

# THE IMPORTANCE OF QUALITY PHYSICAL EDUCATION FOR A DEVELOPING COUNTRY

Case Study of Physical Education Teacher Training in Tanzania

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Master's Thesis

Spring 2018

## **ACKNOWLEDGEMENTS**

I would first like to thank Ari Koivu for making this research possible to conduct. Additionally, I would like to thank all the current and former students I could interview, as well as the others at the UDSM-PESS campus. Especially, thank you Stephen Mabagala, Joyce Ndabi and Phylex Mosi for helping with everything related to Tanzania. Moreover, I would like to thank my supervisors Hanna Vehmas and Anna-Katriina Salmikangas for their time, patience and essential advices. Finally, I would like to thank my family and friends, especially Mervi Varja and Ilona Korja, for your time and support.

Eeva Varja

January 2018

## ABSTRACT

Varja, E. 2018. The Importance of Quality Physical Education for a Developing Country. Case Study of Physical Education Teacher Training in Tanzania. Faculty of Sport and Health Sciences. University of Jyväskylä. Social Sciences of Sport. Master's Thesis, 83 pp. 2 appendices.

The impact of quality physical education over the individuals and the society has been researched, but more focus should be given on the possible influences in developing countries. This case study gives an insight into the quality of physical education in Tanzania. It enlightens the current situation and the areas calling for improvement in the degree program of Bachelor of Education in Physical Education and Sport Sciences, in the University of Dar es Salaam, Unit of Physical Education and Sports Sciences (UDSM-PESS). The aim of the study is to find out how bachelor's degree program in UDSM-PESS prepares students for teaching in teacher colleges, after the graduation.

This study supports a sport development cooperation project *Strengthening the Physical Education Bachelor's degree program in the UDSM-PESS* which aims to increase the quality of teaching physical education (PE) in all levels in Tanzania. The project partners are the UDSM-PESS in Tanzania, the University of Jyväskylä, Department of Sport Sciences in Finland, and the Finnish non-governmental organization LiiKe – Sport & Development.

The data was collected with twelve semi-structured interviews with currently enrolled students and recent graduates. The model *Process of Curriculum Development and Evaluation* by Millar, Tiberghien and Le Marechal (1998) was used as a framework for the interviews and content analysis was used as an analyzation method. The research findings showed that there are certain areas in UDSM-PESS that need to be improved to better prepare students for teaching in teachers-colleges. Those areas were related to the facilities and materials, the structure and the timing, as well as the content of the program. Other broader areas were the quality of the knowledge from previous educational levels, the concern of the small amount of graduated PE and Sport professionals, and the limited attention to the people with disabilities. The results are significant for the development project in UDSM-PESS and for the future of developing the physical education curriculum in Tanzania, and thus for the development of national health and educational level in the state of Tanzania.

**Keywords:** Quality physical education, Sport Development, Sustainable Development Goals, Tanzania, LiiKe NGO, UDSM-PESS, Curriculum development and evaluation

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## 1 INTRODUCTION

*We envisage a world free of poverty, hunger, disease and want, where all life can thrive. We envisage a world free of fear and violence. A world with universal literacy. A world with equitable and universal access to quality education at all levels, to health care and social protection, where physical, mental and social well-being are assured...A world which invests in its children and in which every child grows up free from violence and exploitation. A world in which every woman and girl enjoys full gender equality. A just, equitable, tolerant, open and socially inclusive world in which the needs of the most vulnerable are met (United Nations General Assembly 2015, 3).*

This quote is part of the United Nation's vision from *Transforming our world: the 2030 Agenda for Sustainable Development*, which is the United Nations (UN) summit for the adoption of the post-2015 development agenda. It consists of 17 Sustainable Development Goals and 169 targets which aim to fulfill human rights for all, achieve gender equality and sustainable development in economic, social and environmental dimensions. (UN General Assembly 2015, 1)

The 17 Sustainable Development Goals are powerful steps towards a better world. Sport's role for social progress is widely acknowledged in the UN declaration. Here is a short cite from the document:

*Sport is also an important enabler of sustainable development. We recognize the growing contribution of sport to the realization of development and peace in its promotion of tolerance and respect and the contributions it makes to the empowerment of women and of young people, individuals and communities as well as to health, education and social inclusion objectives (UN 2017).*

In the 21st century, the importance of physical activity is widely recognized. Sport is a common way for well-being, integration into society and part of a healthy lifestyle. Sport can be used as a tool for development. United Nations has established an office on Sports for Development and Peace in 2001. It has been one of the forerunner organizations to lead development by proving the power of sport through different actions

and declarations demonstrating results that physically active and healthy lifestyle bring about. The importance and impact of sport and physical activity on the new Sustainable Development Goals (SDG's) by United Nations are clearly stated. (UN 2017)

UN, among other parties, has highlighted the importance of physical education for increasing physical activeness in general. The 2015 United Nations Educational, Scientific and Cultural Organization's (UNESCO) held the 5th World Conference of Sport Ministers where the participants published *Guidelines for Quality Physical Education for Policy Makers*. It was highlighted that physical education is an essential entry point for children to learn life skills, develop patterns for lifelong physical activity participation and healthy lifestyle behaviors. (MINEPS 2013, 3)

This master's thesis is inspired by the importance of having quality physical education available for all the children around the world. It is a case study, focusing on the education for physical education teachers in the developing country of Tanzania, and made in cooperation with a development project run by Finnish Non-Governmental organization LiiKe – Sport & Development. LiiKe has been in Tanzania since 2001 tackling with the issues related to the implementation, the distribution and the quality of physical education in the country.

Quality physical education programs provide defensive benefits for health for the entire lifetime, preparation for the physical cores of daily life and options for the use of leisure time. Physical education supports children in meaningful ways for full participation in the world of work and positive citizenship. It enhances healthy lifestyles and physical competence which are basic to success in all areas of life. (Hennessy 1996, 4)

UNESCO recognized the importance of physical education and sports, and thus declared already in 1978, in its charter, that every human being has a fundamental right for access to physical education and sport for the development of her or his personality. (UNESCO 1978) It has been addressing issues related to “education for all” and following that direction, it required all countries on a global level to integrate physical education into their education policies. (UNESCO 2005, 8) As a result, several countries including Tanzania have been making changes to their general education policies to implement physical education as a part of it. (Mhando 2015, 2)

In 2006, Tanzanian Government initiated Sport and Personality, which has since changed its name to Personality Development and Sport, as a new subject in curriculum for primary schools. Physical Education (PE) as a new subject for secondary schools was initiated in 2009. Physical Education became a teaching subject in teachers-colleges in 2013. These are progressive steps in the right direction and need to be supported to become and stay as solid foundations for a healthier, more active and more inclusive nation.

Finnish non-governmental organization (NGO) for sport and development, LiiKe, uses sport as a tool to assist a developing country to reach some of the Sustainable Development Goals. Its purpose is to promote the culture of sports and sports development cooperation. LiiKe has implemented several development projects in Tanzania since 2001. Its joint partner in Finland is Finnish Sports Federation and its member organizations. (LiiKe 2015a)

This master's thesis supports a development project of LiiKe. The project is called *Strengthening the Physical Education Bachelor's degree program in the University of Dar es Salaam, Unit of Physical Education and Sport Science (UDSM-PESS) in Tanzania*. It aims to assure quality physical education throughout the country and the educational levels by for instance ensuring the quality education at the highest level at the University of Dar es Salaam (UDSM). UDSM-PESS produces sport professionals and teachers, or tutors as they are called in Tanzania, for teacher's training colleges around the country. The teachers in the primary and secondary level education graduate from these colleges and make the continuum of producing qualified teachers from tertiary level down to primary school important. This study focuses on the experiences of the current and former students of the physical education (PE) bachelor's degree program in UDSM-PESS. Students' experiences give insight for the evaluation of the quality of the bachelor's program. The results also indicate the areas in need of improvement.

Scientific evidence and international declarations of the significance and importance of sports and physical education for human beings, and even more specifically for people in developing countries, are presented further on. They are followed by the clarification of the current situation related to physical education in Tanzania among the general information of the country. The work of LiiKe and the current development project is also discussed.

The relevancy of my study is explained through the importance of quality physical education for the development of a country, the importance of the results for the development project of *Strengthening the physical education bachelor's degree program in UDSM-PESS*, as well as the importance of physical education in the battle to achieve the Sustainable Development Goals. To have more qualified graduated bachelors from the field of physical education and sports, the quality of the bachelor's degree program should be evaluated and improved. UDSM-PESS is also launching a new master's degree program. The results are interesting not only for the different parties involved in this development project, but also for other NGOs, private parties working with sport development and institutions willing to improve their study programs.

A list of abbreviations used in the study to replace some longer concepts is provided in Table 1.

TABLE 1. List of acronyms and abbreviations.

United Nations	UN
Physical Education	PE
University of Dar es Salaam	UDSM
University of Dar es Salaam, Unit of Physical Education and Sport Science	UDSM-PESS
Bachelor of Education in Physical Education and Sport Sciences	B. ED. PESS
Sustainable Development Goals	SDG
Non-Governmental Organization	NGO

### 1.1 Sport and Sustainable Development Goals

United Nations was founded in 1945 after the global agreement, the UN Charter, was signed by 51 nations. For over 70 years it has been tackling global issues which are endangering the quality of life worldwide. It is maintaining international peace and security, promoting development, giving humanitarian help to those in need, protecting human rights, promoting

democracy, supporting international law, and nowadays, fighting climate change. It is currently made up of 193 member states. (UN 2016)

The UN is enhancing equality and proper living environment for all people around the world without endangering the living environment and possibilities of other species and nature. Sustainable Development Goals (SDG) are a universal set of goals, targets and indicators that UN member states will be expected to follow when building their political policies over the next 15 years. They are a universal call for action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity (See Table 2.). SDG's are a continuum for the previous Millennium Development Goals, which were agreed on by governments in 2001. SDG's are trying to transform the world through the 2030 agenda for sustainable development. Each of the goals are tackling different global problem while all being interconnected. (United Nations Development Program 2016)

TABLE 2. United Nations' Sustainable Development Goals (UN 2017).

1. End poverty in all its forms everywhere
2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture
3. Ensure healthy lives and promote well-being for all at all ages
4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
5. Achieve gender equality and empower all women and girls
6. Ensure availability and sustainable management of water and sanitation for all
7. Ensure access to affordable, reliable, sustainable and modern energy for all
8. Promote sustained, inclusive and sustainable economic growth, full and productive employment, and decent work for all
9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation
10. Reduce inequality within and among countries
11. Make cities and human settlements inclusive, safe, resilient and sustainable
12. Ensure sustainable consumption and production patterns
13. Take urgent actions to combat climate change and its impacts
14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development

15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss
16. Promote peaceful and inclusive societies for sustainable development; provide access to justice for all and build effective, accountable and inclusive institutions at all levels
17. Strengthen the means of implementation and revitalize the global partnership for sustainable partnership.

United Nations has also stated the importance of sports, physical activities and thus also physical education on each of the goals. Those statements vary from sport's ability to teach important life skills beyond primary and secondary schooling to its ability to transfer development objectives into reality. For instance, attitudes, norms and gender equality can be promoted in sport contest equipping girls and women with valuable knowledge and life skills. Sport programs can also adequately assist programs associated to nutrition, agriculture, water sanitation, as well as to education on sexual, reproductive and other health issues. Sport is a key component of active lifestyle and mental well-being. Sports activities and PE can increase enrolment, attendance and academic performance in formal education. Labour market and vocational training in the field of sport can produce more possibilities for employment especially for vulnerable groups such as women and people with disabilities. Sport can also play an important role in industrialization, especially in post-disaster reconstruction, offering facilities for sport and leisure to promote peace and development and thus making sport an important tool to tackle inequality in the remote areas. Sport programs can reach out socially excluded groups in the post-conflict areas by offering platforms for communication and promotion of mutual understanding. Also, mega sport events can be powerful in tackling e.g. environmental issues by raising awareness about sustainability and climate change among tourists. (UN 2017)

## **1.2 Importance of physical activities and physical education**

Physical education (PE) has an important role in the educational processes, enhancing physical fitness and wellbeing, and developing the physical competence and confidence while children learning a variety of motor skills. In school's curriculum, the PE program

essentially contributes to the entire school program, combining and relating knowledge from other teaching areas to the physical activities and understanding of motor skills. PE is also a unique contributor to the shared curricular goals of enhanced self-esteem, self-direction, positive social development and cooperative behavior. Furthermore, children who are physically active and fit have higher grade point average than those less fit, since physical activities also improve the mental, emotional, and physical status. (Hennessy 1996, 4)

The importance of conducting research about the PE in developing countries is acknowledged. It is necessary to bear in mind, that whatever the regulations and legal requirements about school PE in particular regions and countries around the world are, the preconditions for delivering PE in primary and secondary schools can and do differ markedly within and between developed, developing and third-world countries. (Green 2008, 46)

In the field of PE and sport few ideas are as widely accepted as the link between sport and exercise and good health (Waddington 2000; in Green 2008, 96). It is generally acknowledged that PE not only *can* but *should* play a central role in the promotion of health among young people. Health promotion has been described as ‘the main goal of physical education in many countries’ (Telama 2005; in Green 2008, 96) Policies promoting physical activity in schools are important in combating the supposed obesity/health crisis. *Healthy People 2010* (US Department of Health and Human Services, 2000) in the USA and the UK's *Choosing Health* (Department of Health, 2004) are widespread and perfect examples. (Green 2008, 96)

Two main aims of sports pedagogy have been defined as follows: educating to become physically active and educating with the help of sports. Educating to become physically active means teaching skills, values and knowledge regarding physical exercises, healthy ways of life and how to take care of personal health. Educating with the help of sport means using the sport as an instrument to support the personal growth of children and youth. It is possible to teach for instance emotional and communicational skills through sports as well as to teach students to understand the meaning of physical activities and healthy way of life as a part of wellbeing and ethical thinking. (Laakso 2007; in Jaakkola, Liukkonen, & Sääkslahti 2013, 20)

There is overwhelming evidence for the notion that physical activities have a positive impact on health. Physical activities prevent, for example, cardiovascular diseases, type 2 diabetes, different cancers, metabolic syndrome, as well as psychological diseases like anxiety and depression. (Dunstan et al. 2007; Katzmarzyk et al. 2009; in Jaakkola et al. 2013) Physical activities also have a positive impact on the structure of the body, e.g. in the form of the density of the bones. (Bouchard et al. 2007; World Health Organization 2011 in Jaakkola et al. 2013, 24)

Today's major trends and issues related to physical education curriculum have been described through the historical changes and public conceptions concerning physical education. The importance of physical education has not always been well understood by other educators or by public in general. One major issue has been individual's lack of appreciation for her physical education experience. An example is the fact that one may never again use the algebra he/she learnt at the school but might have endless use for hand-eye coordination and the slightly bigger lung capacity. (Hennessy 1996, 3)

Today, the importance of quality physical education has been approved more broadly. It is acknowledged to provide preventive health benefits for a lifetime, preparation for physical demands of day to day life and options for the use of free-time. It combines the possibility to participate in a variety of health enhancing physical activity situations and the development of motor skills that enables the safe realization of the daily chores. (Hennessy 1996, 3) Sport has also shown examples of being able to include those excluded from society. Social class, gender and disability are key barriers to the development of the physical competences, perceptions and motivation that permit young people to participate in physical activities (Kirk 2004; in Crosby 2009, 32).

Therefore there is evidence of the importance to enhance the quality of physical education in every country. This thesis focuses on the physical education in Tanzania, as a part of a larger development project, and focusing more specifically on the quality of physical education at the academic tertiary level. This is the highest possible level offering the studies of physical education in Tanzania and thus it is covering and influencing the quality of PE studies in all levels around the country.

## **2 THE UNITED REPUBLIC OF TANZANIA AND ROLE OF PHYSICAL EDUCATION**

The following chapter offers some background information about Tanzania. Firstly, it provides general information about the country. A brief overlook of the history and the society follows, to give a better understanding as to what environment the project and the study took place in. The chapter continues by enlightening the development vision of the country and the education policy. This chapter ends up providing facts of the status of the physical education and its importance in the society.

### **2.1 General information**

The United Republic of Tanzania (further referred to as Tanzania) is a nation in East Africa. It was formed in 1964 when two sovereign states Tanganyika and Zanzibar were united. The nation now comprises of mainland Tanzania and Zanzibar, a semiautonomous archipelago in the Indian Ocean. Tanzania is bordered by Malawi, Mozambique and Zambia to the south, the Democratic Republic of the Congo, Rwanda and Burundi to the west, and Kenya and Uganda to the north. To the east the country is bordered by the Indian Ocean (see Map 1). Tanzania is divided into 30 regions. The major commercial and most populous city is Dar es Salaam, with approximately 2,7 million people. Dodoma is the country's official capital, Stone Town being the capital of Zanzibar. Tanzania has a population of approximately 56 million. (The United Republic of Tanzania 2017a)



MAP 1. The Map of Tanzania (The Central Intelligence Agency 2018).

## 2.2 History

Tanzania has a vivid history which started with the European Colonialists, as the official national website of the United Republic of Tanzania (2017b) presents it. Before 16<sup>th</sup> century the coast areas were occupied by the Arabs. More historical evidence has been gathered from the coastal area and from Zanzibar than from the inland. In 16<sup>th</sup> century the Portugueses occupied Zanzibar but already in 1699, the Arabs from Omar came back to conquer the island once again. In 1840's the island was a new capital of Oman where slave trade and ivory business flourished. It was only later in 19<sup>th</sup> century when Europeans and Christian missionaries started to explore the inland. Zanzibar became Great Britain's protectorate and the slave trade was abolished. Still the sultan maintained some power and Islamic culture continued to thrive to this day. The mainland was first under the German regime but after the First World War Great Britain got a mandate to administer the area of Tanganyika, previously called as German East Africa. (The United Republic of Tanzania 2017b)

In 1926, the legislative council was set up and was enlarged and restricted over the time to represent Africans, Asians and Europeans. In 1954, the Tanganyika African National Union

(TANU) was founded due to the efforts of a school teacher Julius Nyerere. TANU promoted African nationalism and started campaigns for independence which led to victory in the elections in 1958 and 1960, and finally in 1961 Tanganyika got its independence. In 1963, Zansibar achieved independence as a separate country under the sultan. In 1964, the last Arab sultan was overthrown in Zansibar and Afro-Shirazi party became the ruling party. Later the same year Tanganyika united with Zanzibar to become the United Republic of Tanzania. Julius Nyerere became a president and remained in office until his resignation in 1985. Zanzibar continued to have its own parliament and president up to this day. In 1977, TANU and Afro -Shirazi merged to form the Chama Cha Mapinduzi (CCM) party which have been ruling the country to this day. During Julius Nyereres presidency the policy of socialism was introduced but it failed and Tanzania sinked deeper in debt. The Constitution changed, and the multiparty politics were introduced to Tanzania in 1992 and the first multiparty elections were held in 1995. The most recent elections took place in November 2015 and John Pombe Magufuli was elected as a new president. Magufuli holds a PhD in Chemistry and worked as a school-teacher and later as a chemist. He ventured into politics and became a Member of Parliament for CCM in 1995. (The United Republic of Tanzania 2017b; Tanzania Daily News 2016).

### **2.3 Population and society**

Tanzanian population has growth significantly during these past fifty years. From a bit over 12 million in 1967, the post-independence period, to over 56 million in 2017. The population has increased five-fold. (The United Republic of Tanzania 2017e) Figure 1 illustrates the age and sex structure of the population. It shows that Tanzania has a very youthful population. Approximately 64 percent of the population is under 24 years old. Each five-year age group is larger than the previous, the first group from 0 to 5 being the largest (see Table 3). The gender balance of the population is almost equal. Figure 1 shows the general structure of the population: young population, with a low life expectancy. Typically, children are seen as a protection for the parents against the poverty, which is why the fertility rate is as high as approximately five children per women. Most of the population is living in the rural areas where the living conditions can be difficult and instead of going to school many children

might need to stay at home working and helping their parents with the younger siblings. People doesn't live for too old, probably due to non-proper living condition and health situations. 80 percent of the population is living in rural areas. The most densely populated areas are Dar es Salaam region and Zansibar urban west. The population of Tanzania consists of 158 ethnic groups. (The United Republic of Tanzania 2017e)

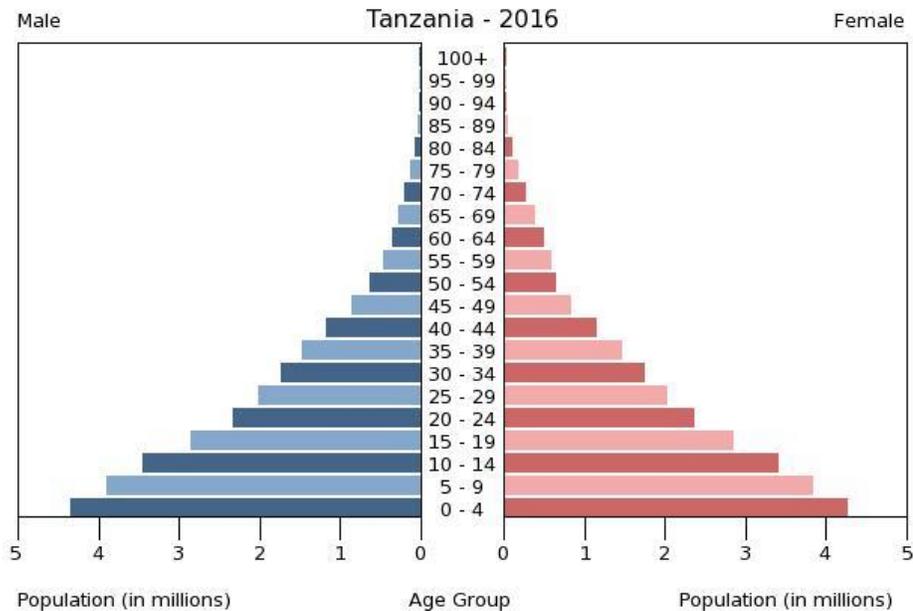


FIGURE 1. Population Pyramid (The Central Intelligence Agency 2018).

TABLE 3. Age Structure (The Central Intelligence Agency 2018).

0-14 years	43.74% (male 11,921,393/female 11,678,536)
15-24 years	19.86% (male 5,361,747/female 5,351,794)
25-54 years	29.88% (male 8,098,183/female 8,020,289)
55-64 years	3.51% (male 836,313/female 1,055,347)
65 years and over	3.02% (male 687,118/female 940,215)

Around 12 million people live in poverty, of which 10 million live in rural areas, and over four million in extreme poverty. 70 percent of the population is living with less than 2 € per day. However, the poverty has been declining during the past twenty years. Based on the Household Budget Survey, the declination has been from 34.4 percent in 2006, to 28.2 percent by 2012, while also the extreme poverty decreased from 11.7percent to 9.7percent. (The World Bank 2015, 2-19) One strong result of poverty is the problem with malnutrition. In 2007, almost 40 percent of the children under the age of 5 were chronically undernourished. They were also proved to be too short for their age and 20 percent of the children were underweight. Among all the population 44 percent were energy deficient and unable to accomplish even light physical activity. (The World Bank 2009, 5) This is an important issue which should be a number one at the funding list of the state. Ideally, it could be alleviated by offering a proper warm meal once a day at the governmental schools. Without having an energetic meal every day students are not able to focus on their studies, not to mention the possible physical education classes. Everything is interconnected.

Education level is a direct predictor for the salary level of the future and since the primary school enrollment rates rose from 59 percent in 2001 to 84 percent in 2007, it will be hopefully seen in the poverty level of the near future. In Tanzania, a general wage earner who has accomplished primary school earns 75 percent better than one who hasn't finished the primary school. (The World Bank 2009, 3-4) Women and men, 15 to 64 years old, have been in equal position what comes to the labour force participation. Though the income level is significantly higher for men and in 2002, 71 percent of the workers in formal sector were men, meaning that most of the women work in informal sector, and of all the working women only 4 percent are in a paid job. (The World Bank 2009, 7) These numbers are the results of unbalanced gender equality and the higher school drop out numbers of the girls.

The economy of the country has been gradually changing from state controlled to market-based since 1980's. It has reached years up to 7 percent GDB growth. Only during global economic slowdown in 2009 Tanzanian growth was only 5 percent but already in 2012 it was back in 6,8 percent and 7,9 percent in 2016. The main economic sectors are agriculture, which employes up to 75 percent of the population, tourism, fishing, forestry and beekeeping,

mining, manufacturing and energy industries. Country's main exports are coffee, tea, sisal, clove, tobacco and cashew nuts. (The United Republic of Tanzania 2017d)

As Tanzania has been influenced by many cultures, the culture today is a mix of African, European, Arab and Indian influences. More over the culture is influenced and formed through different tribe cultures. There are more than 120 different tribes which form 99 percent of the population. The remaining one percent consist of Europeans, Arabs and Asians. The most popular religions are Christianity, Islam and indigenous religions. Christianity and Islam are both widely practiced in mainland while Zansibar's population is almost entirely Muslim. In mainland Tanzania indigenous religions are also followed, and Hinduism and Sikhism are practiced by the minority of the population. (The World Bank 2009, 1)

Kiswahili and English are Tanzania's two official languages, but there are more than 158 other local languages also spoken in the country. English is used in official government administration, business and higher education. Primary school is mainly taught in Kiswahili, having English as a teaching subject. In secondary school the teaching language is officially English, but depending on the school, Kiswahili might also be used in the classes. Although English is taught in primary schools the change in language from primary to secondary causes considerable difficulties for children. As a result, a lot of children have dropped out of school after primary education. While there are other reasons for the drop-outs, the change of language has an influence also. Many local languages can be also sometimes heard even in the school classes. Arabic is commonly used in Zanzibar. (The World Bank 2009, 1)

In 2012, the general literacy rate for population older than 4 years old was 72 percent. 67 percent of the households were in rural areas, where adult literacy rate (population 15 years old and older) was 71 percent, being 92 percent in urban areas, where only 33 percent of the population was living. Adult literacy for males was 83 percent and for females 73 percent, significantly lower. This gap is becoming more balanced since the primary school enrollment rate has increased up to 77 percent, 91 percent in urban areas and 72 percent in rural, and female rate (78%) was even a little bit higher than that of males (75%). (National Bureau of Statistics 2014) Yet, the role of common habits and traditions is strong, forming the base of the culture. It influences all aspects of life, including education and childcare, which are done

with a close influence of parents, neighbors and close relatives. It is still common, especially among young girls in rural areas, to stay at home helping their parents take care of the households and the younger siblings, even though both boys and girls should attend school. (The United Republic of Tanzania 2015c) In primary and lower secondary school the number of girls and boys enrolled in has stayed fairly equal, but the ratios in higher secondary and tertiary level are much more unbalanced. Early pregnancies are a reason for higher drop out number of the girls. In 2007, almost 22 percent of the girls dropped out from the secondary school and the ratio at the tertiary level was 48 women to 100 men. (The World Bank 2009, 4)

## **2.4 History of education**

The history of education on the Tanzanian mainland is divided into the history before and after independence. Before the colonial period, each tribe had its own system of indigenous knowledge. Traditional education was a result of daily livelihood activities of various ethnic communities. The first foreigners took turns in ruling the country. First ones were the Arabs who were followed by the Portuguese, Germans and British. With each regime, the education system changed regardless of what was beneficial to the Tanzanian mainland. The schools differed in terms of their curriculum, qualifications, teachers, language of instruction and the quality of school infrastructure. The Arab rule initiated Quranic studies which emphasized the propagation of Islam and the Arab culture. The missionaries arrived during German and British administration. They offered classes based on their faith and the history of their countries. The British education system was racist, and it provided better opportunities and educational materials for European and Asian children than their African counterparts. The education aimed to get African workers who would serve in protecting the interests of the colonial rule. (Ministry of Education, Science and Technology 2017)

Within a population with such a vivid history, 120 different tribes, and even more different cultures with different religious and language base, it is surely challenging to offer equally satisfying educational base for everyone. The education has changed and formed over the years, nowadays trying to offer basic education for everyone. The quality between private

and government school is still huge. The facilities and equipment are generally poor, and the class sizes enormous, making not only a difficult studying environment but also extremely stressed-out teachers who can't focus on individual needs.

Based on individual observations while visiting local primary schools and voluntarily teaching English in one of the rural governmental school, a comment related to the disciplinary methods used in the schools is a necessity. Deep within the society there is a culture of discipline. Physical abuse is more of a norm than anomaly at least in many of the governmental schools. In private schools the situation is a little bit better. The teachers of the school that was more precisely under my observation, told that there is no other way to have order in the class other than physical discipline. They told that the children are used to it since it is part of the culture in the society and within the families. For a person coming from Finnish society and educational setting, the teachers using a stick or a whip as a tool for enhancing a supportive studying environment seemed something completely absurd, even though it is not far in the history when these kinds of methods were used even in Finland. There were also other interesting observations related to school days, but it is good to bear in mind that these were the conditions in one of the rural government school in a village, in the northern part of the country. School days were long, mostly eight hours or even more. The days started with cleaning of the school yard and ended up with cleaning of the classrooms. There was no lunch offered, meaning that many of the children stayed the whole day without eating. Though, some teachers made little extra earnings by selling buns or popcorn in the classroom. Students must serve the teachers and obey even their most ridiculous desires, or otherwise they got punished physically, and sometimes they got punished anyway. Also, 60 students in one classroom wasn't a rare situation. Changes come gradually if the issues are recognized.

## **2.5 National Development Vision 2025 and education policy**

In the beginning of 21st century the decision-makers of Tanzania notified that the new century was characterized by competition and realized the need for preparing the New National Development Vision which will guide social and economic development efforts up

to the year 2025. The Vision 2025 has several attributes through which the country is expected to have attained by 2025, such as people having attained a high quality of life; peace, tranquility and national unity; good governance; an educated society imbued with an ambition to develop; and an economy which is competitive with sustained growth for benefit of all people. The vision targets to ensure a good quality of life for all residents through the realization of universal primary education, the eradication of illiteracy and the attainment of a level of tertiary education for instance with a high quality human resource effectively responding to the challenges of development at all levels. (The United Republic of Tanzania 1999a) This study offers an insight into the level of tertiary education, focusing especially on physical education, to understand the interdependence between different educational levels and thus the importance of quality physical education at tertiary level for the lower educational levels.

Access to quality education is a pre-requisite for both individual and socioeconomic development in any society. For reaching the goals set in the National Development Vision 2025, it is vital to provide an expanded and equitable access, as well as delivery of quality education in all levels. Tanzania has progressed in increasing access to primary education, but the nation still struggles with the quality of education that children receive. (UNICEF 2013, 28)

Tanzania has officially progressed towards achieving the Sustainable Development Goal of ensuring inclusive and quality education for all through universal primary school enrollment for boys and girls. In 2001, the abolition of fees and other monetary contributions in primary schools was established. The compulsory requirement of parents sending all children to school coupled with the abolition of the fees led to a significant increase in enrollment at the primary level (7-13 years): from 59 percent in 2000 to more than 95 percent in 2010. The enrollment rates for girls and boys were nearly equal. Nonetheless, around 20 percent of enrolled students in standard one didn't regularly attend primary school nor survived to standard seven. (UNICEF 2011, 22)

The Ministry of Education, Science and Technology has the general responsibility for the education system offering the following information. The education system starts with two years of pre-primary school, followed by seven years of primary school, four years of

ordinary level secondary school, two years of advanced level secondary school and finally at least three years of higher education is possible. Education is compulsory at primary level, starting at the age of seven and ending at the age of 13. Ordinary level secondary school is intended for the 14 to 17 years old children and advanced level secondary school is intended for the age group 18-19. (Foreign Credits 2012)

Primary school is free in theory but in practice some fees remain, such as material, the uniform and examination fees. The advanced level is organized only at certain boarding schools, thus making it an impossible option for many poor families. The higher education takes normally three years at most of the institutions under control of the Ministry of higher education. (Foreign Credits 2012)

University of Dar es Salaam was established in 1970 after the dissolution of the University of East Africa into three national institutions. There are five campuses in the city which are divided into ten different faculties; mechanical and chemical engineering, electrical and computer systems engineering, civil engineering and the built environment, humanities and social sciences, and education. (Foreign Credits 2012) The Bachelor of Education in Physical Education and Sport Sciences (B. ED. PESS) is offered in The Physical Education and Sport Science Unit (PESS) in the University of Dar es Salaam (UDSM). In 1993, the unit was established as a department in the Faculty of Education, and later changed into a unit under the School of Education.

## **2.6 Physical education level in schools and teacher training**

There are about 16 500 primary schools and 3 500 secondary schools in Tanzania. Physical education is a stand-alone subject in all levels from ordinary level to advanced level, for both public and private schools as well as for pre-primary level. In primary school, physical education is integrated in Personality Development and Sport and in secondary school physical education is the name of the subject. Only few of the schools have qualified physical education teachers. To secure quality teaching for all students and pupils in Tanzania, the teachers should be either trained or replaced with trained ones. Physical education became a subject in primary schools in 2006 and in 2009 in secondary schools, but its status has been

altering based on the changes made in the current educational policy. The implementation of the curriculum lacks resources and several secondary schools are facing serious problems on teaching skills of physical education. Even though the lack of sports equipment is huge, and the quality of teaching is low; the enthusiasm towards physical education is increasing throughout Tanzania. Since 2012 the students of secondary schools have also got grades in physical education. (LiiKe 2015)

In 2013, physical education also became a teaching subject in twelve teachers-colleges. Since then there has been constant changes in the content of the curriculums of these teachers-colleges. There is only one governmental university that has a Unit of Physical Education and Sport Sciences (PESS). It is in Dar es Salaam and only produces about 10-20 graduates annually. Students become Bachelor of Education in Physical Education and Sports Sciences, and there is a need to improve the quality of education to have more qualified physical education teachers. This leads into development of physical education in colleges and thereafter in primary and secondary schools as well. (LiiKe 2015)

The University of Dar es Salaam was established in 1970 making it the oldest and largest university in Tanzania. Before having the first university in the country, Dar es Salaam had a university college established in 1960 as an affiliate college of the University of London. It had only 13 students and only one faculty, the faculty of Law. In 1963 it became a part of the university of East Africa as a constituent college. Since then it has grown the number of academic units and student intake. (University of Dar es Salaam 2017) In the academic year 2013-14 there were altogether 6748 first year undergraduate enrollments and 2435 postgraduate enrollment. Thirty-three percent of undergraduates and thirty-four percent of postgraduates were females. (University of Dar es Salaam 2014, 2-3)

The Bachelor's degree program in UDSM-PESS aims to offer students a comprehensive knowledge of a wide variety of scientific theories and practices in physical education and sports. It aims to produce competent PE teachers for different educational levels, to prepare students to work as sport administrators, journalists, managers, psychologists, physiotherapists, first aid personnel or coaches. The program aims also to equip the students with the knowledge to work in the recreation and tourist industry as well as to promote physical fitness and wellbeing for various groups of people. (LiiKe 2015) One of the most

popular direction is to continue to work in one of the country's teachers-colleges. These colleges are the institutions which educate physical education teachers for primary and secondary schools. This school corresponds to Finnish Department of Teacher Education (OKL), but having the difference, that the students who graduates as teachers from OKL are Masters of Education, whereas in Tanzania not even the teachers, or tutors as they are normally called in Tanzania, working in teachers-colleges have a master's degree, and only a few have bachelor's degrees. I consider this as a good example to illustrate the level of education in Tanzania.

Tanzanian teachers training is divided in two levels: Diploma and Certificate levels. Those who graduate from the diploma level start teaching in secondary school, and those who graduate from the certificate level continue to primary schools to teach. Both levels of education last for two years, although at diploma level students stay in teacher training colleges for both years while the second year in certificate level is done in practice in some local primary school. Teaching at certificate level is done in Swahili since that is the language graduates will be using while teaching. Teaching in secondary schools is done in English which is why teaching in diploma level is also done in English. (Crosby 2009, 17)

PE and Sport curriculum implementation and improvement in teachers-colleges in Tanzania had been researched previously and the challenges of the successful implementation were introduced. One of the main challenges mentioned was the lack of qualified and specialized tutors (teachers). The study results illustrate that most of the tutors who taught PE were not specialized in the subject and they did not have general competence in PE and Sport. The findings were aligned with the directives by Ministry of Education, indicating that a tutor in teacher-college should possess a bachelor level of education in the relevant field. It means that a tutor in PE and Sport at any teachers-college should have minimum of bachelor's degree in PE and Sport. (Mhando, 2015, 8)

Tanzania has 34 teachers-colleges of which twelve have had training for physical education teachers since 2013 and a program on health education. There were 264 graduated physical education teachers in 2012 with a diploma. This is a result of a joint project between the NGO LiiKe and the Ministry of Education and Vocational Training (MoEVT) in 2006-2012. Even with the pace of 300 graduated PE teachers per year it would take minimum 70 years to get

a qualified physical education teacher to all governmental schools, and still the process is dragging. (LiiKe 2015)

## **2.7 Importance of developing physical education**

In the mid-1990s the government of Tanzania initiated various social sector reforms including those in the education sector. In the education sector the reform is taking place under the Education Sector Development Program (ESDP). Among its objectives is to ensure equity in access to quality formal education. (Ministry of Education and Vocational training 2009, 3-4) Schools have a significant role and remarkable possibilities to socialize life-long physical activeness and to provide students the possibility to adopt active and health promoting lifestyle. Physical education in Finnish schools is remarkable since it is provided for all the children and youth regardless of their health, motivation and physical activeness. (Laine 2015) It is vital for motivating the students who are not physically active or don't have possibilities for active lifestyle elsewhere. Inclusive physical education subject is significant part of equally accessible quality formal education.

Physical education and sport is not taught in all Tanzanian schools and colleges like other subjects. (Mziray & Kitta 1996; in Mhando 2015, 4) The major challenges concerning the PE curriculum implementation in schools are; time, specialist teachers, facilities, and developmental appropriate practices (Siedentop 2007; in Mhando, 2015, 4). PE and sport subject has been taken care by teachers who were not competent as physical education and sport teachers. (Mziray & Kitta 1996; in Mhando 2015, 4) Physical education is merely considered as play and games, and in most schools, it is extracurricular activity and designed to be like an optional curriculum in secondary school, as well as in teachers-college in Tanzania. (Orgundare 2002; in Mhando 2015, 4)

These are some of the reasons which speak in favor of the importance of development studies. The results of the study about the PE and sport curriculum implementation and improvement in teachers-colleges in Tanzania are interesting to compare with the results of this study since the focus of this study is to illustrate the areas which need to be improved in the bachelor's

degree program in UDSM-PESS. The results of these studies can be compared to understand how teachers-colleges relate to UDSM-PESS and what are the common challenges.

### 3 PHYSICAL EDUCATION DEVELOPMENT PROJECT BY NGO LIIKE

The NGO LiiKe, together with other organizations, have been focusing on tackling the lack of quality education in Tanzania through a development project called *Strengthening the Physical Education Bachelor's degree program in the UDSM-PESS*. The core development issue of this project has been to increase the quality of teaching physical education through cooperation between the University of Dar es Salaam, Unit of Physical Education and Sports Sciences (further referred as UDSM-PESS) and the University of Jyväskylä, Department of Sport Sciences (from 2017 Faculty of Sport and Health Sciences) (further referred as JyU). (LiiKe 2015)

The goal of the project was to improve the quality of physical education at all levels of education from primary schools to tertiary level in Tanzania. Now the students of University of Dar es Salaam, Unit of Physical Education and Sports Sciences (UDSM-PESS) can graduate with a bachelor's degree. The project has supported UDSM-PESS to develop the curriculum of the bachelor's degree program as well as to improve the quality of teaching. It has been concentrated especially on the development of didactics and pedagogy of physical education in Tanzania. These are the cornerstones of development of PE in Tanzania as the quality of pedagogy is poor. (LiiKe 2015)

There are about 10-25 students in each class at UDSM-PESS. Several of them continue to teachers-colleges to work as tutors or teachers, after the graduation. LiiKe has supported these colleges in PE in 2009-11 and with a health education project until 2014. The cooperative partner of LiiKe in the project was the University of Jyväskylä, Department of Sports Sciences that is specialized in teaching pedagogy and didactics. (LiiKe 2015)

The development project was implemented by three different partners, which were governmental organizations the University of Dar es Salaam and the University of Jyväskylä, and the non-governmental organization LiiKe – Sports & Development (LiiKe). The head office was located at LiiKe office in Finland and sub-offices at the University of Dar es Salaam (UDSM- PESS) and at the University of Jyväskylä (JyU). LiiKe as NGO took care of the relations between Tanzania and Finland. LiiKe was also assisting in facilitating the

seminars and keeping the contact to all counterparts, as well as assisting in cultural misunderstandings. The project has organized special courses for bachelor's degree students. JyU provided four lecturers annually for the project, UDSM-PESS provided four personnel, two of them have PHD. Project provided some essential equipment and literature needed to implement the bachelor's program thoroughly. (LiiKe 2015)

LiiKe – Sport & Development is a non-governmental organization from Finland. It was established in 2001 having its main target on developing the lives of children and youth through physical activities and health promotion. The main targets are listed as follows: enable sufficient education for everyone in developing countries, enhance physical education and health education in Tanzania, to increase equality and to strengthen the right of the girls and the disabled for education and sport. (LiiKe 2016)

LiiKe works mainly in developing countries, of which Tanzania has been the closest partner and sport has been the main tool used in its development cooperation projects. These projects, established together with LiiKe partners, have an impact not only on the concrete target but as well on the surrounding society. Through the projects LiiKe aims to increase the number of children and youth having access to quality education and therefore to be able to have better possibilities for good life conditions and to be self-reliant. The main idea behind the organization is that sport gives energy and is enjoyable which attracts children and youth to school. Physical activities help children to concentrate on studies in the crowded class rooms. LiiKe has been equipping governmental schools with balls, nets, books etc. as well as building and maintaining hundreds of sport fields, among other things. (LiiKe 2015a)

Sports Development Aid Tanzania has been the main partner for LiiKe in Tanzania and together they have trained a good number of teachers and peer coaches to increase the quality of physical education. They have held health education seminars and led sport clubs. LiiKe has been an important player in developing the physical education path towards professionalism. Master's degree program for the UDSM-PESS will be also established in the shortest notice. (LiiKe 2015a) The results of this study can be used for improving the existing bachelor's program and the new master's program.

The University of Jyväskylä, Department of Sport Sciences (Jyu) played an important role in the implementing of the project. The main aims of the project were to increase the number of qualified sports teachers and to develop the teaching methods throughout the university and colleges. To reach these goals, the teaching pedagogy needed to be improved. Since the University of Jyväskylä offers high quality knowledge about pedagogy and didactics it was an important cooperation partner to develop the standard of PE teaching. The Finnish professionals gave more special courses to qualified PE teachers at UDSM-PESS. (LiiKe 2015)

This project was essential to assist UDSM-PESS in improving the quality of bachelor's degree in physical education. University of Dar es Salaam is the key research institute of physical education in Tanzania. However, there hasn't been much research made especially on the quality of education and approach of pedagogy to increase the quality of PE in all levels. UDSM-PESS offered the venue for the seminars and for the special courses organized for bachelor's degree teachers and students. PESS wrote the common contents of the seminars together with Jyu, LiiKe and Ministry of Education and Vocational Training (MoEVT). PESS and JyU offered and selected the facilitators for the seminars and write the project reports. (LiiKe 2015)

The duration of the development project was three years and it was implemented for the years 2015-2017. The Project manager (LiiKE) from Finland and the lecturers made altogether five to seven trips to Dar es Salaam during every year of implementation. In 2015, first Tanzanian post graduates from abroad arrived in UDSM-PESS to assist in the project implementation and lecturing. Finnish administrative personnel undertook the management and follow-up from Finland and partly through regular project meetings in Tanzania. LiiKe visited Tanzania two to three times per year. Each of the counterparts wrote a monthly report of implementation for all the implementing partners. See the content of the project activities for 2015 and 2016 in Table 4.

TABLE 4.

2015	2016
<ul style="list-style-type: none"> <li>• 2x2weeks seminar on pedagogy and curriculum planning in PESS, 50 participants</li> </ul>	<ul style="list-style-type: none"> <li>• 2x2weeks seminar on pedagogy and curriculum planning in PESS, 50 participants</li> </ul>
<ul style="list-style-type: none"> <li>• teaching pedagogy curriculum planning also to the students of PESS 2x2 week</li> </ul>	<ul style="list-style-type: none"> <li>• teaching pedagogy curriculum planning also to the students of PESS 2x2 weeks</li> </ul>
<ul style="list-style-type: none"> <li>• research on the quality of PE teaching and pedagogy in teachers-colleges and University of Dar es Salaam</li> </ul>	<ul style="list-style-type: none"> <li>• finalising the research on the quality of PE teaching and pedagogy in teachers-colleges and University of Dar es Salaam, results</li> </ul>
<ul style="list-style-type: none"> <li>• light rehabilitation of sport fields at University of Dar es Salaam</li> </ul>	<ul style="list-style-type: none"> <li>• expert exchange between universities 1-2 months</li> </ul>
<ul style="list-style-type: none"> <li>• purchasing sports equipment and literature to PESS</li> </ul>	<ul style="list-style-type: none"> <li>• continue close cooperation with local authorities</li> </ul>
<ul style="list-style-type: none"> <li>• continue close cooperation with local authorities</li> </ul>	<ul style="list-style-type: none"> <li>• media involvement, newspapers, TV's etc</li> </ul>
<ul style="list-style-type: none"> <li>• media involvement, newspapers, TV's etc.</li> </ul>	<ul style="list-style-type: none"> <li>• strengthening the PE in curriculums and syllabuses</li> </ul>
<ul style="list-style-type: none"> <li>• strengthening the PE in curriculums and syllabuses</li> </ul>	<ul style="list-style-type: none"> <li>• communication and cooperation with other partners willing to cooperate in the project</li> </ul>
<ul style="list-style-type: none"> <li>• communication and cooperation with other partners willing to cooperate in the project</li> </ul>	<ul style="list-style-type: none"> <li>• planning of sports and PE development in all Tanzanian schools after termination of the project</li> </ul>
<ul style="list-style-type: none"> <li>• making a plan of sports and PE development in all Tanzanian schools after termination of the project</li> </ul>	

## 4 METHODOLOGY

In this study I have focused on looking at student experiences of studying in the bachelor's degree program in UDSM-PESS. Based on the experiences it is possible to enlighten the current situation of the program and its ability to prepare student for teaching in Teacher Colleges, after the graduation. I used semi-structured interviews as a data collection method. The interview framework was formed based on the *The model of the process of curriculum development and evaluation* by Millar, Tiberghien and Le Marechal, which was coined in 1998. (Millar 2005) The experience based narrative data was analyzed with content analysis method, using the qualitative analysis software Atlas.ti for a support to find themes from the data. These themes indicated cases for improvement suggestions.

### 4.1 Research Questions

The purpose of this research was to answer the following research questions:

#### **The main question:**

- *How bachelor's degree program in UDSM-PESS prepares students for teaching at teachers-colleges, after the graduation?*

#### **Sub-questions:**

- *What challenges does the program face in preparing students for teaching at teachers-colleges?*

- *How it can overcome these challenges?*

#### **4.2 Model for developing and evaluating curriculums as a framework for semi-structured interview**

Evaluation is a central and essential part of the educational process. It provides information on the current situation and information upon which decisions, such as identifying the needs of a pupil to plan instructions, selection and grouping, can be made. It provides information about the administrative regulation meaning that it is possible for instance judge how effective a school is, how good are the teachers, and how sufficient are the resources. It can provide an idea of what kind of improvement should be done regarding the courses, whether instructional materials are satisfactory and where change is needed. (Millar 2005) This study offers ideas for the improvement of the evaluative development project and enlightens the current situation in UDSM-PESS focusing on the experiences of the students in the light of the current curriculum of the bachelor program. Thus, it can be developed further with the help of the results of this study.

Millar (2005) defines educational evaluation as a process of delineating, obtaining and providing useful information for judging decision alternatives. In this definition the word “information” means a wide range of things including test scores, data from documents, from observations, and from interactions with students, teachers and others involved. It might include feelings, attitudes, and responses, measures of practical competencies or measures of cognitive change. (Millar 2005) In this study the focus is on the data from interactions and observations in the form of interviews, which include participant’s feelings, attitudes and responses.

Evaluation focuses on questions of impact and effectiveness. In this study I interviewed the former and the current students of B. ED. UDSM-PESS with the interview frame based on *The model of the process of curriculum development and evaluation* by Millar, Tiberghien and Le Marechal. The model was originally made for analyzing the effectiveness of practical laboratory tasks in science teaching and learning but has since been used successfully for curriculum development in any subject. (Millar 2005) Thus, I considered it as a competent tool for approaching the study experiences as a part of curriculum evaluation. Also, even though this model gives comprehensive directions for building the interview framework I

tried not to rely too much on it, to leave the questions looser giving more freedom for the participants to share their experiences. The framework helped to guide the conversations back on track if they started to wander excessively.

Effectiveness of curriculum development can be explained through opening up *The model of the process of curriculum development and evaluation*. The main stages of curriculum development process are A) Developer's/ Teacher's objectives (what the students are intended to learn), B) Program; design features of the task, teaching/learning materials (what teacher and student are supposed to do), C) Classroom activities (What teacher and students actually do), and D) Student performance (what students actually learn). In the model there are also listed different factors which may influence each stage. (Millar 2005) These stages are demonstrated in Figure 2.

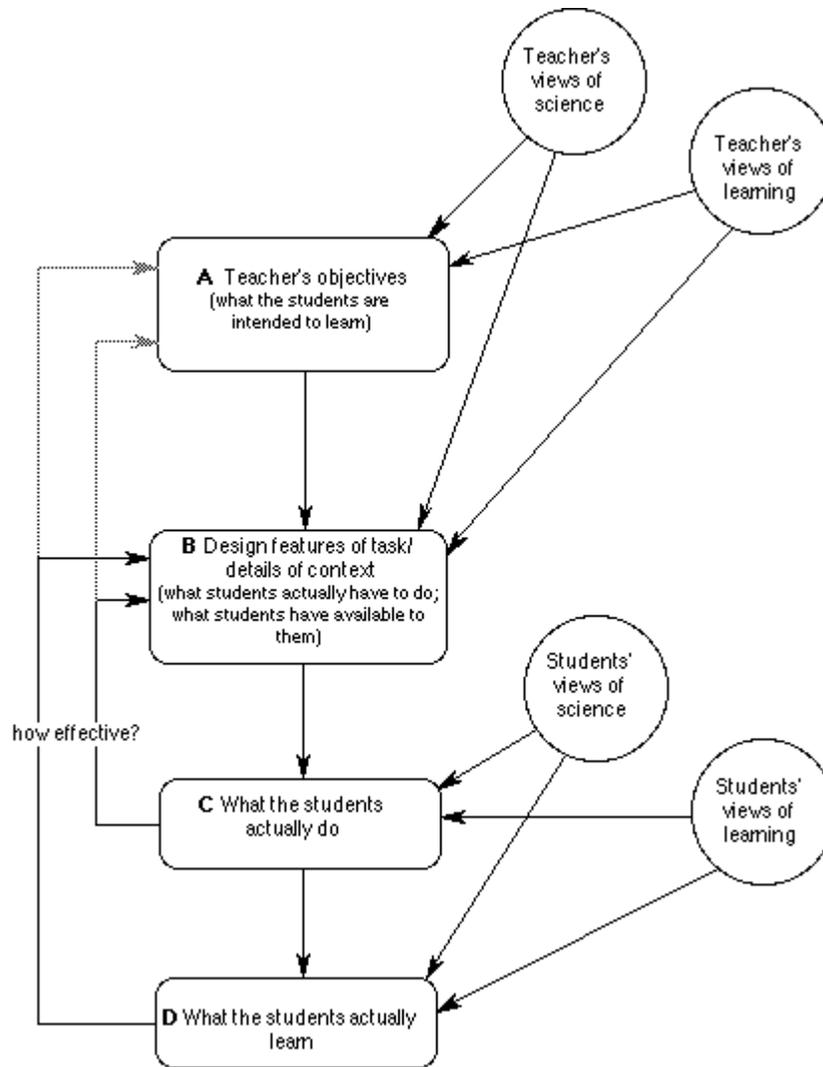


FIGURE 2. The model of the process of curriculum development and evaluation (Millar 2005)

In the box A, stage at curriculum level, three external influences may shape the developers' choices. One is their view of science meaning what they see as important to teach within the topic and the image of the content they wish to convey. Another is their view of learning and the third is the practical and institutional context. This means that the objectives must consider of what is actually feasible and also the values of other important stakeholders. After that stage, is the documentation of the program, design features of the task and the teaching and learning materials (box B). The instructional material gives details for the content and indicates what is expected to be done in the classrooms. The same external influences will shape this stage also. After the implementation of the program, it will result in certain actions

in the classroom indicating what the teacher and student actually do (box C). It may differ from the developer's intentions. These differences may be due to a failure in communication or deliberate choice of the teacher for instance. Also, the ways in which students are carrying out the activities might differ from the plans of the developer or the teacher. The final stage of the process is what students actually learn from the program (box D). The student view of learning and science influence on these stages as external factors. (Millar 2005)

Effectiveness can be described as the match between the developers' objectives for the teaching situation and the actual occurrence. The other description is the match between what the developers want the students to learn and what they actually learn. If either of these matches is not as good as wished, it is needed to review the box B or even rethink the objectives in box A. (Millar 2005)

Stage A, Developer's objectives, corresponds to curriculum level objectives, whereas Stages B, C, and D are mainly focused on the context of teaching program. In this study, I consciously limited my focus on the level of teaching program. Through the interviews and data analysis, I could enlighten the current situation of the bachelor's degree program and offer suggestions for the future. This way it will be possible to develop the curriculum. It was a practical point of view which helps to make easier changes based on the improvement suggestions that were derived from the data. The results enlighten the program's ability to prepare students for working as teachers. A variety of different themes were derived from the data, some of which were more concrete and some more abstract, comprising the societal aspects. The data offered also aspects related to the stage A, which I demonstrated also slightly, though mainly focusing on the more practical aspects related to stages B) Program design, C) Classroom activities, and D) Student performance.

With the results of this study, UDSM-PESS can review the curriculum and the objectives they have for the program and compare them to the results of what student do and what do they learn. Student experiences enlighten the current situation in the bachelor's degree program. This model is used in this study to give a framework for looking at the program's experienced ability to prepare students for teaching in teachers-colleges after the graduation. Experiences are always a very personal way to look at a certain topic, but they can give directions to understand the bigger picture if similar experiences emerge repeatedly.

Similarities and repeated ways to express phenomena were founded from the data and used for describing the ability of the bachelor's degree program to prepare students for teaching in teacher-colleges. Derived themes also illustrated possible needs for improvement in the program.

Efforts to determine the quality of graduate programs with the complexities of educational system have traditionally relied upon inputs, such as faculty and student characteristics; departmental, programmatic, and national disciplinary cultures; scholarly productivity; and financial and other resources (Maki 2006, 145).

Attention needs to be paid to the educational practices and processes embedded within the graduate education systems themselves and the effects of such experiences as student course work, comprehensive exams, theses, dissertations, and internships on graduate student learning that, in fact, lead to students' degree completion and our final goal of preparing students to enter a productive career that contributes to the discipline and society (Maki 2006, 149). The purpose of this development project is to produce a degree that prepares students to enter a productive career, such as teacher in one of the teacher-college. I focused on the educational practices and processes in my interview framework to get a comprehensive picture of the experiences about the education system.

### **4.3 Using content analysis to look at study experiences**

The qualitative data was analyzed by using content analysis and forming certain themes based on the content. Content analysis is a form of narrative analysis. Based on Riessman (2005, 2) there are four forms to make narrative analysis which are (1) thematic or content analysis, (2) structural analysis, (3) interactional analysis and (4) performative analysis. It is typical for thematic analysis to focus on what are said instead of how things are said (Riessman 2005, 2). Since I studied the personal experiences of the students, the narrative analysis became a natural choice for the analyzation method. Content analysis is generally focused on observing the data and looking for similarities and differences from the text based on speech, discussions, books, diaries etc. In qualitative content analysis the data is first broke into small pieces, from where similarities and abnormalities are looked for and later organized

thematically. Content analysis can be done based on the data or based on the theory. The difference is whether the data analysis and thematical division is based on the data or on existing theoretical framework. (Tuomi & Sarajärvi 2002, 109-116.) In this study the themes found from the data were based on the data content but also reviewed in the light of the theoretical framework of *The model of the process of curriculum development and evaluation* by Millar, Tiberghien and Le Marechal (Millar 2005) since this theoretical framework gave the base for the interview framework. Own observations and informal discussions with locals gave also perspective to the analysis of this study.

#### **4.4 Data collection**

Semi-structured method was employed in this study to collect the qualitative data. Sirkka Hirsjärvi and Helena Hurme (2009) presented the specific semi-structured approach, in Finnish “Teemahaastattelu”, as a method based on the concept of the focused interview by Merton, Fiske and Kendal (1956). The interview will be focused on the interviews’ subjective experiences of the situation. (Hirsjärvi & Hurme 2009, 47) The semi-structured interview method, used in this study, is not tied to a certain common build-up situation. It is rather assuming that all the individual’s experiences, thoughts, beliefs and feelings can be investigated with this method. Instead of detailed interview questions, the interview frame is formed with different topics formed based on a theoretical framework. This brings more emphasis on the responses. The topics are the same for all the interviewees, but semi-structured interview differs from fully structured interviews in that the questions are not precise and in some precise order. (Hirsjärvi & Hurme 2009, 48) The purpose of the study was to understand individual’s experiences and the significance of the experiences, which is why it was good to favor open-ended questions and more free-form interview. Semi-structured interviews are sufficiently structured to address the research questions to a specific extent but also leaving place for participants to offer new meanings to the topic. (Galletta 2012, 24)

I used the interview frame which was built by using the *The model of the process of curriculum development and evaluation* by Millar, Tiberghien and Le Marechal (Millar

2005). The themes used in the frame gave structure for the interview and the freedom for the participant to build their own stories. The stories could wander a little because that supported the aim to describe the values, meanings and interpretations of the experiences.

When making a qualitative research a common thread is related to the role of the researcher. The method of the semi-structured interviews allows the researcher to reflect and act upon the nature of the exchange between the researcher and the participant. The idea of the researcher as an instrument is important, when the researcher is having possibilities to prompt, rephrase and make changes according to the situation. According to Galetta (2012) in her publication of *Mastering the Semi-Structured Interviews*, it is pointed out that the key to effective interviewing is the researcher's attention to the participant's narrative as it is unfolding. Giving well-known judgements, guiding within open-ended questions and knowing when to interrupt and when not are important. Some amount of spontaneity and determination of what further inquiry is appropriate and necessary. (Galetta 2012, 24)

To study students' experiences about the degree program, it was necessary to interview current students to get a broader picture of the current situation of the program, but it was also important to hear the experiences of the former student who had already started working in the field as teachers in teachers-colleges and elsewhere. These previous graduates could define more precisely how the bachelor's degree program had supported them in their working life and life after the graduation and what could have been done better in the program to feel more prepared when starting a new career.

Altogether twelve semi-structured interviews were conducted in Tanzania during January and February 2016. Six currently enrolled students at the bachelor's degree program in UDSM-PESS were interviewed at the University of Dar es Salaam and six already graduated former students from the same program were interviewed in different locations around Tanzania. These participants were interviewed each at time with semi-structured interviews. Students were interviewed using an open-ended interview framework with around twelve topics. (See Appendix 1.) The topics used in the interview structure were formed with the help of *The Model of the Process of Curriculum Development and Evaluation* by Millar, Tiberghien and Le Marechal (Millar 2005).

The interview topics were divided into the objectives of the curriculum, the program structure and the guidelines, the teaching and learning materials, the classroom activities, the study methods and support, the personal views of the program and learning, the practical and institutional aspects and the performance and competence of the student, and the study method factors impacting on success and satisfaction. The aim was to have a comprehensive understanding of the experience including social, physical and mental aspects. Each interview was conducted in a face-to-face format and lasted around 30-60 min. All the interviews were transcribed afterwards, and their lengths varied from 9 to 15 pages. This data was analyzed with content analysis method, with the support of the data analysis program Atlas.ti. With the method of the content analysis certain themes were derived from the data.

#### **4.4.1 Interview procedure**

All the twelve interviews were conducted in Tanzania during January and February 2016. Participants were current and former graduates for the bachelor's degree program in UDSM-PESS. When studying the experiences of the students it is important to make face-to-face interviews to better understand the nature of the experiences. It was important also to be physically in the environment, where the study takes place, to get more realistic picture. For these reasons in January 2016 I travelled to Tanzania to collect the data and familiarize myself with the real surroundings of the topic.

Mr. Ari Koivu from the NGO LiiKe supported me in many ways, e.g. by giving me the contact information for the headmaster of the UDSM-PESS as well as for some of the previous graduates who had already worked as teachers in teachers-colleges. I contacted the head of the UDSM-PESS Mr. Stephen Mabagala and he instructed me further. I got accommodation at the campus of the University of Dar es Salaam for one month. During that month I conducted some of the interviews, observed the environment at the campus, the facilities used for studies and sports, and participated sport classes and student life, to better understand the life and the experiences of the students.

Current students were easy to find and set a suitable time for the interviews, but the former graduates were more challenging to reach. I contacted many of them with better and worse

outcomes. In the end, I found the desired number of graduates, spread around the country. Therefore, I also travelled to different parts of the country and got a picture of a very varied living conditions, as well as level and style of educational institutes. After the data collection process, I also decided to volunteer in one of the rural primary school as an English teacher to support the local community but also to understand better what the level of the grassroots education in the country is. This experience deepened my understanding of the significance of the sport development projects and this study, as a part of the bigger picture.

Most of the interviews were conducted at the campus and many former graduates were interviewed in different locations around the country. At the campus the locations varied but mainly it was possible to use the facilities of the Unit of Physical Education and Sport Sciences (PESS). It was important to find a silent place with no disturbance to ensure privacy and to be able to record the interviews. That appeared to be the most problematic part of the process since it was very difficult to find a private place from the campus. All the facilities were almost always occupied. For most of the interviews we managed to find a private room and few of them were conducted at the gym that was not in use. Unfortunately, some of the interviews got disturbed by students or staff looking for something or someone. The interviews which were conducted outside of the campus had private rooms with no disturbance, other than the normal problem, which was in almost every room; terrible heat or terrible noise from the air-conditioning or from the fan. Despite the little disturbances all the interviews were successfully conducted.

Former students had a bit more courage to talk about their experiences, but so did some of the current students. Though it is good to bear in mind that current students didn't have the full picture of the studies yet and they did not have experience of the working life as a teacher, other than the experience they had gained from their professional training periods. Things have also improved at the campus which might have been the reason for more content and short answers. The atmosphere at the interviews was always open and free. I tried to encourage for versatile discussion and answers. Before each interview I told the duration of the interview to be around 30 minutes, but I didn't want to interrupt the flow of the conversations, which is why some of the interviews prolonged themselves. Before each interview the interviewee was asked to read and sign a consent form (Appendix 2.) and the

copy was given to the interviewee to ensure the willingness of the interviewee and to ensure that he/she had enough information about the research.

#### **4.5 Data Analysis**

After conducting and recording the interviews, they were transcribed. The focus was on the content since full word by word accuracy wasn't necessary. The level and understandability of English varied quite much since English was not the mother tongue of the participants or the researcher. For that reason, some of the sentences had to be left without deeper analysis due to the difficulty of understanding their meaning and fear of misinterpretation. I have included clarifications in square brackets [] in some of the quotations.

Content analysis was used as a method for analyzing the data. I looked at the themes that were repeated in several interviews. I tried to find the themes that were emphasized, some of which were expected based on the interview framework. I also looked for the themes that were not mentioned at all. All in all, I tried to find similarities in the interviews, similar ways to interpret and see the discussed topics. There were some themes driven from the data that showed signs of the repeated formula. Certain areas were clearly showing that improvement was required.

As already mentioned, the main stages of curriculum development process are A) Developer's objectives (what the students are intended to learn), B) Program; teaching/learning materials (what teacher and student are supposed to do), C) Classroom activities (What teacher and students actually do), and D) Student performance (what students actually learn). (Millar 2005) Many themes found from the data were aligned with these stages and can be used with the model to evaluate and make improvements in the program. Main themes, and areas which would need improvement, were related to the facilities and materials, the structure and timing, and the content. These are related to the stages A, B and C of the model by Millar, Tiberghien and Le Marechal (Millar 2005). Stage D stands for student performance which was seen in the results with larger variety of different themes related to learning competence and preparedness for working life.

Another theme that was found from the data was the quality of previous knowledge, which is clearly linked to the fact that there are gaps between the knowledge gained in different educational levels. Physical education is not taught systematically from lower levels to higher. Also, the themes related to the concern about the amount of graduated PE and sport professional, lack of similar programs and small enrollment number were found from the data.

#### **4.5.1 Interviewees**

Six currently enrolled students from the bachelor program of UDSM-PESS and six already graduated former students from the program were interviewed for this study. Their gender, age, city of origin and the years of enrollment in UDSM-PESS are illustrated in Table 5. No one is referred with their real name to protect their privacy. All of them had been working already at some of the country's teacher's colleges. Though most of the current students had teaching experience only from the obligatory professional training in teachers-college. Only those currently studying in UDSM-PESS or graduated, who have worked in teachers-colleges, were possible participants of the study. To understand how well the bachelor's program is meeting the requirements of teaching based on the curriculum of teachers-colleges, it was important to interview those graduated students who have experienced also the requirements of the teacher colleges. Ten of the interviewees were men and only two were women illustrating the fact that still two out of three of the students in the institutions of tertiary education are men in Tanzania. Also, physical education as a subject might still have more masculine associations. The age range of the participants was from 23 to 58 years. All the participant were Tanzanians and moved to Dar es Salaam for their studies. Originally, they were from other regions and smaller towns. Many of them had strong motives for studying physical education. They had seen the need of physical education professionals in their home towns and villages and were thus on their way to fulfill their visions.

TABLE 5. Interviewees.

<b>Gender</b>	<b>Age</b>	<b>Place of Birth</b>	<b>Years in UDSM-PESS</b>
Male	23	Arusha	2013-2016
Male	23	Mwanza	2013-2016
Female	25	Kilimajaro	2013-2016
Male	23	Dodoma	2013-2016
Male	23	Manyara	2013-2016
Male	23	Kilimanjaro	2014-2017
Male	58	Kagera	2005-2009
Female	34	Mbeya	2004-2008
Male	35	Mbeya	2005-2008
Male	35	Geita	2008-2011
Male	34	-	2005-2008
Male	35	Kagera	2006-2009

#### **4.6 Reliability and validity**

A model of the process of curriculum development and evaluation by Millar, Tiberghien and Le Marechal refers to science curriculum development, even though the general principles would apply to curriculum development in any subject. (Millar 2005) However, it was good to bear in mind the differences between science education, for where the model was originally developed for and sport education, where also physical skills are taught. I could have given more attention to the physical experiences, but I felt that the students have enough possibilities to talk about them if they felt something would be worth discussing deeper.

Millar (2005) also mentions the tensions within the evaluation study, for instance, the views and priorities of the supervisors of the academic study, and the program developers. This is one reason why the development project *Strengthening the Physical Education Bachelor's degree program in the University of Dar es Salaam, Unit of Physical Education and Sport*

*Science (UDSM-PESS)* is done through a close cooperation between different parties, of which some of the supervisors of the academic study in the UDSM-PESS are in a key role. They are involved in the planning and implementing phase of the project, much like the program developers. Though the bachelor's degree program has been running for more than twenty years and has gone through many improvements, it is still difficult to avoid some tensions and misinterpretations between the views of the program developers and the supervisors/ teachers of the academic study. In this study these kinds of tensions can only be seen through the experiences of the students; the experience they have about their teachers and supervisors. I am not focusing on the aspects from the curricular level, such as developer's objectives (Stage A) and their misinterpretations.

Some of the interview participants were or had been working as a supervisor in the program which made the interview situation more complicated since they were asked about their own studying experiences, and about the supervisors and the program in general. There have been many changes ever since they studied, and the personnel have been changing also. Therefore, I predict it to be difficult to describe the experiences truthfully, considering themselves as part of the current personnel. Some of the students were also first time interviewed and clearly a bit unsecure of what kind of information they can tell, and thus lacking a critical point of view.

I didn't have much time to spend in Tanzania before conducting the interviews, but through living and spending time with locals I started to understand the culture better and better. Still, being a Finnish female student, who didn't have previous experience about Tanzania, might have evoked some prejudice among the interviewees. Though, the fact that I was a master's degree student of sport sciences from a country of good educational reputation also created respect. The Finnish educational background and the studies from the field of sport have clearly had an impact on my arguments and interpretations. I had to be very aware of my own subjective point of view to not let it influence the interviews or the data analysis process. The interpretations are always personal and affected by the background of the researcher, but as well by the context, time and place of the study, no matter how well she/he has integrated on the studied society. Hirsjärvi and Hurme (2009) present that the reliability of a research can be testified if through using two different research method the results are the same.

However, they admit that human behavior is dependent of the context, and it is thus changeable depending on the time and place, which means that it is unlikely to have exactly similar results. (Hirsjärvi & Hurme 2009, 186)

To ensure the good quality of the study, there are several aspects to take into consideration. Hirsjärvi and Hurme (2009) have listed some of the tools to observe the quality. In this study, I built a comprehensive interview frame and worked beforehand with the different themes by evaluating which of the themes could be focused deeper and which areas could have more questions, even though a researcher can never be prepared for all the possible extra questions beforehand. I used a research diary for making notes about difficult or good forms of questions, as well as about the interviewees and the interview situations to help the analysis process later. I made proper transcriptions and ensured that the results were reflecting interviewees' understanding of the world. (Hirsjärvi & Hurme 2009, 184)

In this study, I aimed to make a precise definition of the terminology to clarify the reliability of this study. A precise definition of terminology leads to a research where the researcher is studying what she/he was supposed to study and the concepts she/he is using are closely aligned with the concepts of the participants and the study environment. Researcher normally uses three types of information related to the concepts in use; everyday experiences (might be similar with interviewees and other researchers), definitions made by other researchers, and definitions made by interviewees. These three premises are in constant interaction between each other. (Hirsjärvi & Hurme 2009, 187) The semi-structured method used in this study moves between all these three premises. Reliability of the study has been secured through clarifications of each phase of the research.

The size of the sampling wasn't enormous, but it was a good model sample of the target group. Students which I interviewed had a wide age distribution and they were from different years of enrollment. Some had previous education or working life experience from the time before their studies and others were fresh from the secondary school. Students had also very varied educational background and they were from different areas around the country. These added the validity and the generalizability of the results. Only the number of women interviewed could have been slightly larger since the ratio in this study was 1/6 and the real ratio in the program was just slightly bigger.

There were several aspects that might have influenced the interviews, of which one might have been the impression LiiKe had made with its previous work. I sometimes got a very warm welcome from the participants, thanks to the important work that LiiKe and Finnish development workers have been doing before me. I could feel the respect the participants had towards the work by LiiKe which added the common trustfulness in the interview situation. I also used LiiKe as a reference frequently, since the information LiiKe shared was based on studies it had been participating during its years of existence.

I aimed to manage the data carefully, to preserve the anonymity of the interviewees. None of them were directly quoted with their real names, and their real names are not applied anywhere in the study. In the quotations, all the interviewees are marked with numbers. I chose to reveal whether the quotation is from a current student or from a former student of the program, because this information turned out to be vital for understanding the content and context of the quotations. A current student is marked with “CS” and a former student is marked with “FS”.

## 5 RESULTS

This chapter enlightens the main research tasks, as well as the results and the answers for the research questions. The aim of this study was to find an answer to the main research question: *How bachelor's degree in UDSM-PESS prepares students for teaching in teachers-colleges, after the graduation?*

Sub-questions were also answered. The sub-questions were:

- *What challenges does the bachelor's degree program in UDSM-PESS face in preparing students for teaching at teachers-colleges?*
- *How it can overcome these challenges?*

*The model of process of curriculum development and evaluation* by Millar, Tiberghien and Le Marechal was used to give a theoretical framework for the interviews. (Millar 2005) With this model it is possible to evaluate and develop curriculums, which made it a good tool to use in this study, to offer solutions and support the development project “Strengthening the Physical Education Bachelor’s degree program in the UDSM-PESS” to improve the quality of education and curriculum in B. Ed. PESS., and to become a program which prepares students for teaching in teachers-colleges after the graduation. The model provided important stages for the evaluation process. The results were looked at in the light of these stages to demonstrate the areas which were enhancing better or worse the ability of the bachelor’s degree program to prepare students to teach in teachers-colleges.

The main results of this study demonstrate the areas which still need improvement, to better prepare students for teaching in teachers-colleges. The first one of the areas is the limitation of time, especially the limited time allocated to gain practical knowledge is not enough. More time is needed for students to internalize complex content and be better prepared for working life. The second area was the moderate quality or the lack of teaching and learning materials, including literature, equipment and facilities. Proper materials and facilities are essential for preparing students for teaching.

The third area was the inadequate background knowledge for adapting large scientific content of the courses. There should be more time for studies and fundamental changes should be made nationwide to prepare students already from early age for the physically active and knowledgeable future. The fourth one was the moderate content of the courses and the lack of valid subjects. To prepare students for the working life in teachers-colleges, the curriculum of UDSM-PESS should meet the requirements of the curriculum of the colleges. The content of the courses should be also reviewed to offer also sufficiently practical knowledge.

These were the four main areas illustrating the need for improvement. There were also some areas which already supported the ability to prepare students for teaching in teachers-colleges. The supportive atmosphere of the small unit was experienced as a very positive factor by all of the students. Many of the students mentioned that the professional teacher training is a meaningful practice in understanding the nature of the work as a teacher. It also helped them to better comprehend the abilities of their studies in UDSM-PESS to prepare for teaching. One of the area that created a lot of discussion was teachers' competence which had improved clearly from previous years up to current day.

In addition, there were certain areas demonstrating ideas for improvement on a larger scale. To achieve quality education throughout the country there should be a solid foundation of physical education, starting from the lowest educational level and avoiding the formulation of educational gaps. The amount of universities offering physical education should also be increased and the number of students enrolled in the existing ones should be expanded as well. One clear concern was the exclusion of disabled people in the field of physical education. Physical education, like normal education, should be inclusive and easy to access for everyone regardless their physical or mental condition.

Through using the *The model of process of curriculum development and evaluation* by Millar, Tiberghien and Le Marechal, it is possible to achieve the effectiveness in the program. With the results of this study the areas of improvement are clarified and can be looked in the light of the objectives of the curriculums. If these areas of improvement are developed they might meet the objectives of the developer and curriculum and this way enhance the effectiveness of the bachelor's degree program.

## 5.1 Time management

In the model of *Process of curriculum development and evaluation* by Millar, Tiberghien and Le Marechal, the first stage of developing and evaluating a curriculum is to focus on the developer's objectives. This stage corresponds to the level of curriculum and thus it was not under a closer focus. The stage is influenced by developers' view of science and learning; what have the developers considered to be important enough to be included in the curriculum of the program. This stage is also influenced by practical and institutional context; i.e. what is feasible.

This subject is approached through the question; what students are expected to learn. This approach was not at the center of the study, but it was still stressed in the responses of the students through the structure of the program. I considered it important to open the experiences related to the structure, since understanding the structural dilemmas will also support the development of the program.

There had been changes in the curriculum of UDSM-PESS during the past years which was seen in the responses. Former students complained more about the shortage of the time allocated to the studies. In the past UDSM-PESS students had also another teaching subject to be studied in addition to physical education. This restricted the time they had for learning physical education. However, even today students have addressed the problem of limited time. Many of the respondents commented that there was a problem with the timing. They felt that they don't have enough time for learning. A three-year program was said to be too short for internalizing the versatile content especially when it comes to practical knowledge. Many participants would have also liked to take more optional courses but there wasn't enough time for those.

*The challenge was shortage of time. Because previously bachelor of education in University of Dar es Salaam, is taking about four years, but for us is taking about three years. For that case we had to learn more things at the limited of time only three years. That's why even there are some of the optional courses we had to learn but we didn't get these subjects because of limited time. (Interviewee 3. FS)*

*It is too short time for studying and because there are some other courses which we would need to study like nutrition, physical education, tourism and sports and so on. So, if we get more time we may study other courses but there is not enough time. (Interviewee 4. CS)*

*Somehow, I can say it is not preparing me to be a good teacher because the time for the program I think it's too short and I have a lot of things to cover. So, if the program could at least cover more than three years, maybe four at least it would tell me more what I need to know. (Interviewee 9. CS)*

The limitation of time is also related to the balance between the theory and the practice. Many of the respondents felt that there wasn't enough time for the practice compared to the theory. They argued that physical education can't be learnt through theory alone. Some of the participants considered the reason for this to be the lack of qualified teachers, others claimed the reason was the lack of proper facilities, but the majority thought the reason to be the time limitations.

*I think the course of sport medicine that is good and very helpful to the course, but it was not done practically. That means maybe due to the lack of facilities. (Interviewee 3. FS)*

*Maybe we lacked some specialists in different subjects at the program. Myself, for instance, I'm aware of the theory but in the practical. That is the problem. Then in the program you find that maybe some subject, let say biomechanics, we have the specialist but so far it is taught in theoretically not in practically. So, we lacked both practice and theory because they have to go together. (Interviewee 6. FS)*

To learn certain motional skills in physical education, it is important to have enough practice, because learning happens through the practice. Everyone has a possibility to develop his/her skills almost endlessly. Everything is dependent on the amount and quality of practice. Learning causes changes in central nervous system, adding new permanent nerve connections, making learning permanent. Thus, it is easy to return the previously learned skills after a brake in practice. (Jaakkola 2013) Students should learn practically the content of the subject they are supposed to teach later for students of teachers-colleges. When they

learn certain skills in practice, they are able later to return the skills into their mind and teach them onward.

## **5.2 Teaching and learning materials: quality and quantity of equipment, literature and facilities**

In the model of *Process of curriculum development and evaluation* by Millar, Tiberghien and Le Marechal, the second stage of developing and evaluating a curriculum focuses on the teaching program, based on the instructional materials. This stage is defined as the “design features of task or details of context” in Figure 2. This subject is approached through the question; what teachers and students are supposed to do in the class with the teaching and learning materials and facilities available. This second stage is, similarly as the first stage, influenced also by the developers’ view of science and learning, as well as by the practical and institutional context.

This approach was stressed by the participants through the concrete teaching facilitators, such as teaching and learning materials and facilities. The lack of the materials, equipment and facilities together with their mediocre quality became one of the most important single theme of the interviews. All the respondents mentioned them as a problem that clearly decreases the ability of the bachelor’s program to prepare for teaching in teachers-colleges. Another problematic theme, which arose, was the lack of literature, especially up-to-date literature. Ten out of the eleven respondents complained about the shortage of quality literature of physical education and sport sciences.

Based on the interviews and observations it is notable that in the UDSM-PESS there is a shortage of equipment for organizing quality practical sessions for teaching physical education. It seemed to be impossible to implement the content indicated in the curriculum and instructional manuals when there is not enough equipment for all the participants. Some participants explained that the teachers must modify the structure of the courses and the content of the classes. They were not able to teach everything that was planned since they couldn’t provide equipment for the students. This led easily to the fact that the students had difficulties in learning without proper equipment for practicing the skills desired. The

shortage of the equipment meant also that not all the students could practice at the same time and the time allocated for practicing ended up being undoubtedly too short.

*We have two hours, four balls and 24 students in the class. How can you manage to use those two hours for such a big class with so few equipment? They need also to add a lot of equipment, so they meet the number of students but also they need to add the number of practical sessions in a week. (Interviewee 9. CS)*

*We were 29 students sharing four or three handballs. (Interviewee 3. FS)*

*Not enough equipment because if you are teaching physical education you have to have enough equipment. At least so that everyone can access to the activities you are teaching. So, without that you are not attending your goals. (Interviewee 6. FS)*

*Some sports we lack equipment. Such as javelin, thrown disc or short boards. We have seen few equipment, but they are really few and I don't know if they are ok with the time...Very few equipment. Javelin we had three of them and class was of 24 so we just waited in the line so that someone throw them and just go and take it and just throw it again, so I can see the time consuming another problem. (Interviewee 9. CS)*

Some of the participants saw also some positive aspects with the lack of the equipment, such as enhancing the cooperation and atmosphere through the experiences of sharing materials and teaching each other practical skills outside of school hours. Another unfortunate fact still today is that the schools and teachers-colleges, where the students might start working after the graduation, don't have the necessary equipment either. Therefore, the lack of the equipment in the university can be considered to also prepare to some extent the students for the working life after the graduation. Teachers in teachers-colleges need to be very creative and innovative to teach physical education without almost any equipment. This is something one of the interviewees explained me after the interview. I could also witness myself the lack of the facilities and the quality of the classes at the teachers-college, where this interviewee was teaching.

Also, the quality of the facilities was mentioned several times as something worth of improvement. See the photos of the facilities further on. Majority of the participants felt that

there were enough sport fields but the quality of those would need enhancement. Similarly, the classrooms were enough, when sharing with other courses, but they would need improvement.

*The facilities, the grounds or pitches are not well organized. There are a lot of grasses in the pitches, water damns in the pitches. The conditions are not good and lecture room I think they are good for us because we are few in number. Maybe the boards or chalkboard are not good. Sometimes they use projectors and the projectors are not good. So, the condition is moderate not bad not good. (Interviewee 1. CS)*

*Volleyball and the handball grounds are not in a good condition. Maybe there should be added more grounds because we have only one soccer ground, two basketball grounds, two volleyballs but one is only used and one handball. (Interviewee 2. CS)*

*You cannot go there [gym] unless we have class there. Otherwise you cannot go there on your own. Until you pay then you get access to the facilities. Sometimes, you need to go to ask the supervisor of the gym, and there you find a lot of complications that you need to go to the head of the department, then he needs to see the one who is supervising the gym how they could give you the access to get the access to the equipment. But we belong to PE so I don't know why do they deny access from us. (Interviewee 9. CS)*

See the photos of the sport facilities: football and athletic field, swimming pool, tennis courts and gymnastics area. These photos illustrate the quality and the lack of maintenance of these facilities.



**Photo 1. Football and athletics field**



**Photo 2. Swimming pool**



**Photo 3. Tennis courts**



**Photo 4. Gymnastic area**

The lack of updated literature, as mentioned already previously, is one of the clear challenges of the program based on the interviews. The participants mentioned several challenges that they have faced related to learning. One obvious one, mentioned by all the interviewees, was the lack of concrete scientific books in the library. The interviewees claimed that there was not enough precise literature of the science subjects such as sport medicine, sport psychology, human anatomy and physiology, adapted physical education etc. Also, most of the books were not up to date anymore. The students found it difficult to study for an exam or for an assignment without having desired literature at hand.

*We still need a number of copies so that everyone can access to the books but there are some books which are very few in number so if you are three or five students in the library they need to wait. (Interviewee 5. FS)*

*We have a lot of things to cover in sports, but we lack a lot of books. Because if you go to the library you can see missing some books. You can find others. They are old and things have changed and still they have knowledge or material from 90's so they are not updated. (Interviewee 9. CS)*

*There are not enough books for our courses. So, if you take courses like exercise physiology or exercise mechanics there is not enough books, so we use some books*

*from other departments. From the department of natural science, we use those books, but we don't have specific books of sports. (Interviewee 1. CS)*

Interviewees complained as well that there was a lack of diversity with the books. They were based on one series of one certain publisher.

*Volleyball steps to success, soccer steps to success, maybe netball... Only steps to success! So, we need different books from different publisher, different writers just to relate what this one book says and relate the material in order to get more knowledge. (Interviewee 5. FS)*

The interviews revealed that there were only few books per topic in the library, mainly from a few different publishers, and typically not up to date. And since there are only few copies per topic, students were not able to borrow the books for individual home-studying. The participants argued that due to the lack of the desired literature the students were forced to search the information from other sources. Limited Internet access and its expensiveness were mentioned as challenges, as well as the expensiveness of the literature shops. The interviewees explained that many times if one of the students found a source, others copied his/her discoveries. These obstacles don't enhance the experience and quality of learning obviously.

*We had the shortage of physical education books at the University of Dar es Salaam. And I said that I faced the challenge of economic factor because we had to learn to get teaching and learning materials through Internet and for that case if you don't have enough money to visit Internet cafe it is not easy. (Interviewee 3. FS)*

*Mostly they are not up to date at least. They are so expensive. Maybe you are giving an assignment to go and have a look of some information, but you find you have no book, no source. You have to go to look for the book shops and find that they are very expensive. (Interviewee 6. FS)*

Every country faces challenges related to the availability of equipment and facilities. Also, in Finland there are various aspects that generates inequalities among distinct areas of the country. There are differences in the amount of PE lessons per week and in the group sizes,

but also in the availability of proper equipment and facilities, as well as in teachers' competence. (Laine 2015) These are relative among different countries, but important aspects to focus on already from the very beginning of PE subject implementations.

### **5.3 Classroom activities**

In the model of *Process of curriculum development and evaluation* by Millar, Tiberghien and Le Marechal, the third stage of developing and evaluating a curriculum is focusing on the real classroom activities. This subject is approached through the question; what teachers and students are actually doing in the class. This third stage is influenced by the teachers' and students' view of science and learning, as well as by the practical and institutional context.

This approach was stressed by the interviewees through the various aspects affecting the concrete actions taking place at the studying environment. There were several aspects indicated in the interviews such as the lack of background knowledge and the size of the work load; atmosphere of the small unit, including the culture of sharing and helping; teachers' competence to deliver the information and to help students to learn; and the accessibility of the program. The inadequate background knowledge is one clear area suggested for improvements, as well as the exclusionary features of the program, meaning the fact that disabled people were not supported to study in B. Ed. PESS, which on the other hand obviously requires comprehensive physical skills for teaching. Therefore, it is even more important to focus on the basics; making education, including physical education, available for people with special needs. The exclusion of disabled people in the field of PE is discussed further on together with the other topics referring to the ideas for improvement in larger scale in the society. The other aspects, such as the supportive atmosphere of the small unit and the competence of the teachers are areas which already supports the ability of the program to prepare for teaching in teachers-colleges.

### 5.3.1 Background knowledge

The limitation of time was already discussed previously in relation to the structure of the program. It is stressed also as a feature related to the classroom activities and poor previous knowledge of certain subjects. This aspect is also linked with the further discussed need for a solid physical education foundation from the lowest educational level to the highest.

Many of the interviewees pointed out the shortage of time in and out of the class. Almost all the students lacked background knowledge from some of the areas studied within a certain subject. Some of the students had to learn certain practical skills from the scratch, and similarly some of them hadn't studied sciences in their previous educational level, which meant that the courses dealing with biology, chemistry or physics had to be studied from the scratch. Due to this many of the interviewees criticized that there was not enough time for learning certain skills in the class or even after it. It is notable that there have happened slight changes with the timetables and the time devoted for different courses. In the past it was more difficult to adjust the timetables ideally since the physical education wasn't the only teaching subject that was required to study. Nowadays it is a bit easier though still students find the three-year program too short to really internalize all the essential skills and knowledge.

*Other friends they have some problems, because in this course of sports there is a lot of use of biological terms or application of biology, like exercise physiology and anatomy full biology. For me I have good background in biology because since I was O-level and advanced student, I studied biology but there are some friends of mine and they don't have enough background in biology. (Interviewee 1. CS)*

*For those who make to schools because they just wanted to have a change, but they are not sport oriented... then you definitely see them the way they are performing is not that much good. So, the only opportunity they have to make them better in demonstration practice aspect, is in the classes. Now if I told that practical [classes] there were not that much many in the program, then automatically when they go out they won't be that much good, because they had very little of time to take part in sport practically. (Interviewee 12. FS)*

### 5.3.2 Positive atmosphere

The atmosphere inside and outside the class was good based on all the interviewees. The small number of students per class was praised together with the fact that the unit was small, and teachers were always reachable. Many of the participants described their class, the students they started the program with, to be as a family. Students explained that they were helping each other and sharing their skills and knowledge to facilitate the learning of others. They shared the same books and information found from other sources and especially when it came to practical skills of certain sports, the ones who were more skilled taught the others.

*For that case if someone is getting information, just give it to other students, other college mates. That is because we worked as a one family, us students. (Interviewee 3. FS)*

*Others come to study sports and they have no background in sports, so they come here they meet somebody maybe footballer, when he/she was at school, so he will teach others how to play football, maybe the rules, so by doing that you find the atmosphere really good because sharing that knowledge. (Interviewee 10. FS)*

Motivation towards active lifestyle is caused by the combined effect of personal characteristics, such as perceived competence, task orientation and social environment. Particularly the significance of social environment is enormous. (Liukkonen & Jaakkola 2013) For this reason it is important to maintain the positive atmosphere and social environment in UDSM-PESS. Students will be motivated to have active lifestyle and to continue in the field of PE and Sport.

### 5.3.3 Competence of teachers

One of the important aspects influencing on the classroom activities was teacher's competence which was mentioned by many of the interviewees. Seven out of eleven

interviewees had opinions regarding teacher's competence. Majority referred them as very competent and good facilitators of learning, whereas some of the interviewees also had negative experiences mainly related to the practical and scientific knowledge of the teachers.

*The teachers who taught us were good in theory but in practice in some extend were not competent. That's why lecturers were there and most of them ok but not always in practice. (Interviewee 3. FS)*

*Now we are in the competence-based learning so most of the teachers they are taught that system and also they are competent. All of them. Especially in theoretical aspects. (Interviewee 8. FS)*

Most of the interviewees also referred to the fact that the classroom activities were not designed to be accessible for the people with disabilities. This turned out to be one of the most important facts that were mentioned by the respondents. Many of them felt injustice with the fact that the bachelor's program of physical education is not equally accessible and potential option for studying for the people with disabilities.

*In our study there is not any disabled student, but in street or in schools or secondary or form schools instead. Disabled students they are liking this course, but because of some regulations and the rules of this course, they are not able to study because there are no facilities or any adapted environment for them to study in this program. (Interviewee 1. CS)*

The issue of accessibility and equality for disabled people is a larger dilemma concerning the whole society and is discussed further on in this study.

#### **5.4 Student performance: feelings of competence and incompetence**

In the model of *Process of curriculum development and evaluation* by Millar, Tiberghien and Le Marechal, the fourth stage of developing and evaluating a curriculum is focusing on the student performance. This subject is approached through the question; what students are

actually learning. This fourth stage is influenced by the teachers' and students' view of science and learning, as well as by the practical and institutional context.

This approach was stressed by the participants through feelings of competence, being prepared for working life; and the feelings of incompetence, lacking valuable knowledge. Some of the participants felt that the teachers weren't competent enough to deliver all the essential scientific and practical knowledge, and some felt that there was an imbalance between theory and practice, which is why there wasn't enough time for learning practice. Some of the participants felt that there should have been more courses for some subjects that already exists, and others thought that some completely new subjects should be added. Though there were also participants who felt that they were prepared for working life, especially they mentioned preparedness for teaching. The areas such as teachers' competence and the imbalance between theoretical and practical knowledge have already been discussed before, which is why I am not focusing on them in this chapter, even though they were mentioned as factors which have an impact on the student performance. The most important area suggested for improvement is the moderate content of the courses, as well as number of the courses per subjects and the lack of valid subjects.

#### **5.4.1 Content of courses**

Scientific courses, such as sport medicine, biomechanics, human anatomy and physiology, were mentioned as courses which had too superficial content. Many of the participants felt that these subjects would need a deeper approach.

*Maybe they could have more time for some courses like biomechanics, anatomy and physiology. They are too wide you have to go deep while you study to understand them. (Interviewee 6. FS)*

*That is missing some practical knowledge of sport medicine. e.g. we can be taught first year theoretically but there is no way you can do it practically. (Interviewee 1. CS)*

### 5.4.2 Valid subjects

Health education, nutrition, coaching skills and sports, such as orienteering, outdoor games, hockey, cricket, golf, badminton etc. were mentioned as subjects which would have been good to have in the curriculum of the bachelor's degree program in UDSM-PESS, since some of these sports were even expected to be taught in the teacher's colleges afterwards.

*When I went to teach in the teacher college I found in the syllabus some of the courses we supposed to learn in the bachelor. For instance, cricket. There was also badminton which we supposed to taught there. There was orienteering. We didn't learn orienteering even though it supposed to be there. (Interviewee 3. FS)*

As a comparison to Finland, the main objective of the curriculum of Finnish primary and secondary education is to learn comprehensive basic motor skills, instead of focusing just on teaching different sports or types of exercise. In the Faculty of Sport and Health Sciences in the University of Jyväskylä, the institution in charge of educating physical education teachers in Finland, the PE students have been taught how to teach to underline the importance of teamwork and to enhance students' motivation to try their best. The focus is more on teaching how to enhance the development of the basic motor skills through teamwork, the joy of sport and enhanced self-esteem, instead of focusing too much on teaching technical skills of different sports. (Laine 2015) This is something good to be considered also when developing the curriculum in UDSM-PESS.

## 5.5 Nationwide picture

Some of the results of this study could have a dialogue with the light of the model of *Process of curriculum development and evaluation* by Millar, Tiberghien and Le Marechal. Those themes could give directions to the evaluation process; which are the stages and areas that need to be reviewed and given more attention. In addition to those areas, there were also areas demonstrating ideas for improvement in larger scale. These areas are more widely concerning the whole country.

They include the matter of having physical education in the curriculum from the grade one, as an important building block in the educational system. The matter of having more universities offering bachelor's degree and at least one master's degree program of physical education and sport sciences in Tanzania was also discovered as one of the main themes of the interviews. Interviewees claimed these changes to be the only way to get enough physical education teachers and sport professionals around the whole country. Many of the interviewees felt, that it would be very beneficial to continue the studies in a master's degree program after the bachelor's degree to make the specialization possible. After these interviews, development has happened, and the master's degree program is in the launching process in UDSM-PESS.

The matter of increasing the number of enrollments in the bachelor's degree program was also stressed. Another theme addressed was the poor information related to physical education and more specifically poor national marketing of the bachelor's degree program in UDSM-PESS. Yet another important theme which turned out was regarding the persons with disabilities in the society. Currently, physical education studies are accessible up to a degree level only for people without impairments.

### **5.5.1 Solid foundation of physical education from the lowest educational level to the highest**

One of the essential facts for any country willing to improve the nature of the professionals in the field of physical education and sport science, is to ensure a strong foundation and a solid continuum of physical education studies. This is an issue of which Tanzania is still struggling broadly with. There have been studies and statements made to prove the importance of the subject of physical education in all educational levels. It has been proved that having PE as a teaching subject in the primary schools, for instance, increases the attendance of students because it enables playing during the school day. Students are also more active and easier to focus on studying, after releasing energy at the sport ground. (LiKe 2015) Nowadays, there is a teaching subject called Personality Development and Sport in primary school. It has PE included as a part, but it is not an independent subject. In secondary

schools PE is as a stand-alone subject. The problem is that the quality of teaching is very poor, and the status of the PE class varies depending of the area, the school, and the teachers.

Based on my own observations while visiting some of the primary schools in Tanzania in February 2016 I noticed that many of the schools did not organize PE classes. They might have 40 minutes per week dedicated for Personality Development and Sport, which they study mainly in theory. This was the case in one of the government schools I visited in north of Tanzania. In the same area, a private school had 40 minutes' sports for the entire school at the same time. If these school children don't get used to the physical activities as a part of the healthy lifestyle at the early age, they won't adapt that lifestyle later any easier, and thus continue passing on a model of an unhealthy lifestyle to their own children in the future.

Many of the interviewees mentioned the link between different educational levels as an important enabler for the lifelong learning and being prepared for the studies in UDSM-PESS. It was also believed to facilitate the experience of teaching afterwards, if the graduated teacher of PE has personal experience of sports and PE classes. Many of the respondents felt that more time or studying years were needed to cover everything that is essential for a PE teacher from the basics to more technical aspects or otherwise the gap between different educational levels needs to be diminished and PE should become proper teaching subject at all levels.

*There is no link. There are some students who are coming here they know nothing about basketball or about swimming, so teachers have to start from the scratch. So if you say one semester to cover all. That is why more time is needed unless otherwise we fill the gap so that they can get the basics from the high school from O level and when they come here we can focus on other things, technics. (Interviewee 5. FS)*

Having a physically active background is also almost essential, in many cases, to become interested in the studies of bachelor's degree in PE. The best way to adapt a world view where physically active and healthy life is a core, is to have experienced, already at the primary school level, the joy and wellbeing, that only physical activities can offer. This way physical education classes at all educational levels could add the interest towards the degree studies also, not to mention all the other benefits, such as increased number of students in schools

and increased studying focus and grades in other subject, healthier and happier population and less costs spend in healthcare and other social services.

*You come across maybe accidentally to the university level. While here there is no foundation in grass-root. That is the problem. Maybe if we could have had continuation, maybe we could have had people who are really interested of that program, but so far at that level most people who are entering the program, most of them are not very interested even in the subject. (Interviewee 6. FS)*

*The problem is that the students have not been taught physical education since the grass-root. That is the problem then to teach him such a content because he is just a beginner. So when you introduce him such a content without having a foundation for him it means problem so when he is adapting it will take him a lot of time to adapt to the content. (Interviewee 6. FS)*

*We are here in Tanzania we have a different people but so far, this part of physical education is not yet understood by the society. You can find it in town, in city but in the remote area is still a problem. So, people dealing with physical education they have to go down to the foundation. That is the problem. Even our government has to go down. This problem has to start from grass-root you have to include the grass-root people. e.g. the children most of the activities they are doing is playing, doing the sports so if they have no foundation from the grass-root, that is why when they become adults they ignore sports because they have no foundation. They don't understand the advantages of sport. They have to invest in sports, in physical education I mean, because through physical education you get different sports. (Interviewee 6. FS)*

### **5.5.2 Unit of physical education for more universities and increased number of enrolled students**

To make a change in the society, physical education should be taught not only at the lower level of education but also at the university level around the country. This is the opinion of

many of the interviewees. This is the way to spread the knowledge and finally have enough PE teachers for the populous country. The more sport professionals there are in the country, the more feasible it is to have professional sport officers at the governmental level. Changes would be possible at the public, as well as at the private sector, and healthy lifestyle would be implanted progressively.

*The government should upgrade this course to different universities, like to the university of Dodoma. Because this is the only one university providing physical education. So, I would like to increase the number of universities which provide physical education and sport sciences. (Interviewee 4. CS)*

*If this is the country with problem that we expect to have sports for all, to have everyone participating, and also to have the knowledge, I think we need, if it would be possible, to extend this program even to other universities. (Interviewee 8. FS)*

*To make sure that they develop the program, to spread it almost every university so the accessibility for the program extend to larger percentage. I think if we do that that will automatically solve the problem that is pertain in the community but remaining the only one university we are not going to solve anything. (Interviewee 8. FS)*

An important enhancer, for these aims to become realized, is the raise in the number of enrolled students. More students studying the subject correlates also to a larger number of graduated PE professionals.

*This area of sport it is involving almost everybody and there is a big need and demand in the society of sport expertise. So, if you take the number of the student graduating and the demand in the society there is no correlation. So, we still need more people to be registered, admitted for this PE program in all levels, mainly in university. So, if they can do something at least to make sure that the number is increasing, so at the end of the day after some time maybe five ten years, then in Tanzania we have no cry on people who are experts in this area. (Interviewee 12. FS)*

### 5.5.3 Better program marketing

One of the problematic theme, that was mentioned several times in the interviews, was considering the flow of information. The main body providing the valid information about different study programs and administrating the application processes in Tanzania is Tanzania Commission for Universities (TCU). Through their website students can find guidelines for the application process and listings of the possible programs around the whole country. The interviewees felt that the important knowledge related to the bachelor's program in UDSM-PESH was not well-delivered, thus it didn't reach all the potential applicants in time. The information delivered by TCU was not very comprehensive and if you didn't know about the program beforehand you might as well miss the information related to it at the website.

The information that was delivered was also too limited based on the interviews. The problem in the flow of information is the restricted Internet access which makes internet-based information not accessible to everyone. Other kinds of marketing procedures could be also taken into consideration.

*But the time of application [2006] of course we had to apply through filling the form which was distributed almost each district head courters country wise... That time was easy and was helpful to some of the people whose region was far from the urban areas. Due to the fact that we had access to that form better than nowadays when they are using the software system for application and that means trouble for more people who are living in remote areas. Obviously, first they don't have the knowledge to use Internet and if they need to get that information, people they are busy farming, cultivating so they cannot get even that information. (Interviewee 3. FS)*

*Tough for those who don't know about it [the bachelor's degree program] because we don't get written information before we choose... They don't get a change to know it because they don't get a change to tell what is it about and how does it work. So I can say that the information is not delivered at the right time in the right place. (Interviewee 9. CS)*

*Maybe have to advertise it more, maybe websites, fliers, so that more people would know the content of the study. (Interviewee 10. FS)*

#### **5.5.4 Inclusive physical education**

The situation in Tanzania, in 2011, was the following; only 0.35 percent of all children enrolled in primary school were children with disabilities. In secondary schools the situation wasn't any better, since only 0.3 percent of boys and 0.25 percent of girls had disabilities. In Tanzania the percentage of disabled people within the whole population was 7.8, which indicates that most of the children with disabilities were not enrolled. There is no coherent data to track or respond the needs of children with physical or mental impairments, and there is no functioning national system for the assessment or identification of those children. The children that do enroll have many difficulties, since regular attendance can't be guaranteed and is extremely difficult. There are no schools or classes for children with special needs. (UNICEF 2017)

One of the larger issues, in the level of whole society, is the equality and accessibility of the education for the persons with disabilities. Many of the interviewees were concerned since the bachelor's program in UDSM-PESS is not open for persons with disabilities. They felt this was mainly because of the lack of the facilities, knowledge and resources. On a larger scale, these are the problems concerning the whole country and society. People with disabilities don't have equal opportunities to enjoy physical activities and practice sports because there are not enough resources allocated for that issue. People with disabilities should have similar possibilities to participate physical education classes at every level of education and possibly until university, which would encourage others also to aim higher and break the barriers.

*It is a big problem in this university because disabled people they don't have platform for participating in sports. Particularly in our department, in our course, there is no anyone disabled student. Among the regulations of this course you must not be a disabled person. You have to be good person with no any disabilities. So this is a big problem. (Interviewee 1. CS)*

*People in this course are those who are abled bodied, and so if they think about sending or starting course to the people of disabilities, because that way we also include them in participation of sport, because here at the university those people are not included in any kind of sport. (Interviewee 2. CS)*

*I would like the government to put support on the physical education teachers to give more facilities, equipment, balls and also to put focus for the sport and people with disabilities because in our country people with disabilities are not given chance to participate in sports. (Interviewee 4.CS)*

The discrimination in the sport and PE scene towards sexual and gender minorities has been researched and some of the same procedures can be easily replicated to disabled people. Discrimination can be reviewed through its immediacy, indirectivity, and multi-criteria. Discrimination is immediate when a person with disabilities is treated differently in a manner, which is forbidden. A teacher who is refused to work with a colleague or student with impairment, or who let the impairment affect the evaluation of the student, is perpetrating direct discrimination. The apparently neutral or unintentional manners and decisions, which predispose a group of people in unequal position, are considered as indirect discrimination. Sometimes it may occur because of the lack of proper facilities, for instance. The most demanding type of discrimination because of its multi-criteria nature. A same person might be constantly discriminated because he or she is practicing a sport which is not seen a proper to his/her physical appearance, or because of his/her age or gender or any other reason. Institutional discrimination occurs in generally accepted procedures used by the whole society, through organizations, companies, and laws. These procedures create structural inequality in the level of society. (Kokkonen 2013) It is good to take these aspects in consideration when developing or implementing curriculums for PE and Sport.

## 6 CONCLUSIONS

The purpose of this study was to explain how bachelor's degree program in UDSM-PESS prepares students for teaching in teachers-colleges after the graduation. I used a theoretical framework to outline a comprehensive picture of the program. The common themes which the data provided me were able to be reviewed in the light of the theoretical framework, which was formed by using the curriculum evaluation model by Millar, Tiberghien and Le Marechal (Millar 2005). Those specific themes formed the picture of the current quality and educational situation of the bachelor's degree program, thus answering the research question. The results enlightened the assets of the program and the challenges which the program faces regarding the ability to prepare students for teaching in teachers-colleges. In this chapter, I collect the main results together to explain the significance of the results and to form conclusive suggestions for the future. I evaluate and criticize the results and give suggestions for future research.

The results of this study clarify the challenges which the physical education teachers' education faces in Tanzania. They also enlighten the status of physical education in the country as whole. The quality of physical education develops at a slow pace. To have Physical Education (PE) in curriculum as a stand-alone subject at all educational levels is a step forward, but it is not enough. Each school also needs a professional physical education teacher to ensure the quality of the subject. These PE teachers are trained in some of the teachers-colleges around the country. Physical education should be added as a teaching subject to many more. However, these teacher-students can't become competent physical education teachers if the quality of their studies is moderate and their teachers not qualified. PE teacher in teachers-college is only qualified enough if he/she has a bachelor's degree in PE and Sport Sciences, and he/she feels competent and prepared for teaching in teachers-colleges. These are the reasons why it is vital to develop the quality of the bachelor's degree program and its ability to prepare students for teaching.

There are several challenges which must overcome to enjoy thoroughly good quality in higher education of physical education in Tanzania. I introduce most of the challenges with the potential suggestions to overcome them. First, it is undeniable clear that if the quality of a tertiary educational program needs to be improved, also the number of such programs should be increased to have more qualified teachers. Thus, also for the same reasons, the number of the enrolled students should be increased. Based on the research findings most people including some principals, teachers and some education administrators had negative perceptions on the role and importance of physical education. (Mhando 2015, 9) Since the common attitudes towards physical education in Tanzania are still not encouraging, there should be more research made and more funds allocated for enhancing the education and research at the field. A Master's degree in PE and Sport would be essential step towards professionalism, to provide research findings of the importance of PE and Sport also in the academic scene, and to make it more acknowledged subject among the public as well.

Bachelor's degree in UDSM-PESS is a three-year program, with a wide scale of topics to be covered. The scientific knowledge to be acquired is very comprehensive, from biology and physics to sport medicinal courses. Above all this theoretical content, students are supposed to learn everything in practice as well, in addition to technics, didactics and teaching pedagogy of different sports. Shortage of time decreases the ability to internalize all information and thus the learning drags. However, the experienced limitation of time is also influenced by the fact that large number of the students don't have comprehensive background knowledge from previous educational level. The limitation of time is a challenge which might be possible to overcome through reviewing the structure of the curriculum, but more over it reveals once again the fact that the educational foundation should be more solid and comprehensive, to prepare students for higher education.

Another challenge is also related to the shortage of time, but more than a structural challenge, it is a challenge with the content of the curriculum. Due to the large content of specific courses there is not time enough to teach and learn thoroughly each topic. The vague knowledge gained does not increase students' feeling of competence. Students have also experiences about the requirements set by the curriculums of teachers-colleges, which didn't meet the requirements and content of the curriculum of UDSM-PESS. It is impossible that

the curriculum of teachers-college would require to be taught certain courses, which are not part of the curriculum of UDSM-PESS. This challenge can be overcome by reviewing the curriculums to be in line with each other, and to include content which is possible to internalize in the given timeframe.

One clear challenge, facing the different levels of education in Tanzania, is the lack of resources. This is clearly demonstrated with the shortage of teaching and learning materials, such as proper sport equipment, updated literature, and decent facilities, sport grounds etc. This clear challenge can be overcome through allocating more resources on acquiring more good-quality equipment, comprehensive literature which is up-to-date, and on renovating the existing facilities and infrastructure. By renovating the existing sport grounds and sport areas around the campus, it contributes not only to the students of UDSM-PESS but also to the surrounding community, since the facilities are actively used by different sport clubs and individuals after the school days.

Some concrete actions can be made to increase the ability of the bachelor's degree program in UDSM-PESS to prepare students for the working life as teachers in teachers-colleges. To make PE largely accepted stand-alone subject in schools, it is important to increase the common knowledge about the subject, and to change the negative attitudes towards it. These are means to increase possible fund allocations towards PE and Sports and to give more focus on the Sport topics in the governmental sector, but as well on the grass-root level, and in private and public sector. It supports also UDSM-PESS in its challenge of acquiring more prime applicants. UDSM-PESS should also focus on the marketing of the program, hence to secure the information to be delivered to all the potential applicants on time.

Physical education should be not only acknowledged and accepted commonly as a stand-alone subject but also to be inclusive and possible for everyone to participate, regardless of any physical or mental impairments, or any other feature defining person's capabilities. This is a challenge which UDSM-PESS could overcome through renovating its facilities accessible and changing the common attitudes and improving curriculum to be more inclusive and accessible.

## 6.1 Author reflections

From the time that designing of this study began, the aim has been to provide study evidence to support the development project *Strengthening the Bachelor's degree program in UDSM-PESS*. For the project and for the future of physical education teachers training, it was important to find out the ability of UDSM-PESS to prepare students for teaching in teachers training institutions, teachers-colleges. When considering the strengths and limitations of this study, it is important to reflect to research questions. Since answers had been given to the research question, it can be argued that the validity of this study is at a good level.

In the theoretical section, in Chapter 1, the importance of sport, sport development and physical education. The background of Tanzania, the environment where the study takes place, were discussed in chapter 2. The development project was introduced in Chapter 3 to complete the information about the settings where the study takes place. The assets of the program and the challenges the bachelor's program faces, regarding its ability to prepare students for teaching in teachers-colleges, were discussed and suggestions to overcome the challenges were made in the Chapter 5. The study answered to the research questions by describing the ability of the program to prepare students for working life, with positive and negative aspects. Those negative aspects were considered as challenges of the program. In addition to clarify the challenges and the assets of the program, suggestions for the future were also made. The comprehensiveness of the study also improved its validity.

I feel privileged for having had the possibility to interview current and former students of the bachelor's program in UDSM-PESS and to experience the life at the campus. I witnessed some of the challenges by myself, and thus could more easily empathize with the stories and descriptions made by the interviewees. I consider this as an asset to avoid misinterpretations. Although, when looking back at the process of the data collection I wish I would have participated also in the concrete physical education classes. That could have deepened my perceptions of the topic even more. However, that might have had also impacted on my interpretations of the interviews, making them more subjective. The condition of the facilities and equipment was one clear challenge facing UDSM-PESS. I took some photos of the facilities and environment at the campus to clarify the conditions which were introduced in

chapter 5.2. Many of the challenges of UDSM-PESS were linked with the ones of the teachers-colleges. (Mhando 2015)

Mhando presents the challenges facing the implementation of physical education and sports curriculum in teachers-colleges to be the following ones: shortage of funds, lack of modern PE facilities and equipment, lack of qualified and specialized tutors, time allocated for PE and Sport, and perceptions accorded to physical education. (Mhando 2015, 8-9) These challenges are quite like the research findings of this study which is why some generalizations can be done. More governmental funds should be allocated for PE studies and the infrastructure, facilities and equipment should be renewed. More time allocated for PE and Sport should be indicated in syllabuses and guaranteed also at the real course timetable. In UDSM-PESS the competence of the teachers is in decent level unlike in teachers-colleges. This is the reason why UDSM-PESS needs to improve its program and the ability to produce more qualified teachers for teachers-colleges. Improvement and development of the bachelor's program could be done in cooperation with teachers-colleges to understand thoroughly the desired changes in teachers-colleges and vice versa.

## **7 DISCUSSION AND SUGGESTIONS FOR FUTURE RESEARCH**

As acknowledged previously, physical education and sport have meaningful role in reaching the global Sustainable Development Goals. Physical education can play an important role in a level of individual's well-being as well as in the community level of well-being all the way to the national well-being. It can support directly or indirectly on each of the 17 global Sustainable Development Goals launched by United Nations. The importance of solid physical education foundation is globally acknowledged. Nevertheless, some of the developing countries are still dragging in the process of implementation high-quality and inclusive physical education.

This study enlightened the challenges which the bachelor's degree program in the University of Dar es Salaam, Unit of Physical Education and Sport Sciences faces related to its ability to prepare students to teach in teachers-colleges after the graduation. It also gave suggestions how to overcome these challenges to increase the quality of the bachelor's degree program. Being the only institution of higher education in the field of physical education and sport sciences, that program needs to be developed further and possibly replicated into other universities also, to develop the quality of physical education in every level around the whole country. Through producing competent physical education teachers for teachers-colleges and academic professionals for the field of sport, the program plays a crucial role in the process of development. The high-quality teaching skills transfer from the teachers of teachers-colleges to the teachers of secondary and primary schools.

It has been also highlighted in this research that more funds are needed to the field of Physical education and Sport. However, the reality is that the government of Tanzania is having financial difficulties and since PE programs, equipment and maintenance are expensive, the scarce resources are more likely to be used on funding other areas of society, for example transportation or agriculture or to ensure that all children could even have possibility to attend school the first place. The assistance from outside, in the form of more NGOs or investors for instance, could be a welcomed addition. However, PE does not have to be only an expensive or money consuming activity. Innovation and creativity should be encouraged among developers, supervisors, teachers, and students to ensure that students get

recommended amount of daily exercise and quality teaching. They should never be an over-reliance on equipment as if this happens it might lead to lack of movement, practice, and learning.

The research evidence gained from this study can be used for developing and strengthening the bachelor's degree program in UDSM-PESS, as well as the new master's degree program, and physical education studies in general. The aim was to clarify the ability of the bachelor's degree to prepare students for teaching in teachers-colleges. This task was accomplished through revealing the assets and challenges of the program and additionally through suggesting potential ideas how to overcome the challenges. I didn't have clear hypothesis before starting the research even though I thought that some similarities might be found with the challenges that the other educational institutions of the country face. The challenges of UDSM-PESS had some similarities with the teachers-colleges but it also had unique features and clear assets as well.

Many of the suggestions made are also calls for some future research. Future research should be made to support the process and overcome the challenges in the best manner. The suggestion of increasing the number of universities, offering units of physical education and sport sciences, would become more viable if there would be study findings of the requirements that launching a new unit and bachelor's degree program have. It would be good to study how feasible would it be to launch completely new programs or whether it would be better to focus more of the improvements in the existing program. It should be also studied the demands and true consequences of increasing the number of enrolled students in the bachelor's program in PE and Sport. One of the suggestion of this study was to pay attention to the marketing of the program, thus the potential tools and methods to make better marketing should be studied. A study should be also made to reveal the concrete changes that should be made to make the bachelor's program more inclusive and accessible, or any other educational program, if that matters. And finally, to enhance the public knowledge and acceptance related to physical education and sport sciences, the key enhancing factors should be studied and revealed.

The research evidence of this study is important for the development project of Strengthening the Physical Education Bachelor's degree program in UDSM-PESS, and thus for the role of

physical education in the battle of achieving the Sustainable Development Goals. Quality physical education is important for the development of a country. To have more qualified graduated bachelors for the field of physical education and sports, the quality of the bachelor's degree program should be improved. The research evidence is supportive for the different parties involved in the development project, and e.g. for other educational programs and institutions, NGOs or private parties working with sport or educational development.

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## APPENDICES

### Appendix 1. Interview framework

Main themes are numbered, and supportive questions are added after them.

#### 1. Basic information

- Name, Age, City & Country of origin

#### 2. Background in education

- Starting year of the Bachelor in UDSM-PESS
- Finishing year
- Previous education (what and where)

#### 3. Why studies in UDSM-PESS

- Why did you choose this program?
- How did you find out about the program?
- Your opinion about the application process.
- Describe your personal interest in studies.

#### 4. Program structure and guidelines

- Describe the studies
  - Content of the program relevant for professional purpose as a teacher
    - Something important missing or something useless included
  - Structure of the program relevant
    - Cumulative learning: right timing of the courses related to each other
    - Relationship between theory and practice (applying theory into practice)

#### 5. Teaching and learning materials

- Describe the quality and quantity of the materials
  - Equipment
  - Literature

## 6. Practical and institutional aspects

- Describe the functionality of the facilities and infrastructure
- Cooperation with the student union, student organizations or other faculties etc.
- Possibility to use sport and other facilities on free-time
  - o Student sport clubs etc.

## 7. Study Methods

- What were the means of study?
  - o Lectures, group works, independent studying, seminars, web-studies, other?
- What is/was the typical completion method?
  - o Book exams, lecture exams, learning diaries, essays, portfolios, group exams, practices, written assignment, group work, oral presentation etc.?
- What is your own perception of the study methods?
  - o Pros and cons

## 8. Guidance and support for studies

- Perception of instructional material
- Support for planning the studies
- Support for using the facilities and services
- Support for moving towards working life
- Support for general study skills
- Support for data acquisition
- Support for wellbeing and health promotion
  
- Time for resting and free-time activities?
  
- Time for learning?

## 9. Atmosphere and people

- What is your perception of learning atmosphere in the class room?
  - o Open, communicative, safe atmosphere
- Teachers

- Subject competence
  - Pedagogical competence (using of proper study methods etc.)
  - Share interests
  - Patience in explaining
  - Help to think and make conclusions
  - Critical, inspiring
- Students
    - Helping each other
    - Easy to cooperate with others
    - Possibilities for discussion about interesting topics
    - Enjoy participating in studies
    - Friends also outside the classes

#### 10. Evaluation and feedback

- Perception of requirements
- Connection between earlier knowledge and new studies
- Easy to see how exercises connect to what is needed to be learnt
- Regular feedback of assignments
- Fruitful feedback for developing skills and open up difficulties
- Feedback asked from students

#### 11. Performance and competence of the student

- How have your personal learning skills and studying methods developed?
- Prepared for the requirements of the working life?
  - Gained enough scientific and practical knowledge
  - What kind of courses you were missing in UDSM-PESS? What kind of knowledge would have been useful?
- Opinions after the graduation/ after first years of study?
  - Program met your expectations you had beforehand?
  - Your motivational level (increased/ decreased during studies)

#### 12. What would you like to tell the people developing the program?

## **Appendix 2. Consent form: Participation in Interview Research**

I volunteer to participate in a research project conducted by Eeva Varja from the University of Jyväskylä, Finland. I understand that the project is designed to gather information about the experiences to study in the bachelor's degree program in UDSM-PESS. I will be one of approximately 12 people being interviewed for this research.

1. My participation in this project is voluntary. I understand that I will not be paid for my participation. I may withdraw and discontinue participation at any time without penalty. If I decline to participate or withdraw from the study, no one on my campus will be informed.
2. I understand that most interviewees in will find the discussion interesting and thought-provoking. If, however, I feel uncomfortable in any way during the interview session, I have the right to decline to answer any question or to end the interview.
3. Participation involves being interviewed by researcher from University of Jyväskylä. The interview will last approximately 30 minutes. Notes will be written during the interview. An audio file of the interview and subsequent dialogue will be made. If I don't want to be taped, I will not be able to participate in the study.
4. I understand that the researcher will not identify me by name in any reports using information obtained from this interview, and that my confidentiality as a participant in this study will remain secure. Subsequent uses of records and data will be subject to standard data use policies, which protect the anonymity of individuals.
5. I have read and understand the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.
6. I have been given a copy of this consent form.

\_\_\_\_\_ My Signature and Printed Name

For further information, please contact:

Eeva Varja

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\_\_\_\_\_ Date and Signature of the Investigator