

## Status of Sports and Games in public secondary schools in Temeke Municipality, Tanzania

### Abstract:

Research suggests that sports have the capacity to connect youth to positive development adult models, provide development opportunities, and promote the learning and application of life skills. The purpose of this study was to assess the status of sports and games in public secondary schools in Temeke Municipality. The objectives were to explore the kinds of sports and games practiced in public secondary schools and to assess the infrastructures and facilities of sports and games in public secondary schools. The study was guided by social development theory, which insists on interaction with peers as an effective way of developing skills and strategies. The study used a mixed method approach and a descriptive survey research design. The sample involved 106 participants, including 1 ward education officer, 6 school heads, 12 teachers, and 87 students. The data were collected through an interview guide, questionnaires, and documentary review. Descriptive statistics were used to analyse the data. It was revealed that in all sampled secondary schools, the sports and game practices were almost the same, such as football, netball, and volleyball. However, these facilities were observed to be below the required standard. On the basis of the findings, the study concluded that the status of sports and games in secondary schools in Temeke is wanting, given the limited number of facilities and infrastructure for sports and games. Therefore, stakeholders should ensure that secondary schools have adequate infrastructure to enable students to realize the benefits of participation in sports and games.

*Keywords: sports and games, status, challenges, contribution, facilities and infrastructure, public secondary schools*

### 1. INTRODUCTION

Sports and games are organized activities such as dance, football, netball, volleyball, and handball and may occur in or outside of school (Lunenborg, 2010). Others may include school clubs, sports and games, school debate, drama, fashion and religious programs. Sports and games are not formal curricular school activities, and there are no marks or credit given to students who participate; rather, they receive motivation in terms of material and word.

The inclusion of sports and games in the academic curriculum has always been debatable, and it has battled for credibility and acceptance. Sports and games are too essential to be left to chance, according to some scholars, and like other parts of education, they may and should be pursued for their own intrinsic value (Bucher & Krotee, 2002; Chick, 2015). According to Boiger and Mesquita (2012), sport and game-related activities are good for a child's development in school

because they make them more physically and mentally fit and help them engage in fewer negative behaviours because they will be disciplined if they positively integrate into other activities, such as religious ones, and they also help them to develop their talents.

The academic achievement of students is increasingly important in relation to sport and game activities in various parts of the world. Empirical studies (Anyora, 2013; Haliimah, 2010) demonstrate that sport and game-related activities are known to be good for a child's development in school because they help them become physically and mentally fit and reduce their involvement in negative behaviours because they help them develop discipline if they positively integrate into various activities such as religious ones, and they also help them to improve their talents.

The benefits of sports and games are often explored in relation to academic success. Numerous theories have suggested that encouraging students to participate in physical education and school sports would improve their level of school performance as well as their attention to teaching and learning activities (Kasoma, 2013). Numerous schools across the globe set up a wide range of sports-related activities and times to be done in class. According to Kasoma (2013), sporting activities are heavily promoted in schools because they are regularly practised regardless of the students' class level. Moran (2017) further explains that sports and game participation is more crucial than ever for improving students' health and academic achievement. Noncommunicable diseases such as high blood pressure and various types of diabetes that harm students' performance are a result of athletes' inactivity.

According to Jeroh (2012), research on the impact of games and sports on students' academic performance as well as teen sports has been done in America. This is the first study to provide a thorough review of the effects that various sports and activities that teenagers play on their health and wellbeing to find ways to increase children's access to top-notch sports programming in schools. Research on the impact of games and sports on students' academic performance as well as teen sports has been conducted in America. This is the first study to provide a thorough review of the effects that various sports and activities that teenagers play on their health and wellbeing to find ways to increase children's access to top-notch sports programming in schools.

The study demonstrates how involvement in sports and games has a favourable effect on students' academic performance since it reduces stress, academic overload, and psychological issues and promotes physical fitness or overall health. It goes further by examining the understudied issues of whether teenage health and academic success differ by sport. The report also outlines specific advantages and areas for development within each activity to maximize the health advantages for teenagers. Participating in sports provides a number of advantages and fosters positive attitudes about academic work since it encourages academic success, which leads to higher marks for pupils (Hock, 2018). Students began participating in sports and games or other extracurricular activities in the United States of America (USA) in the 19th century, and these sports and games eventually became curricular activities that were included in the regular academic timetable. They introduced student-run literary clubs, dancing clubs, English clubs, science and art clubs, journalism, and newspaper publications (Massoni, 2011). Sports and games are designed to assist students in reducing negative behaviour or bad conduct, such as robbery, alcoholism, early sexual activity, and dropping out of school. Students who participate in sports and activities gain energy and good health, learn how to work together and cooperatively, and develop new ideas and skills, particularly in the social realm.

In a study conducted in South Africa, Fredicks et al. (2006) discovered that 56.6% of boys aged 6 to 7 who participated in sports activities showed that all student groups improved after the intervention period, with improvements seen in experimental tests of spatial, reading, and scientific skills after 10 weeks (Fredericks, 2006). Similarly, Kenyan pupils must have access to sporting events to successfully develop and progress. It is evident that a student's effective performance is a result of their involvement in athletics, which increases their attention in class (Vincent, 2016).

The trends of physical education and sports in Tanzanian schools can be linked to the colonial past. During indigenous education, sports and games in the form of physical activity were practiced according to the needs of society at that time. However, the arrival of Arabs and Westerners had an effect on traditional physical activity. Arabs, Germans, and British all had religious beliefs and educational objectives for Tanzanians that affected the local traditional physical activity (Bulamile, 2002; Ndee, 1996; Wizara ya Elimu na Utamaduni, 1995; Ishumi 1980). In the early 1980s, there were efforts by the government of Tanzania to establish different programs aimed at enhancing physical education and sports in educational institutions as well as to society as a whole. These programs include the introduction of physical education and sports courses in colleges. Program such as Physical Education certificate course at Butimba teacher's college; Sports for all, sponsored by some Nordic countries; and later starting a bachelor degree course at the University of Dar as Salaam in Physical Education, Sports and Culture (Bulamile, 2002; Ndee, 2000). As opined by Omari (2002), these initiatives, a clear national sports strategy, good sports administration, and sports organization, strategies, and sports programmes in schools were taken in order for the nation to achieve anticipated goals in the development of sports in public secondary schools. These elements contribute to improving school sports development (Omari, 2002).

The Education for Self-Reliance policy (ESR) left some schools without playing grounds during the first two decades of independence. On the other hand, there was again a conflict of interest by a political decision given out by politicians at the end of 2001 under a program known as the Primary Education Development Program (PEDP). That program left primary and secondary schools as well as teachers' colleges without sports tournaments from 2001 to the present. PEDP also affected many schools, especially in urban areas, since available playing grounds were used to erect additional school buildings (Wizara ya Elimu na Utamaduni, 2004; Maseke, 2001). In recent years, the country has started updating its four-decade-old sports policy in an effort to adapt it to the professional age of today. The Ministry of Information, Culture, Arts and Sports officially invited sports stakeholders to start contributing to the reformation of the existing sport, which was found to not reflect the realities of the current sport industry and greatly restricted its development, launching the reform campaign earlier than expected. By establishing legal protection and local regulations, the government has aimed to preserve their standing. These measures ensure that students have access to playing fields and other recreational amenities.

Temeke Municipality shall adhere to all applicable laws and regulations, such as the National School Quality Assurance Framework (NSQAF, 2017), regarding the availability of facilities for sports and games and student involvement in those activities.

Cursory studies have indicated that sports and games are not regularly conducted for various reasons, such as a lack of adequate sporting infrastructure and the hostile behavior of students and teachers after the final results. Unfortunately, there were not enough documented empirical

studies in Temek Municipality to support this. Therefore, the aim of this study was to assess the status of sports and games in public secondary schools in Temeke Municipality. Specifically, the study delved into issues such as the kinds of sports and games practiced in public secondary schools and the availability of infrastructures and facilities for sports and games.

## **2. RESEARCH OBJECTIVES**

The study was guided by the following objectives:

- i. To explore the kinds of sports and games practised in public secondary schools, and
- ii. To assess the infrastructures and facilities of sports and games in public secondary schools.

## **3. LITERATURE REVIEW**

Sporting activities are a key factor in promoting healthy lifestyles among students who engage in sporting activities (Choi et al., 2014). Through sports, students learn social and cognitive skills. A student who participates in sporting activities is believed to have a sound mind, and thus, the likelihood for him or her to excel in his or her academics is very high.

Sports and game facilities and equipment are considered laboratories for physical education where games are performed, and consequently, facilities and equipment are important for achieving the goals of physical education and sports. Sports facilities therefore bring permanent structures built for sporting activities such as athletic tracks, stadia, soccer pitches, basketball courts, tennis courts, squash courts and gymnasiums (Ogundairo, 2010). In addition, sports equipment refers to those disposable items used in sports, such as horizontal bars, weight lifting materials, and basketball posts (Ogundairo, 2010). It is argued that equipment is those items that are not considered expandable but are utilized over a period of years, such as parallel bars and audiometers. In other words, equipment is a durable material that is semipermanent, such as goal posts and basketball stands. According to Orunaboka & Nwachukwu (2012), sports equipment are materials that are expandable and have to be replaced at frequent intervals, such as shuttlecocks and tennis balls.

### ***Kinds of sports and games practiced in public secondary schools***

Sports and games are performed according to the school environment. Most rural schools are poor, and they do not have tennis courts or equipment for cricket and other elitist sports. Football and athletics are also among the most popular sporting disciplines in Zimbabwe, Africa and the world at large, as they invoke a sense of cultural identity, nationalism and patriotism among fans. In terms of football, the Zimbabwe Football Association (ZIFA) is responsible for administering both junior and senior national teams in both boys and girls categories,

It should be known that sports and games came to be universal features of human culture, both past and present. Archaeological investigations have uncovered numerous artifacts from game playing sites around the world. These include implements related to games of physical skills, such as balls and hoops, game boards, board game pieces and playing cards for games of

strategy, and dice, used in games of chance (Chick, 2015). This means that the practices of sports and games had a history in previous years, as society was engaging in various games.

In most countries, when you try to mention the extracurricular activities performed in schools, you cannot ignore sports and games. In Zambia, for example, extracurricular activities offered in schools include sport activities such as athletics, football and netball, drama, debate clubs, and cultural and religious activities (Ministry of Education, 2006). However, these activities vary in schools from cricket, basketball, football, volley ball, netball, tennis and swimming to clubs such as chess, Christian outreach, dance, crafts, scouts, painting and cookery. The school also offers creative and educational extracurricular activities such as anti-AIDS, anti-drug, conservation, scripture union, drama, chess and poetry activities.

Similarly, in Japan, as Nakazawa (2014) writes, students are required to be involved in the curriculum and after school activities (extracurricular activities). The activities offered are art clubs, judo, brass band, football, tennis, swimming, baseball and other cultural activities. The activities provide students with an opportunity to enjoy their hobbies and improve particular skills, discipline themselves and forge friendships. When Nakazawa tried to mention various extracurricular activities in Japan, he ended to mention football, tennis, and baseball, which follow under the category of sports and games.

In the extracurricular activities in secondary schools in South Africa, sports and games are the dominant activities. According to Waterstone College (2011) in South Africa, schools provide a wide range of extracurricular activities, including dance, netball, hockey, volleyball, football, rugby, cricket, athletics, swimming, gymnastics, tennis, basketball, badminton, aerobics, weight training, golf, and table tennis. These activities are an essential part of many children's lives, as they give them the opportunity to develop leadership and team skills, which are a very important part of every child's education. The extracurricular activities take place either in schools playing fields, in gymnasiums, or in indoor swimming pools.

The activities of the Local Governments cover the following minimum number of sports: Soccer, Volleyball, Athletics, Gymnastics, Swimming, Handball, Table Tennis, Cricket, Field hockey, Tennis, Badminton, Basketball, Sports for disabled and stadium development for Youth Centre Development. These sporting activities are in line with the Federal Republic of Nigeria policy, which aims at creating a social condition that is conducive for physical fitness for all, effective physical functioning of the individual who ensures self-actualization for the citizenry and the development of sports to world class status (Diejomaoh, 2011).

### ***Status of infrastructures and facilities of sports and games in secondary schools***

Sports and game facilities are key resources for students' participation in sports and games. In recent years, there has been growing concern in the country about a general loss of sports and games because of a lack of facilities and infrastructure. A lack of facilities that may be used for sporting events could hamper pupils' ability to adapt and their ability to develop socially (Han, 2018). Even said, doing some sports, such as football, can help pupils' cognitive growth. Erink (2012) asserts that appropriate management of after-school activities promotes complete participation in each one established and has a favourable influence on all students in a classroom environment. This should also aid in teaching students good behaviour management techniques.

The facilities for which they are responsible include outdoor facilities – such as playgrounds, pools, skate parks, courts and fields – and indoor facilities – such as locker and shower rooms, natatoriums, rackets, sport courts, weight and exercise rooms, arenas, climbing walls, and gymnasiums, their supplies and equipment. Facility, supply and equipment management includes not only the effective scheduling, operation, and maintenance of such facilities, supplies and equipment but also, at times, planning new structures to keep pace with the demand for participation in physical education and sports programmes of the school (Crompton 2005).

Bucher and Krotee (2002) stated that facilities should be planned and constructed with an eye to the future. Too often, facilities are constructed and out-grow their use within a very short time. Most facilities constructed in our secondary schools are very difficult to expand or exchange. It is noticed in today's schools that the increased population, rising school enrolment, city life, limited space, and skyrocketing labour and material costs are all altering physical education and sports facilities and equipment production and management.

According to Awosika (2009), it might be impossible to achieve satisfactory results from athletes whose training facilities and equipment are inadequate or substandard. The scarcity of physical education facilities, supplies and equipment constitutes a major challenge in the successful administration, organization and management of physical education and sports in Nigeria. Nigeria athletes would have performed better if they had half of the facilities and equipment available to the Western world. Most of our athletes lack exposure to modern sophisticated sports education infrastructural facilities and equipment for training.

One of the most important areas of administrative concern of sports administrators involves the management of facilities and equipment in PE and sports programmes. The existence of sports facilities and equipment is of vital importance in physical education, intramural sports and other sports programs. The facilities and equipment available in schools for the conduct of sports and games programmes determine to a considerable extent the type of sports programmes that can be offered (Anyora, 2013).

According to Talabi (1998), the attainment of a world class status in sports is a reflection of the presence of top standard equipment and facilities. He added that most developing countries and Nigeria in particular wish to arrive at the level of the developed countries sportwise overnight, but that while developed countries are putting so much into building excellent facilities and providing standard equipment as well as creating conducive environments for their athletes, developing countries seem to lag behind in the provision of the necessary amenities. He further stressed that one area of very poor start is in the provision of standard facilities/equipment, while the few provided are either obsolete, not functional or substandard.

In the opinion of Ekpe (2001), it is difficult to separate the standard of sports in a country from the standard of facilities and equipment available. Omoruan (1996) posited that facilities and equipment are the greatest among all factors that affect the growth of a sport. Ogbemudia (2001) emphasized that if Nigeria must attain the desired standards in performance and attain top ratings in the Olympic Games, then the planning and management of sports facilities and equipment must not only be broad based but also be backed up with adequate provision and maintenance of the available facilities and equipment.

Gbinijie (2001) noted that there is the Leviathan death of sporting infrastructure and equipment in Nigeria and further emphasized that most local government areas have no playgrounds or fields, not the total of a stadium. He then wondered about the possibility of developing sports at the grassroots level in the absence of swimming pools, hockey fields, basketball courts, soccer pitches and cricket pitches if talents are expected to be groomed at the grassroots level. Perhaps it is in this direction that Jeroh (2005) stated that the major problem in the administration of sports in Nigeria is the dearth of sports facilities and equipment. It is in these regards that this study seeks to carry out an evaluative survey of the level of facilities and equipment provided at the local government areas of Delta State, Nigeria, for sports development.

According to Ohiorenum (2008), extracurricular activities and teachers' attitudes toward girl-child and psycho-emotional preparedness in Nigeria revealed that most schools failed to organize different extracurricular activities, such as sports and games, due to insufficient facilities, such as playgrounds provided within the school, play items such as balls, jersey, nets, first aid kits and whistles, which are sporting facilities needed for extracurricular activities. This study identified that no climbers or swings were found in any of the study school locations. For example, most schools in this study have facilities for football but have none for volleyball, pitch, and Badminton court. It is difficult to organize different sports and game activities when there are insufficient facilities for different sports, especially for child-girls.

According to Kisango (2016), in his study on factors influencing students' participation in cocurricular activities in public secondary schools in Lamu County, there were no adequate physical facilities for cocurricular activities, sports and games, including basic facilities, depriving students of a platform to explore and practice their activities. In this study, teachers agreed that adequate sporting materials and adequate knowledge by students on the availability of some facilities led to underutilization, hindering many students from being involved in the cocurricular activities of sports and games.

The management of sports and games in secondary schools also requires financial resources. Financial support is needed to enhance sports and games with the purpose of running different activities concerned with sports and games, for instance, managing part-time coaches, preparing rewards, building playgrounds and buying necessary sports and game materials such as balls, jerseys, cards and first aid kits. According to Zvapano (2017), the financial problem in enhancing sports and games is discussed, and it was found that it is a challenge that hinders the development of sports and games in different institutions.

#### **4. RESEARCH METHODOLOGY**

The study used a mixed method approach and a descriptive survey research design. The study is suited within the provisions of descriptive survey research design because the researcher collected data and reported them based on the findings. Probability and nonprobability sampling tactics were employed in the study to select respondents from the targeted population. The two specifying techniques were employed by the researchers, including purposive and simple random sampling. The study sampled five secondary schools in Temeke Municipality as a previsit to administer the questionnaires to teachers and students, followed by a settled interview with the heads of schools and ward educational officers. The sample involved 106 participants, including 1 ward education officer, 6 school heads, 12 teachers, and 87 students. The data were collected through an interview guide, questionnaires, and documentary review. Participants'

rights to privacy, values, norms, and cultural practices were observed to maintain harmony with the study’s ethical considerations.

## 5. RESULTS AND DISCUSSION

The results and discussion are presented according to the research objectives that guided this study: to explore the kinds of sports and games practised in public secondary schools and to assess the infrastructures and facilities of sports and games in public secondary schools.

### *The kinds of sports and games practiced in secondary schools*

This objective was intended to identify various sports and games practiced in the visited secondary schools. Questionnaires that were both closed and open ended were prepared for students and teachers who supervise sports and games in secondary schools. In addition, the heads of schools and WEO were interviewed with the guidance of unstructured interviews. First, the students were asked to put a tick from a given list of various sports and game activities, and the results are presented in table 1.

**Table 1: Types of sports and games**

<b>Games</b>	<b>F</b>	<b>Percent</b>
Basketball	17	20%
Football	36	43%
Netball	23	28%
Bao	3	4%
Handball	4	5%
<b>Total</b>	<b>83</b>	<b>100%</b>

**Source: Field Data (2022)**

The findings from table 1 indicate that 43 percent of students participate in football, 28 percent participate in netball and 20 percent participate in basketball. From the same table, 5 percent of students participate in handball, and only 4 percent of students participate in “bao”. The findings from table 1 revealed that most of the students in the visited secondary schools participated in football and netball compared to other games such as “bao”, handball, and basketball.

Furthermore, the study provided an opportunity for students to mention other sports and games they wish to participate in but were not offered at their school. The list of mentioned sports and games is presented in Table 2.

**Table 2: Other Sports and Games Preferred by Students**

<b>Games</b>	<b>F</b>	<b>Percent</b>
Boxing	4	5%
Choir	4	5%
Dance	14	17%
Kombolela	4	5%
Mdako	2	2%

Rede	8	10%
Running	2	2%
Singing	4	5%
Swimming	2	2%
NILL	39	47%
<b>Total</b>	<b>83</b>	<b>100%</b>

**Source: Field Data (2022)**

From table 2, the findings revealed that 47 percent of students did not mention any sports and games activity they wished at their school. From the same table 3, seventeen percent of students preferred dance, 10 percent of students preferred “rede”, 5 percent preferred playing kombolela, and the other 5 percent also preferred singing. In addition, there was a preference for choir and boxing for 5 percent of students each and 2 percent for swimming and running. The findings imply that students from visited secondary schools had a lot to offer rather than what is provided in schools, and for the nature of sports and game activities they mentioned, such as “rede”, dance, and “mdako”, there is no need for a large space for the construction of playing grounds.

For the purpose of obtaining more information on the interest of students in games, 3 students were interviewed, and one among them had the following to say:

There are sports that we always like, but here in the school it does not exist. For example, in the rede game in which even the players are very few, we only end up playing at home, but here at school there is none. Rede is played by three people; two of them throw a ball made of paper or nylon, and the other is in the middle, avoiding the ball as it is being thrown. This game is good, I like it and we always play it at home but here at school it does not exist at all (Interview June, 2022).

The other student said,

There are many games at home, we always play, and except here at school, they give priority to football and handball only. However, if there was a game like yours, I would also participate a lot because I love that game. In the past, for example, we always played in the porch, we do not even need to go to the stadium (Interview June, 2022).

Furthermore, the last student added that:

I see that there are still many games in the street that we play, but here at school there is no competition. For example, in our street, up to my mother's side, we always play rede and mdako with them, and we always enjoy it a lot. Additionally, we do not need a teacher or a big compound; we just play at home. Sometimes even here at school we play, but it is not official, and the teachers do not supervise us (Interview June, 2022).

The study found that there are numerous sports and games that students are interested in playing but that are not provided by schools based on the quotes of the three students who were interviewed. These games are not included in any lists, not just at the collegiate level but even in national competitions such as UMISETA. Instead of concentrating just on football and netball, the school setting that was visited still had the opportunity to offer the games and sports that children were interested in. A theoretical review by Newman & Holzman (2013) said that the

learner is not a clean slate but adds prior experiences and cultural elements to a learning setting. These findings are connected to that review. According to Lev Vygotsky's theory of social development, teachers can design a specific lesson plan before pupils carry it out. This idea suggests that teachers at the secondary schools visited were required to design new sports and games based on the interests of the students before the children would engage in those games.

On the same issue of kinds of sports and games practiced in visited secondary schools, teachers of sports and games were asked to give their opinion. A closed- and open-ended questionnaire was offered to teachers, followed by unstructured interviews. First, the teachers who supervised sports and games were asked to identify the sports and games practiced in their schools, and the results are presented in table 3.

**Table 3 Sports and games practiced in schools**

<i>Games</i>	<i>F</i>	<i>Percent</i>
Football	8	100%
Netball	8	100%
Basketball	6	75%
Volleyball	5	63%
Bao	5	63%

**Source: Field Data (2022)**

Table 3's data showed that whereas 100% of instructors identified netball, 100% of teachers identified football. Seventy-five percent of teachers listed basketball, 63 percent volleyball, 63 percent handball, and 1 percent "bao" as additional sports and games. The research suggests that football and netball are the most popular sports and games in the secondary schools that were visited. Furthermore, two teachers of sports and games were interviewed, and one among them revealed the following:

At our school, there are two big sports, namely, handball and football. There was a time when we tried other games, such as running, jumping high and throwing balls, but we got stuck. The biggest challenge is that we do not have official places to run, but in a game like bowling, we do not have equipment that is the balls themselves. However, also for a sport like flying, I, as a sports teacher, have absolutely no guidance on Sharia and its procedures, that is why we do not give it priority.

The other teacher added that:

These games are taking place here; in fact, they completely reflect what is going on in the world. Many of us are aware that the favorite sport in this country and in the world in general is football. A little later will follow sports such as handball, boxing and maybe running. However, in regard to sports such as chasing chickens, jumping, or running in sacks, the truth is that maybe we should start a national campaign, but at the moment we are still behind (Interview June, 2022).

The study concluded from the two quotations that activities in the secondary schools visited typically reflect global practices. For instance, football is the most popular sport and game both nationally and globally. However, since our setting still provides a chance for our kids to develop other skills, such as singing, playing the bao, and rede, this cannot be used as an excuse. According to MoE (2006), extracurricular activities offered in Zambian schools include sports,

including athletics, football, and netball, as well as drama, debate groups, and cultural and religious pursuits. Even though most academics mention football, our pupils can still play other games, such as bao and rede. Playing bao does not require a vast playing area with several amenities. Instead of relying on football and netball, which require many resources, teachers may easily practise this.

Additionally, football and netball were the most played sports and games in the secondary schools we visited. The sports and games in Temeke municipality were essentially the same, and the teachers were not bothered to think about novel, uncommon activities. His conclusions are in contrast to those made by Diejomaoh (2011), a researcher who worked in Nigeria. According to his research, local governments must fund at least the following sports: soccer, volleyball, athletics, gymnastics, swimming, handball, table tennis, cricket, field hockey, tennis, badminton, basketball, sports for the disabled, and the construction of stadiums for the growth of youth centres. The Federal Republic of Nigeria's policy, which aims to create a social environment that is conducive to physical fitness for everyone, effective physical functioning of the individual who ensures self-actualization for the citizenry, and the development of sports to world-class status, is consistent with these sporting activities.

### **Infrastructure and Facilities**

The study's second goal was to observe the accessibility of playgrounds and amenities, including uniforms, balls, nets, and first aid kits. The information for this objective was gathered through observation and was supplemented by interviews with school administrators and teachers in charge of games and sports. First, the researcher noticed that each of the four secondary schools she visited had a play area. The research found that there is only one school with a single playground—a football field. The study evaluated the condition of that football field in comparison to accepted norms, and it can be said that the field fell short of expectations. There were a number of flaws in that football field, including the lack of any flora, the absence of a goal post, the short size, and the uneven terrain with a lot of sand.

In the case of vegetation cover, a football pitch should be covered with either natural or artificial grass or planted with green grass. Unfortunately, the observed pitch was covered by sand without any single plant of green sand. As observed by the researcher, the students were failing to run with ball on such huge sand and ended falling down several times. In addition, the pitch had no running, which was always established around the football pitch. This hinders an opportunity among students who are interested in running.

Furthermore, the football pitch had no post goals that were supposed to be in either iron or steel; instead, the students used trees called “milunda” as goals post. These kinds of goals were temporarily fixed on the ground during the match. For the use of “milunda”, it was difficult to fix nets on goals post something that creates difficulty for referees in making a decision of whether a ball is on goal or off goal. In addition, the pitch was also small in size and was not flat. In meeting the standards, the football pith must be 105 in length and 68 meters in width. However, the measurements of the observed pitch were 75 meters in length and 40 meters in width, as presented in Figure 1.



**Figure 1 Football Pitch**

**Source: Field Data (2022)**

The football pitch from figure 1 revealed that it is difficult for students to play football on the ground, which is full of sand and has no goal posts. Furthermore, this observed pitch was shared by two schools enclosed in one area. One school is primary school, and the other is secondary school. The big challenge here was during the tournaments of UMITASHUMTA in primary schools and UMISETA in secondary schools, which run on the same time. It was difficult for two schools to use the same pitch, and one of the schools was forced to find playing grounds outside the school.

After observation of playing ground, the researcher decided to interview 3 heads of school to obtain their opinion, and one of the heads of school had the following:

Here, in our school, we truly do not have a single playground. In addition, as you can see, the entire school area is already so full that even if we raise money to build a stadium, we will not be able to. The main thing we do here is to use the fields outside the school, and the existing field is only one for football. The taboo we find in the field outside the school is that there are many users. There is a time when you can say that maybe our students should go to play, we get to the point where we find that there are already people playing like that, so we have to postpone the games (Interview June, 2022).

The second head of school added that:

The presence of stadiums is a great challenge. As you can see here in the school, there is not a single field. The school set aside an area for the field, but when the funds for the 19th visit came, we were instructed to build classrooms in that area instead of building at least one football field. There are times as a school principal I find it difficult to choose

whether to build a football field or classrooms because there are too many students and not enough classrooms. At the end of the day, I always tell sports teachers to just use the experience to get students who will participate in sports. Fortunately, my sports teacher is also a football player, so when he plays in the street, he meets our students and uses that opportunity to form a football team (Interview June, 2022).

Furthermore, the last head of schools stated the following:

On the issue of playgrounds, I have no idea, and I cannot say that there is a day when the school will get playgrounds. The greatest challenge here is that there is no place to build plots. In addition, it is not just the playgrounds; there is also no place to build classrooms, and there are too many students in the classroom. There was a time when we tried to use the playgrounds outside the school, but we discovered that the playgrounds are relied on by many schools so that schedules tend to conflict. At the end of the day, our students usually play in the gym, but in reality, we do not have any playgrounds (Interview June, 2022).

The study determined that none of the four secondary schools in Temeke municipality that were visited had any playing fields based on quotes from school administrators. Schools rely on playing fields outside of the school where there is fierce competition. Further investigation found that none of the secondary schools that were visited had any open space that could be turned into a sports field. The best option was to consider different sports and games, such as playing bao and rede, which take up very little space. The finding concurs with Gbinijie (2001), who noted that most Local Government Areas in Nigeria have no playgrounds or fields and that the Local Governments are not doing enough as would have been expected. If that is the case, the students in visited secondary schools did not have the chance to participate in sports and games. The best alternative is to practice other kinds of sports and games, such as playing bao.

The survey also revealed that there is not enough open space in Temeke Municipality secondary schools to build play areas. This was seen at all 5 of the secondary schools that were visited, where not even a place to build classrooms was there. In such a circumstance, the visited schools are unable to raise money from educational stakeholders for the purpose of building playgrounds. The results support Bucher & Krotee's (2002) assertion that facilities should be designed and built with the long term in mind. Facilities are too frequently built and quickly outgrow their purpose. The majority of the facilities built in our secondary schools are quite challenging to expand upon or replace. The creation and management of physical education and sports facilities and equipment are changing in today's schools as a result of the growing student body, urban living, restricted space, and ballooning labour and material prices.

In addition to play areas, the study was keen to look at the accessibility of additional sports equipment such balls, jerseys, cards, whistles, and first aid kits. The researcher investigated the availability of sports and game facilities in each of the four secondary schools in Temeke municipality through observation. The researcher used an observation guide to note all facilities that were available, and the information is found in table 4.

**Table 4: Facilities for Sports and Games**

Facilities	Kinds	Availability
Balls	Football	Available but not adequate
	Netball	Not available
	Volleyball	Not available
	Basketball	Not available
	Handball	Not available
Set of Jersey	Football	Available but not adequate
	Netball	Not available
	Volleyball	Not available
	Basketball	Not available
	Handball	Not available
Cards	Red	Not available
	Yellow	Not available
Whistle		Available but not adequate
First aid kit		Not available

**Source: Field Data (2022)**

The findings from table 4 indicated that in all 4 visited secondary schools, only two kinds of balls were available: football and netball. For each game, only one ball is observed; hence, if there is any emergence, then there is no alternative. In addition, the study observed the availability of a set of jersey, and it was revealed that only football jersey was available in all 4 visited secondary schools in Temeke municipality. There was no observed jersey for netball, volleyball, or basketball. From such a point, students were playing while wearing their school uniforms.

Furthermore, in all four patients who visited secondary schools, there was no observed card, whether yellow or red. When the researcher asked the teachers who supervise sports and games they responded to, they used to borrow cards during the match. In the case of whistles, only one was found from each visited secondary school. Finally, the researcher observed the availability of a first aid kit in the visited secondary schools. Unfortunately, all visited secondary schools used a first aid kit from the science lab instead of having the kit for sports and games.

In all 4 visited secondary schools, the study observed the scarcity of sports facilities, which was due to a shortage of funds. A shortage of funds is a major challenge that hinders the enhancement of sports and games in visited secondary schools. The respondents indicated that most public secondary schools do not have income generating projects and fund raisings for them to buy necessary sports facilities such as balls, jerseys, cards and first aid kits. Instead, they depend on other stakeholders, such as the government and other academicians, to mitigate this financial problem. The financial issue of enhancing sports and games is examined by Zvapano (2017), who discovered that it is a problem that prevents the development of sports and games in many institutions. To run various sports and game-related activities, such as managing part-time coaches, creating prizes, constructing playgrounds, and purchasing necessary sports and game equipment, including balls, jerseys, cards, and first aid kits, financial support is needed. Instead

of waiting for government funding, the teachers of sports and games must consider other sources of money. To buy the necessary equipment, they may in some circumstances even ask for contributions from parents or other education stakeholders.

Additionally, Bamidele et al. (2016) advised that the absence of sports and games teachers, lack of play areas, jerseys, balls, and cards, and lack of prizes for winners are among the concerns that tend to demotivate children in their study concerning the influence of sports and games. To enhance their academic performance, children must be motivated to participate in sports and games. Sports and games in schools are impacted by a lack of funding and poor government support, which has a negative impact on students' academic achievement.

## **6. CONCLUSION AND RECOMMENDATIONS**

On the basis of the findings of this study, the following conclusions and recommendations are given:

### **Conclusion**

The inclusion of sports and games in the academic curriculum has always been debatable, and it has battled for credibility and acceptance. Sports and games are too essential to be left to chance, according to some scholars, and like other parts of education, they may and should be pursued for their own intrinsic value (Bucher & Krotee, 2002; Chick, 2015). Games and sports teach students the value of discipline, teamwork, leadership, judgment, courage and determination to win. These things also help students develop their personality traits, which is very important for building talented personnel. Despite all this, some schools are reported to lack key facilities and infrastructure for sports and games, thus discouraging students from taking part. Students' capacity to adapt and their capacity for social development may be hampered by a lack of facilities and infrastructure that may be used for sporting events. This should be a concern to educational stakeholders, including policy makers and curriculum developers.

### **Recommendation**

To effectively implement sports and games to enhance children's talents, parents, teachers, and community members should be involved from the very beginning of policy design. So that students and sports administrators may access and read the materials pertaining to sports laws and regulations, they should be available. They learn about sports law and policy as a result. Additionally, educational stakeholders need to invest in teacher training and ensure that there are qualified sports officials who have high levels of commitment, experience, and competence. This will provide the country with the ability to equip its youth with necessary skills and abilities and consequently perform well in international contests.

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