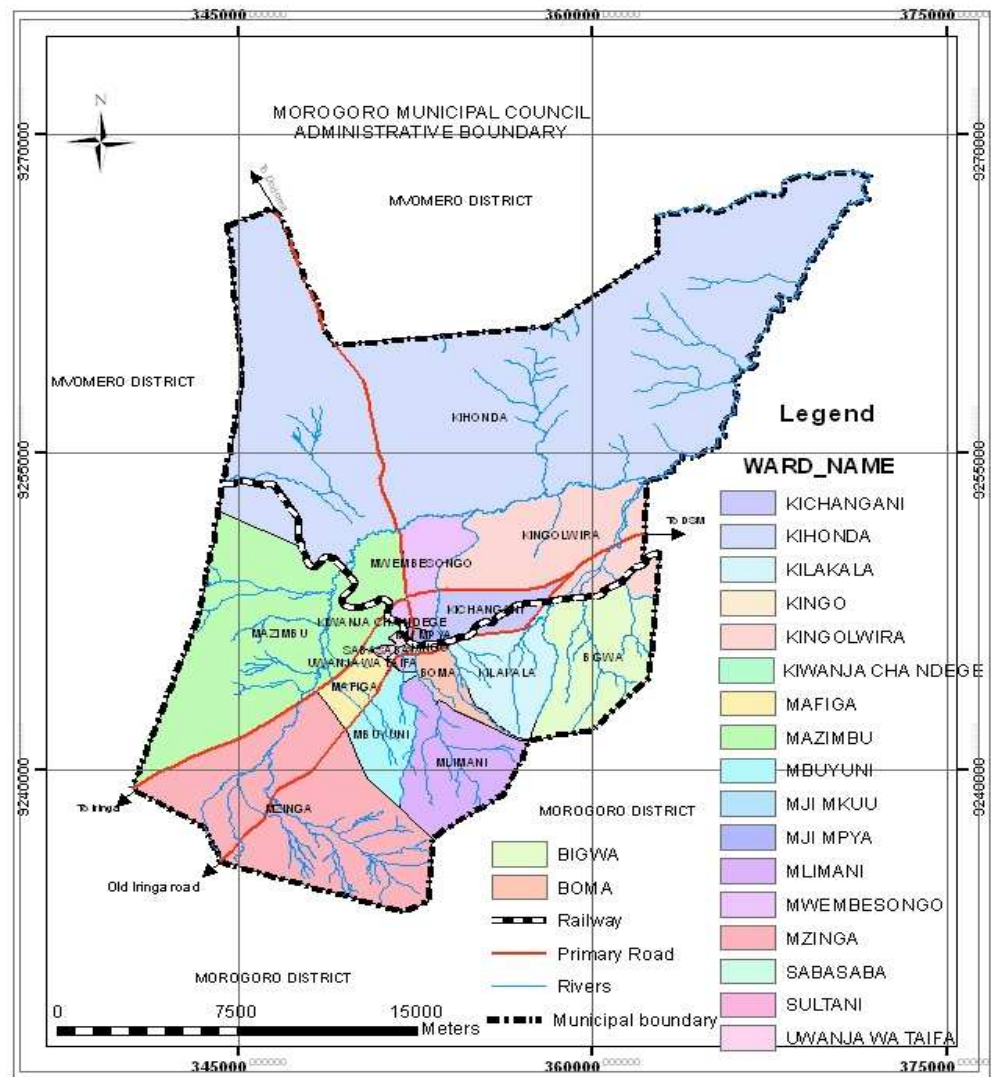
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APPENDICES

APPENDIX 1: A MAP OF MOROGORO MUNICIPAL COUNCIL



APPENDIX 2:QUESTIONNAIRES

APPENDIX 2A: QUESTIONNAIRES FOR SPORTS ADMINISTRATORS

Topic: Assessing the Effectiveness of Sports Administration in Tanzania. A case of Public Secondary Schools in Morogoro municipality

Dear respondent,

The purpose of this questionnaire is to find out what you feel and think about sport particularly in this area of sports administration. Please pass through all the questions and statements carefully and answer all of them completely. All information will be kept confidential. You need not to write your names on the questionnaire. Thank you in advance for answering questions.

(To be answered by sports administrators in schools)

Please indicate your agreement or disagreement on the questionnaires in sports administration as follows 1) SA=Strongly Agree 2) A=Agree 3) U=Uncertain 4) D=Disagree 5) SD=Strongly Disagree.

PART A: The qualifications of sports administrators

Qualifications of administrators	Choice				
	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
1.The sports administrators are interested experienced in sports					
2. The sports administrators are professional in sports					
3. The sports administrators are committed in sports administration					
4. Sports administrators' competence is high					
5.Experience and interest are regarded in appointing/selecting sports administrators					
6. Professional sports masters/teachers are available all the time at school					

PART B: The organization of sports activities in the public secondary schools

The organization of the sports activities	Choice				
	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
8. Sports department is present					
9. Division of sports labor is clearly defined in the department					
10.Frequent seminars and workshops are done for sports administrators					
11. Enough infrastructures for sports are available like enough grounds for every type of game, swimming pools, etc					
12. The school has budget for sports in secondary schools and it is used appropriately					
13.The sports offices are present					
14.Sports competitions are frequently conducted					
15. Clubs come to schools for sports issues					

PART C: Relationships with other school activities and other associations/institutions and various offices like the office of DEO, REO, DSO, RSO, MRFA, CHANETA-Morogoro, TABA-Morogoro, etc.

Relationships	Choice				
	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
16. The various associations/offices like CHANETA,TABA,MRFA, DEO, REO, DSO, RSO, etc are close to the public school administration on matters related to sports and they help seriously in sports activities					
17. “Sports” is taught as a subject in secondary schools like other subjects					
18. Communication between the other associations/offices like CHANETA,TABA,MRFA, DEO, REO, DSO, RSO, etc and the school administration in relation to sports is frequent					

PART D: How sports policies, its contents and stakeholders' knowledge support sports activities

	Choice				
	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
19. Sports administrators are knowledgeable on the national sports policy.					
20. The sports policy provides linkage between the sports associations and schools					
21. Sports associations have youth sports policy					
22. Students are knowledgeable on the national sports policy					
23. Presence of legal or statutory mandate for ensuring that the policy is implemented					

24. According to your answers provided above, do you think sports administration is done well in public secondary schools? (a) Yes () (b) No ()

PART E: Identification *(Please tick where appropriate)*

25. Gender of the Respondent.

a) Male () b) Female ()

26. In which Age category do you belong?

a) 11-20 () b) 21-30 () c) 31-40 () d) 41 and above ()

27. What is your level of education?

a) Continuing Secondary school student () b) degree () d) diploma ()
e) certificate ()

28. What is your marital status?

a) Married () b) Single () c) Widowed () d) Divorced ()

29. What is your professional field?

a) Physical education/sports () b) other professions ()

PART F: Other questions

30. What kinds of sports are conducted at your school?

31. What are general problems related to sports administration at your school?

APENDIX 2 B: QUESTIONNAIRES FOR STUDENTS

Mpendwa mwanafunzi,

Kusudio la dodo hili ni kujua nini unajua kuhusu mambo ya michezo shuleni. Tafadhali pitia maswali yote kwa uangalifu na jibu kwa usahihi. Taarifa zote zitakuwa siri kwa mtafiti. Huna haja ya kuandika jina kwenye dodoso hili. Weka alama ya tiki mahali palipo na jibu ndio sahihi au weka taarifa za maneno palipo kuwa na uwazi.

Umri wako: a) 11-20 () b) 21-30 () c) 31-40 () d) 41 and above

Kidato chako: a) Form 1 () b) Form 2 () c) Form 3 () d) form 4 () e) Form 5 ()
Form 6

1. Wachezaji wenye vipaji shuleni: a) Huendelezwa? () b) Hawaendelezwi? ()
2. Kuna klabu yoyote huja kuchukua Wachezaji wazuri shuleni? a) Ndio () b) Hapana ()
3. Mnacheza mashindano ya ndani na nje? a) Ndio () b) Hapana ()
4. Sheria za michezo zinajulikana na wanafunzi? a) Ndio () b) Hapana ()
5. Zinajulikana kwa kiwango gani? a) Vizuri () b) Vizuri sana () c) Sio vizuri () d) Sio vizuri kabisa ()
6. Mnafundishwa michezo kama somo shuleni? a) Ndio () b) Hapana ()
7. Vifaa vya michezo mnavipata wapi?.....
8. Taja aina za Michezo mfanyayo shuleni.....
.....
9. Mnacheza mazoezi mara ngapi katika wiki?.....
10. Muda gani mnafanya mazoezi?.....

APPENDIX 3: INTERVIEW GUIDE FOR DEO, REO, DSO, RSO, MRFA,
CHANETA, DAS, RAS, DC, RC, etc.

Topic: Sports' Administration in the Public secondary Schools in Morogoro
Municipal Council

1. What kinds of sport does your office supervise?
2. How does your office support the public secondary schools in sports?
3. What difficulties of sports administration does your office get in administering sports in the public secondary schools?
4. What achievements have been reached by your office in terms of supervising the sports?
5. How many per year are seminars/ training for sports administrators organized?
6. Does the current policy provide linkage with other institution such as schools and favor sports activities in schools? To what extent?
7. What do you think are the best ways for improving sports administration?