



Challenges hindering public secondary Schools in Incorporating Sports and Games into Students' Learning Process: A Case of Bukombe District, Tanzania

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Author's Contributions

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Article History

Received: February 26, 2025; Accepted: March 17, 2025; Published: May 15, 2025.

ABSTRACT

This study investigated on the challenges that hinder public secondary schools in incorporating sports and games into students' learning processes in Bukombe District, Geita Tanzania. The study was guided by Social Learning Theory by psychologist Albert Bandura in (1977). To get the required respondents the researcher used purposive sampling to select all participants. On other hand, to obtain enough information in a study. The concrete and detailed data was acquired through non-participant observation whereby a researcher observed sports and game activities without actively participating. Interview guide was also used to collect information from District Secondary Education Officer, Heads of Schools, Teachers and Students. The qualitative information was analyzed through thematic analysis. From the field of data collection and analysis the findings revealed that, the challenges faced by public secondary schools in incorporating sports and games into the learning process as analyzed by the District Secondary Education Officer, heads of school, as well as sports and games teachers were like, lack of experts teachers on sports and games at the schools, Inadequate of sports and games facilities, poor motivation to the sports and games teachers, few time provided to engage in sports and games programme in many public secondary schools. The study further clinched that, low budget and limited resources, were the challenges faced by public secondary schools in incorporating sports and games into the learning process. Therefore the government is supposed to integrate the Ministry of Education, Science and Technology (MoEST) and the Ministry of Culture, Arts and Sports to set standards and approaches to make sure that sports and games is well practiced in different public secondary schools.

Keywords: Sports; games; learning process; students; challenges

INTRODUCTION

Engagement in sports and games has long been lauded as a valuable component of the educational experience in secondary schools. This belief is predicated on the idea that physical activities and competitive games contribute positively to the cognitive, social, and physical development of adolescents. The focus of this study is to investigate the challenges that hinder public

secondary schools in incorporating sports and games into learning processes of students in public secondary schools (Smith & Johnson, 2017). According to a study conducted by Li and Hu (2017), many schools in China struggle to attract and retain well-trained educators who are knowledgeable about sports and physical activities. Without competent teachers to design and implement engaging sports programs, students may not receive

the necessary guidance and supervision to participate effectively in physical activities. This ultimately hinders the integration of sports and games into the learning process. Wang and Zhu (2018) shows that many schools lack the necessary facilities, equipment, and financial support to develop comprehensive sports programs. Without adequate resources, schools may struggle to provide students with diverse opportunities to participate in sports and games, thereby hindering their overall physical development.

Gonçalves and Almeida (2019) found that many schools in Brazil have limited budgets, which means that they may not have the necessary equipment or facilities to support a comprehensive sports and games program. Without proper funding, schools may struggle to hire qualified coaches, purchase sports equipment, or maintain sports facilities. This lack of resources can make it difficult for schools to organize and implement sports and games activities on a regular basis. Miranda and Reis (2020) show that school administrators may prioritize academic subjects over physical education, viewing sports and games as extracurricular activities rather than integral components of the curriculum. Without support from school leaders, teachers may struggle to justify the importance of sports and games in education and secure the necessary resources to implement a comprehensive physical education program.

A study conducted in Ghana by Amankwah-Amoah (2019) found that many schools struggle to secure adequate funding for sports equipment, facilities, and coaching staff. Without sufficient financial resources, schools are unable to offer a wide range of sports and games or provide students with the necessary tools and support to participate in these activities. A study by Amedahe et al. (2020) revealed that schools in Ghana often rely on teachers or volunteers with limited training in sports coaching, leading to a lack of proper guidance and mentoring for students participating in sports and games. A study by Osei-Asibey et al. (2018) noted that some communities in Ghana place a higher value on academic achievements over physical activities, leading to a lack of support for sports programs in schools. This attitude can influence students' perceptions of sports and games, making it challenging for schools to prioritize these activities in the learning process.

ACFODE. (2020) found that many public secondary schools in Uganda do not have access to adequate sports facilities and equipment. Without proper playing

fields, courts, and gear, it becomes challenging for students to actively participate in sports and games. This lack of resources also affects the quality of physical education programs in schools, making it difficult to provide students with a well-rounded athletic experience. Another common challenge faced by public secondary schools is the limited time allocated for sports and games. With a curriculum that is already packed with academic subjects, schools often struggle to find time for physical education. As a result, sports and games are often sidelined in favor of more traditional academic disciplines, leaving students with limited opportunities to engage in physical activity.

Kapinga and Mahalu (2016) show that many schools lack qualified staff members who can effectively guide and train students in various sports activities. Without proper guidance and coaching, students may not develop their skills and interests in sports, leading to limited participation in sports and games programs. Overall, the barriers and challenges faced by public secondary schools in Tanzania in incorporating sports and games into the learning process are multifaceted and complex. Addressing these obstacles requires a concerted effort from policymakers, educators, and communities to prioritize sports and games in the education system, allocate sufficient resources, and change cultural attitudes towards physical activities. By overcoming these challenges, schools can create a more holistic learning environment that promotes students' overall well-being and development.

LITERATURE REVIEW

Theoretical Literature Review

This study was guided by Social Learning Theory which was founded by psychologist Albert Bandura in 1977. Bandura believed that traditional behaviorist theories, which focused solely on the individual and their environment, were too simplistic and did not adequately explain all aspects of human behavior. Instead, Bandura proposed that individuals learn by observing others and that this observational learning plays a crucial role in shaping behavior. One of the key reasons why Bandura established Social Learning Theory was to provide a more comprehensive explanation for the complexities of human behavior. He recognized that individuals are constantly exposed to a wide range of social influences, such as family members, peers, the media, and other role models. Through these interactions, individuals learn not only through direct experience but also by observing and imitating the

behaviors of those around them.

One of the main strengths of social learning theory is its ability to explain how behavior is acquired and maintained through observation and modeling. According to Bandura, individuals are not simply passive recipients of information but actively process and interpret the world around them. This means that individuals can choose which behaviors to imitate based on their own beliefs, values, and goals. By considering these cognitive processes, social learning theory provides a more nuanced understanding of how behavior is learned and maintained. Social learning theory was applied to the study of the challenges that hinder public secondary schools in incorporating sports and games to students' learning processes through several key mechanisms. Firstly, through social learning, students can observe and imitate the behaviors of their peers in sports and games. Secondly, Social Learning Theory was applied to understand how students learn from their teachers in sports and games. Teachers play a crucial role in modelling behaviors, providing feedback, and facilitating learning experiences in physical education classes and extracurricular sports activities

Challenges Faced by Public Secondary Schools in Incorporating Sports and Games into the Learning Process

Public secondary schools are faced with challenges in incorporating sports and games into the learning process. Despite the recognized importance of physical activity in promoting holistic development among students, there are several factors that hinder the effective integration of sports and games into the school curriculum. According to a study conducted by Li and Hu (2017), many schools in China struggle to attract and retain well-trained educators who are knowledgeable about sports and physical activities. Without competent teachers to design and implement engaging sports programs, students may not receive the necessary guidance and supervision to participate effectively in physical activities. This ultimately hinders the integration of sports and games into the learning process. Wang and Zhu (2018) show that many schools lack the necessary facilities, equipment, and financial support to develop comprehensive sports programs. Without adequate resources, schools may struggle to provide students with diverse opportunities to participate in sports and games, thereby hindering their overall physical development. Overall, public secondary schools in China face a variety of barriers and

challenges when it comes to incorporating sports and games into the learning process. These obstacles include an academic-centric education system, a lack of qualified teachers, insufficient funding and resources, and cultural attitudes towards physical activity. Addressing these barriers will require a concerted effort from policymakers, educators, and the community to recognize the importance of sports and games in promoting holistic development among students.

Gonçalves and Almeida (2019) found that many schools in Brazil have limited budgets, which means that they may not have the necessary equipment or facilities to support a comprehensive sports and games program. Without proper funding, schools may struggle to hire qualified coaches, purchase sports equipment, or maintain sports facilities. This lack of resources can make it difficult for schools to organize and implement sports and games activities on a regular basis. Miranda and Reis (2020) show that school administrators may prioritize academic subjects over physical education, viewing sports and games as extracurricular activities rather than integral components of the curriculum. Without support from school leaders, teachers may struggle to justify the importance of sports and games in education and secure the necessary resources to implement a comprehensive physical education program. Overall, public secondary schools in Brazil face numerous barriers and challenges in incorporating sports and games into the learning process. From limited funding and resources to a lack of support from school administrators and cultural barriers, schools must navigate various obstacles to provide students with opportunities for physical activity. Despite these challenges, it is essential for schools to prioritize sports and games in education to promote the overall well-being and development of students.

A study conducted by the French Ministry of Education (2018) found that many schools struggle to afford proper sports equipment, hire qualified coaches, and maintain sports facilities. This lack of funding limits the opportunities for students to participate in sports and games, thus hindering their physical and mental development. Furthermore, another study by the French National Institute for Sport, Expertise, and Performance (2019) identified a lack of time allocated for sports and games in the school curriculum as a significant challenge. With an increasing focus on academic performance and standardized testing, schools often prioritize academic subjects over physical education. This results in limited time for students to

engage in sports and games, depriving them of the numerous benefits associated with physical activity. Moreover, societal attitudes towards sports and physical education also pose a barrier to incorporating sports and games into the learning process.

French Ministry of Education (2021) found that many schools struggle to recruit qualified physical education teachers, leading to inadequate instruction and supervision during sports activities. This deprives students of the opportunity to learn proper sports techniques and develop a passion for physical activity. Overall, public secondary schools in France face several barriers and challenges in incorporating sports and games into the learning process. These include a lack of funding, limited time for sports in the curriculum, societal attitudes towards sports, and a shortage of trained physical education teachers. Addressing these barriers is essential to ensure that students have access to quality sports programs that contribute to their overall development. By allocating more resources, prioritizing physical education, and promoting the importance of sports in schools, public secondary schools in France can overcome these challenges and provide students with valuable opportunities for growth and learning.

A study conducted in Ghana by Amankwah-Amoah (2019) found that many schools struggle to secure adequate funding for sports equipment, facilities, and coaching staff. Without sufficient financial resources, schools are unable to offer a wide range of sports and games or provide students with the necessary tools and support to participate in these activities. A study by Amedahe et al. (2020) revealed that schools in Ghana often rely on teachers or volunteers with limited training in sports coaching, leading to a lack of proper guidance and mentoring for students participating in sports and games. A study by Osei-Asibey et al. (2018) noted that some communities in Ghana place a higher value on academic achievements over physical activities, leading to a lack of support for sports programs in schools. This attitude can influence students' perceptions of sports and games, making it challenging for schools to prioritize these activities in the learning process. Overall public secondary schools in Ghana face several barriers and challenges when trying to incorporate sports and games into the learning process. The lack of funding, limited access to sports facilities, shortage of qualified coaches, and cultural norms are some of the key obstacles that hinder the promotion of sports and games in schools. Addressing these issues

will require collaboration between government agencies, school administrators, and communities to prioritize the importance of sports and games in education and provide the necessary resources and support for their integration into the curriculum.

ACFODE (2020) found that many public secondary schools in Uganda do not have access to adequate sports facilities and equipment. Without proper playing fields, courts, and gear, it becomes challenging for students to actively participate in sports and games. This lack of resources also affects the quality of physical education programs in schools, making it difficult to provide students with a well-rounded athletic experience. Another common challenge faced by public secondary schools is the limited time allocated for sports and games. With a curriculum that is already packed with academic subjects, schools often struggle to find time for physical education. As a result, sports and games are often sidelined in favor of more traditional academic disciplines, leaving students with limited opportunities to engage in physical activity. Overall, public secondary schools in Uganda face a multitude of barriers and challenges when it comes to incorporating sports and games into the learning process. From a lack of resources and infrastructure to limited time and trained personnel, schools encounter numerous obstacles that hinder their ability to provide students with a well-rounded educational experience that includes physical activity. Addressing these challenges and finding solutions to promote the integration of sports and games in schools is crucial for ensuring the holistic development of students and promoting a culture of active living in Uganda. A Study by Kamau and Nzabona (2018) found that many schools do not have well-equipped sports grounds, courts, or gyms, limiting the opportunities for students to engage in physical activities. This lack of facilities hinders the effective implementation of sports and games programs in schools, as students may not have access to appropriate spaces for practice and competitions. Kapinga and Mahalu (2016) show that many schools lack qualified staff members who can effectively guide and train students in various sports activities. Without proper guidance and coaching, students may not develop their skills and interests in sports, leading to limited participation in sports and games programs. Overall, the barriers and challenges faced by public secondary schools in Tanzania in incorporating sports and games into the learning process are multifaceted and complex. Addressing these obstacles requires a

concerted effort from policymakers, educators, and communities to prioritize sports and games in the education system, allocate sufficient resources, and change cultural attitudes towards physical activities. By overcoming these challenges, schools can create a more holistic learning environment that promotes students' overall well-being and development.

RESEARCH METHODOLOGY

This study employed qualitative research method, because this study aims to gather an in-depth understanding of human behavior. The study took place in Bukombe District, Geita Tanzania. Also, in ensuring findings, interpretations, and conclusions of a study to be applied to other contexts or settings a researcher was used Transferability case study design, under the sample size of eleven (11) participants included one district Secondary Education officer (DSEO), two heads of school, four sports and games teachers, and four students who were sports and games prefects. To get the required respondents the researcher used purposive sampling to select all eleven (11) participants. On other hand, to obtain enough information in a study. The concrete and detailed data acquired through non-participant observation whereby a researcher observed sports and game activities without actively participating and Interview guide also, was used to collect information from (DSEO), (HoS), Teachers and Students. The qualitative information was analyzed through thematic analysis.

FINDINGS AND DISCUSSION

Challenges Faced by Public Secondary Schools in Incorporating Sports and Games into Students' Learning Process

In this part, the researcher wanted to identify the barriers or challenges faced by the public secondary schools in incorporating sports and games into Learning. Therefore, apart from having at least a few sports and games facilities in the schools, there were so many challenges which hindered the implementation of the sports and games programme in incorporating the Students' Learning process. Data were collected through interviews. Generally, it was discovered that the implementation of the sports and games programme in public secondary schools was very difficult and the respondents lamented the following; Inadequate sports and games facilities, lack of sports and games expertise and coaches, little time provided in engaging in sports and games programme, low support from the parents to

support their children, lack of motivation, limited resources, time constraints, poor students participation, competition with other activities as well as absence of enough funding. All these are the barriers and challenges which hinder the implementation of sports and games activities to incorporate into the learning process in many public secondary schools.

Inadequate Sports and Games Facilities

The respondents to the interview lamented that inadequate sports and games facilities are one of the challenges that hindered the effort of incorporating sports and games into the learning process in many public secondary schools. A sports facility is a place designed for sports activities and games. It can include various features and structures depending on the specific purpose and requirements. The respondent lamented that one of the challenges facing the public secondary schools in implementing sports and games programmes is the inadequate sports and games facilities. In this challenge, the District Secondary Education Officer (DSEO) during the interview had the following to say:

In our district, we have the challenge of lacking modern pitches for football, and good ground for handball, netball as well and volleyball. Therefore, due to the shortage of these facilities in many public secondary schools, it becomes difficult to implement sports and games programmes to enhance the learning process for the students. In addition to that shortage of jerseys, balls for football and netball, first aid kits and other equipment necessary in sports and games also made it difficult to incorporate it in the learning process to the students. (Interviewee, July 2024).

This quotation indicates that the problem of missing enough standard sports and games facilities in too many public secondary schools is very high. That is why the government started to finance those schools to boost them in the implementation of sports and games programmes. Furthermore, the government has started to provide one ball for football for every public secondary school in Tanzania to minimize the problem in those schools. This finding concurs with the study conducted by the French Ministry of Education (2018) which found that many schools struggle to afford proper sports equipment, hire qualified coaches, and maintain sports facilities. This lack of funding limits the opportunities for students to participate in sports and games, thus hindering their physical and mental

development. Wang and Zhu (2018) shows that many schools lack the necessary facilities, equipment, and financial support to develop comprehensive sports programs. Without adequate resources, schools may struggle to provide students with diverse opportunities to participate in sports and games, thereby hindering their overall physical development.

Lack of Enough Sports and Games Experts (Sports and Games Teachers)

Then the District Secondary Education Officer (DSEO) continued lamenting that another challenge which hinders the public secondary schools in incorporating sports and games programmes into the learning process is the lack of sports and games experts (sports and games teachers). Sports coaches help train students to achieve their potential in their chosen sports. They may work with professional athletes, community teams, schools and educational groups. Working as a sports coach can be a rewarding and challenging career with the opportunity to make a difference in students' lives. Therefore, in the interview, the District Secondary Education Officer (DSEO) said the following:

The sports and games teachers in most of the public secondary schools are not well trained to meet the needs of the programme to make it active and functional. Therefore, Field training for sports and games teachers is not well provided which could help them to be more familiar with and capable of implementing sports and games programmes to enhance the Learning process for the students. (Interviewee DSEO, July 2024).

This quotation addresses that there is a need to employ field training for the sports and games teachers in public secondary schools to empower them with the knowledge and skills of sports and games activities. Also, the government is required to hire different coaches in different public secondary schools to work together with the teachers in implementing the sports and games programme. This finding is supported by the study conducted by Li and Hu (2017) who discovered that many schools in China struggle to attract and retain well-trained educators who are knowledgeable about sports and physical activities. Without competent teachers to design and implement engaging sports programs, students may not receive the necessary guidance and supervision to participate effectively in physical activities. This ultimately hinders the integration of sports and games into the learning

process. French Ministry of Education (2021) found that many schools struggle to recruit qualified physical education teachers, leading to inadequate instruction and supervision during sports activities. This deprives students of the opportunity to learn proper sports techniques and develop a passion for physical activity.

Limited Time to Engage in Sports and Games Programmes

The respondents also continued lamenting that another challenge which hindered the incorporation of sports and games into students' learning process by the public secondary schools is that little time provided to engaging in sports and games programmes to many public secondary schools. Therefore, it has been discovered that the time given to the school timetable for sports and games activities is not enough. The respondent also continued lamenting and said that the time provided by many public secondary schools to engage in sports and games programmes is also the problem. Therefore, in the interview with the District Secondary Education Officer (DSEO), the following were his views:

Most of the public secondary schools do not provide enough time for the students to engage in sports and games programmes rather they provide only one to two hours, and it is in the evening most of the time. Therefore, because the programme of sports and games is given little time to be practiced then it became difficult to implement it and bring positive results to the learning process of the students. (Interviewee DSEO, July 2024).

This quotation is intended to show that the time given by public secondary schools in incorporating sports and games programmes into learning is not enough. Therefore, there is a need to add more time for the students to participate in sports and games to make it meaningful and functional. This challenge hinders even the sports and games teachers who have morals and are interested in sports and games activities they fail to implement their plans to help their students to participate fully in sports and games activities. This finding is supported by ACFODE (2020) which found that many public secondary schools in Uganda have a common challenge facing them in implementing sports and games activities which is the limited time allocated for sports and games.

Lack of Good Motivation

The respondents lamented that one of the barriers that hinders public secondary schools from incorporating

sports and games programmes into the learning process is the lack of good motivation for the sports and games teachers and the students in general. Therefore, motivation can increase the morale of the sports and games teachers in public secondary schools, which increases also confidence in supervising the programme. Furthermore, the head of school A during the interview had the following to say:

In supervising the programme of sports and games to the school normally the motivation provided by the school administration is not supportive to make the sports and games teachers feel stronger and prestige in supervising the programme. Since the government is providing 14% of the total capitation grants then, it is not enough to fulfill the need of the programme and to provide Motivation to the teachers who are implementing the programme directly. (Interviewee A, July 2024).

The quotation above implies that motivation is very important in raising the morale of the people, especially the sports and games teachers who supervise the sports and games programme. Therefore, in order for the public secondary schools to be able to integrate sports and games programmes into the learning process motivation is very important. This study is supported by the study of Amankwah-Amoah (2019) who found that many schools struggle to secure adequate funding for sports equipment, facilities, Motivation and coaching staff. Without sufficient financial resources, schools are unable to offer a wide range of sports and games or provide students with the necessary tools and support to participate in these activities.

Limited Resources

The respondent lamented that one of the factors hindering public secondary schools from incorporating sports and games into the learning of the students is limited resources. Therefore, resources like financial resources are very important in making sure that sports and games programmes are functioning. Therefore, financial capacity helps the public secondary schools to incorporate sports and games programmes into the learning process. In the interview with the head of school from school B argued as follows:

Public secondary schools have no access to proper training facilities, Athletic fields, or equipment, which can hinder the ability to effectively incorporate sports and games into

the learning process. Therefore, due to limited resources many public secondary schools fail to incorporate sports and games into the learning process. And this hinders the students from raising their talents and developing their careers in future lives. (Interviewee B, July 2024).

In the same line, the sports and games teacher from school B added as follows:

The resources like human resources (coaches, experts' teachers in sports and games), Financial resources, as well as infrastructure like quality pitches and grounds for sports and games activities, also jerseys and other equipment used in sports and games activities are not enough to support the sports and games activities to be practiced by the students which is very important in their learning process. Therefore, due to limited resources in many public secondary schools, it is also difficult to implement effectively the sports and games programme with great success. (Interviewee B, July 2024).

These quotations postulate that resources such as financial resources like money and human resources like qualified coaches and trained sports and games teachers are very important resources to make sure that public secondary schools manage to incorporate sports and games programmes into the learning process for the students. Therefore, these resources are the ones which hinder the implementation of the sports and games activities from being incorporated into the learning process of the students. This finding is supported by Wang and Zhu (2018) who shows that many schools lack the necessary facilities, equipment, and financial support to develop comprehensive sports programs. Without adequate resources, schools may struggle to provide students with diverse opportunities to participate in sports and games, thereby hindering their overall physical development. A study conducted by the French Ministry of Education (2018) found that many schools struggle to afford proper sports equipment, hire qualified coaches, and maintain sports facilities. This lack of funding limits the opportunities for students to participate in sports and games, thus hindering their physical and mental development

Absence of Enough Funding.

The respondent also argued that the absence of enough funding is another challenge that hinders public secondary schools from incorporating sports and

games programmes into the learning process. Public schools often struggle with limited budgets, making it difficult to afford sports equipment, coaching staff, facility maintenance, and transportation for games and competitions. So, all these challenges caused most public secondary schools to fail to incorporate sports and games into the learning process. Therefore, the government fails to support the public secondary schools to incorporate sports and games into the learning process because of funding and there are many public secondary schools than the resources available.

Then the sports and games teacher from school B in the interview said:

The implementation of sports and games needs enough money to run different programs such as coaching costs, field training on sports and games buying sports and games equipment, providing motivation and rewards to the teachers and students who participate in the programme as well as running different competitions like interclass, interschool competitions and UMISETA competition in general. (Interviewee B, July 2024).

This quotation intends to show that money is needed to implement the sports and games programme by the public secondary schools to incorporate it into the learning process. Therefore, without money, nothing can be done as far as the issue of sports and games programmes is concerned. This finding is supported by; Amankwah-Amoah (2019) who found that many schools struggle to secure adequate funding for sports equipment, facilities, and coaching staff. Without sufficient financial resources, schools are unable to offer a wide range of sports and games or provide students with the necessary tools and support to participate in these activities. Gonçalves and Almeida (2019) found that many schools in Brazil have limited budgets, which means that they may not have the necessary equipment or facilities to support a comprehensive sports and games program. Without proper funding, schools may struggle to hire qualified coaches, purchase sports equipment, or maintain sports facilities.

CONCLUSION

The study concludes that the introduction of a new syllabus which includes sports and games and the plan to distribute sports and games books to all secondary schools as well as constructing fifty-six schools for

sports and games in a country as well as the introduction of Interdisciplinary Education and Physical Education Classes were the ways on how sports and games can be integrated into the curriculum to enhance the learning process. The study further clinched that low budget, inadequate sports and games facilities, few field training for sports and games teachers, a large number of students compared to sports and games facilities available, as well as some heads of school to be interested more in academic issues rather than sports and games were the barriers and challenges faced by public secondary schools in incorporating sports and games into the learning process.

RECOMMENDATIONS

In this part, the researcher is recommending that to overcome the challenges faced by public secondary schools in incorporating sports and games into the learning process, the following should be taken into consideration. Constructing modern and enough sports and games infrastructures in different public secondary schools, provision of field training on sports and games to the teachers who supervise sports and games programme, sports and games calendar should be prepared and adhered to all schools in public secondary schools, increase funds to support sports and games to different public secondary schools, provision of motivation to the teachers who supervise sports and games in different secondary schools, the students should be taken to sports academy in order to raise their talents. as well as to increase time in participating in sports and games from one hour to at least three hours every day. Therefore, the government also is supposed to integrate the Ministry of Education, Science, and Technology (MOEST) and the Ministry of Culture, Arts and Sports to set standards and approaches to make sure that sports and games are well practiced in different public secondary schools. Contrary to these other stakeholders such as Non-government Organizations (NGOs) like TFF, CAF as well as FIFA should make sure that sports and games programme is successful in different public secondary schools, especially by investing in constructing standards and enough sports academies.

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