



UNIVERSITY OF PELOPONNESE
FACULTY OF HUMAN MOVEMENT AND QUALITY OF LIFE SCIENCES
DEPARTMENT OF SPORTS ORGANIZATION AND MANAGEMENT

MASTER'S THESIS

“OLYMPIC STUDIES, OLYMPIC EDUCATION, ORGANIZATION
AND MANAGEMENT OF OLYMPIC EVENTS”

**Baseline Survey of the Knowledge of Physical Education and Sports Teachers in the Schools
of Dar-Es-Salaam with respect to the Olympic Movement and their Attitudes towards
teaching Physical Education.**

Henry Benny Tandau

Supervisor: Professor Deanna Binder

Profession

It was approved by the Advisory Committee on the

Deanna Binder

Kostantinos Georgiadis

Kostas Mountakis

Supervising Professor

Professor-1

Professor-2

Sparta, **August**, 2011

.....
Henry Benny Tandau

Master's Degree Holder of University of Peloponnese

Copyright © Henry Benny Tandau 2011.

All rights reserved.

ABSTRACT

This study is a quantitative, descriptive research on the knowledge of Physical Education and Sports Teachers in the Schools of Dar-Es-Salaam with respect to the Olympic Movement and their attitudes towards teaching Physical Education. The study was carried out because the TOC together with TANOVA intends to implement an Olympic Values Education Program (OVEP) through PE teachers, it is therefore important to understand the knowledge level of the PE teachers in relation to the Olympic Movement and their attitudes towards teaching Physical Education.

A total of 43 PE teachers participated in the study; a questionnaire with four categories was used to collect the necessary data from PE teachers. Multiple choice questions on the Olympic Movement were asked to gauge the knowledge level, a 4-point Likert scale was used as the instrument to measure PE teachers attitudes to teaching physical education, while the PE teachers were also asked to state their background of teaching PE, their age, gender and whether they were trained to teach PE or not. They were also asked to give brief reasons as to their reactions to the Likert statements, in an attempt to find out more about their attitudes.

The study illustrated a very low level of knowledge with respect to the Olympic Movement as most of the respondents 29 (67.44%) were below the passing mark of 50%. Only 14 (32.56%) managed to score above 50%. The overall mean score was 39.75% - way below the pass mark of 50%.

On the other hand, results showed that in general, the respondents have a very favourable / positive attitude towards teaching PE, with an overall 40 (93%) favourable score.

It is recommended that TOC / TANOVA capitalize on the PE teachers' positive attitude towards teaching physical education to spread knowledge of the Olympic Movement by organizing appropriate courses for the teachers on the Olympic Movement, It is also recommended that the TOC / TANOVA do their best to convince Tanzania Institute of Education to include Olympic Knowledge in the PE Teachers Training Curriculum (currently under development).

Key words: Physical Education, Olympic Movement, Tanzania

ACKNOWLEDGEMENT

I would like to take this opportunity to thank a number of people who were substantial to the success of this study.

To Professor (Dada) Deanna Binder for her tender guidance, understanding and care. Thanks Dada; the SKYPE calls kept me going when I almost gave up; you are exceptional.

To Professor Kostas Georgiadis and Professor Kostas Mountakis, two great masters of Olympic Education. It was great knowing that at the end of it all you will be there.

To the John S. Latsis Foundation, without whom the IOA Master's Program would probably not have started Thanks for making it possible for the program to start, and for me to be among the very first students to benefit from your generous support.

To fellow IOA Master's 1, for the friendly atmosphere, the sharing, care for each other and the bond that we have built.

To Staff of the IOA both in Athens and in Olympia, for the overwhelming support and tender care provided to us; you were all great. It was wonderful mixing with you and sharing experiences, you will forever be in my mind.

To all Professors who dedicated their time and effort to lecture the first IOA Master's Class; your dedication and concerns were exceptional, thanks.

To the Chairman and Members of Dar-Es-Salaam Physical Education Teachers Association, for making it possible for me to carry-out the survey, thank you.

Finally, in a special way to my family, my wife Mary, my son Henry jr. my daughters Rosalyn Alice and Helile Sharon for their understanding and support.

TABLE OF CONTENTS

ABSTRACT	3
ACKNOWLEDGEMENT	4
LIST OF TABLES	7
LIST OF ABBREVIATIONS	8
CHAPTER 1. INTRODUCTION	9
1.1 BACKGROUND OF THE STUDY	9
1.2 OBJECTIVES OF THE STUDY	9
1.3 AIM OF THE STUDY	10
1.4 SIGNIFICANCE OF THE STUDY	10
1.5 OLYMPIC MOVEMENT IN TANZANIA.....	10
1.6 FORMATION OF THE TANZANIA OLYMPIC ACADEMY (TANOA).....	12
1.7 LIMITATIONS OF THE STUDY	13
1.8 CONCLUSION	13
CHAPTER 2. LITERATURE REVIEW	14
2.0 INTRODUCTION.....	14
2.1. PHYSICAL EDUCATION IN TANZANIA.....	14
2.2 OLYMPISM AND PHYSICAL EDUCATION	18
2.3 OLYMPISM IN TANZANIA	21
2.4 OLYMPIC VALUES EDUCATION PROGRAM OF THE IOC	22
2.5 CONCLUSION	24
CHAPTER 3. RESEARCH METHODOLOGY	25
3.1 INTRODUCTION.....	25
3.2 WHAT IS A KAP STUDY?	25
3.3 TARGET POPULATION AND SAMPLING.....	26
3.4 DAR-ES-SALAAM CITY	26
3.5 INSTRUMENTATION.....	27
3.6 ADMINISTRATION	29
CHAPTER 4. RESULTS	30
4.1 BACKGROUND AND CHARACTERISTICS OF RESPONDENTS	30
4.1.1 Gender Distribution:.....	30
4.1.2 Age Distribution:.....	31
4.1.3 Length of Teaching PE.....	31

4.1.4 Specialization in PE:	32
4.2 OLYMPIC KNOWLEDGE	33
4.2.1 History of the Olympic Games	33
4.2.2 Symbols and Ceremonies of the Olympic Games, (Questions 1, 4 and 7).	35
4.2.3 Current information of the Olympic Games, (Questions 3, 5, 9, 10, and 11).	36
4.2.4 Overall results of Olympic Knowledge.....	39
4.2.5 Conclusion on PE Teachers Knowledge with respect to the Olympic Movement	40
4.3 ATTITUDE TOWARDS PE.....	41
Attitude towards PE (Statements 1 to 7).....	45
4.5. OPEN COMMENTS:.....	47
4.6 SUMMARY OF RESULTS:.....	47
CHAPTER 5 DISCUSSION OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	48
5.1 INTRODUCTION.....	48
5.2 DISCUSSION OF FINDINGS	48
5.3 CONCLUSION AND RECOMMENDATIONS.....	49
REFERENCES.....	51
APPENDIX 1: QUESTIONNAIRE.....	54
APPENDIX 2: BRIEF COMMENTS IN RELATION TO CHOICES ON SECTION C.	59

LIST OF TABLES

TABLE 1: PERIOD ALLOCATION FOR PHYSICAL EDUCATION – PRIMARY SCHOOLS	17
TABLE 2: PERIOD ALLOCATION FOR PHYSICAL EDUCATION–SECONDARY SCHOOL–FORM I - IV	17
TABLE 3: PERIOD ALLOCATION FOR PHYSICAL EDUCATION – ADVANCED SECONDARY SCHOOL – FORM V - VI.....	18
TABLE 4: STATISTICS – VALID RESPONDENTS.....	30
TABLE 5: GENDER DISTRIBUTION	31
TABLE 6: AGE DISTRIBUTION	31
TABLE 7: HOW LONG HAVE YOU BEEN TEACHING PHYSICAL EDUCATION/SPORTS?.....	32
TABLE 8: ARE YOU TRAINED TO TEACH PHYSICAL EDUCATION?	32
TABLE 9: HOW OFTEN ARE THE OLYMPIC GAMES HELD?.....	33
TABLE 10: WHERE DID THE OLYMPIC GAMES ORIGINATE?.....	34
TABLE 11:WHO IS THE FATHER OF MODERN OLYMPIC GAMES?.....	34
TABLE 12: HOW MANY RINGS ARE THERE IN THE OLYMPIC EMBLEM?	35
TABLE 13: WHAT DOES "CITIUS, ALTIUS, FORTIUS" MEAN?.....	35
TABLE 14: WHAT DOES THE DOVE SYMBOLIZE DURING THE OLYMPIC GAMES OPENING CEREMONY?.....	36
TABLE 15: WHERE WERE THE LAST OLYMPIC GAMES HELD?.....	37
TABLE 16: WHICH SPORT IS IN THE OLYMPIC PROGRAM	37
TABLE 17: WHERE WILL THE NEXT OLYMPIC GAMES BE HELD?	38
TABLE 18: WHO IS THE CURRENT PRESIDENT OF IOC?.....	38
TABLE 19: IN ORDER TO COMPETE IN AN OLYMPIC GAMES, ATHLETES MUST BE:	39
TABLE 20: OLYMPIC KNOWLEDGE PERFORMANCE	39
TABLE 21: OVERALL RESPONDENTS MEAN SCORE ON OLYMPIC KNOWLEDGE.....	40
TABLE 22: DESCRIPTIVE STATISTICS - ATTITUDES	41
TABLE 23: I LIKE TEACHING PHYSICAL EDUCATION.....	42
TABLE 24: I TEACH PHYSICAL EDUCATION ACCORDING TO THE TEXT BOOK PROVIDED	42
TABLE 25: MY STUDENTS ENJOY PHYSICAL EDUCATION	43
TABLE 26: PHYSICAL EDUCATION IS AN IMPORTANT SUBJECT	43
TABLE 27: MORE PERIODS SHOULD BE ALLOCATED FOR PHYSICAL EDUCATION	44
TABLE 28: TEACHING VALUES IS AN IMPORTANT ASPECT OF PHYSICAL EDUCATION	44
TABLE 29: OUR PHYSICAL EDUCATION CURRICULUM SHOULD PUT MORE EMPHASIS ON THE DEVELOPMENT OF SOCIAL SKILLS AND FAIR PLAY	45
TABLE 30: FREQUENCY DISTRIBUTION OF ATTITUDE SCORES.....	46
TABLE 31: OVERALL ATTITUDINAL SCORE FOR THE RESPONDENTS USING THE FACTOR SCORE.....	47

LIST OF ABBREVIATIONS

Abbreviation	Definition
ESR	Education for Self Reliance
IOA	International Olympic Academy
IOC	International Olympic Committee
	International Olympic Committee – Department of
IOC-DICD	International Cooperation and Development
KAP	Knowledge, Attitude and Practice
NCD	National Course Director
NOA	National Olympic Academy
NOC	National Olympic Committee
NSC	National Sports Council
OC	Olympic Charter
OS	Olympic Solidarity
OTR	Olympic Torch Relay
OVEP	Olympic Values Education Program
PE	Physical Education
PEDP	Primary Education Development Program
TANOA	Tanzania Olympic Academy
TCGA	Tanganyika Commonwealth Games Association
TOC	Tanzania Olympic Committee

CHAPTER 1. INTRODUCTION

1.1 BACKGROUND OF THE STUDY

The Tanzania Olympic Committee, as a requirement of its mission and as part of the International Olympic Committee, has an obligation of spreading Olympic Education, and the best way to do this is to work closely with Physical Education and Sports Teachers in schools.

PE teachers play an important role in encouraging and motivating students to be active in physical activity and sports. They have profound impact upon a student's attitude towards PE (Mafumiko, 2006). Hence, in order for them to convey the message over to their students, they have to fully understand the aims and objectives of PE. Moreover, if PE teachers instill passion and dedication into their teachings, the significance of the lesson becomes even more valuable and memorable.

Due to political reasons, Physical Education and Sports was banned in Tanzanian schools between 1997 and 2007. This situation was also augmented with a cessation of Physical Education teacher training, in teacher training colleges. When Physical Education and Sports were allowed in schools, a shortage of teachers in the subject was evident and as such, non-specialist teachers have had to step in to fill the gap.

1.2 OBJECTIVES OF THE STUDY

Because the Tanzania Olympic Academy (TANOA) intends to implement an Olympic Values Education Program (OVEP) through Physical Education teachers in primary and secondary schools in the city of Dar-Es-Salaam, this study will look at the knowledge level of Physical Education teachers in the City of Dar-Es-Salaam in relation to the Olympic Movement and their attitude towards teaching Physical Education. In many countries, values in PE and sports have been connected with Olympic ideals, either as an official part of the PE curriculum and / or as a moral objective to be achieved in young people's games and sports (Naul, 2008).

The study seeks to answer the following questions:

- Do Physical Education teachers in the city of Dar-Es-Salaam have adequate knowledge of the Olympic Movement to confidently pass it on to their students?
- Do Physical Education teachers in the city of Dar-Es-Salaam have positive attitude towards teaching Physical Education?

1.3 AIM OF THE STUDY

Based on the findings of the study, relevant recommendations will be given for further action including the development, implementation and evaluation basis for the spread of Olympic Education through Physical Education and Sports teachers in schools (OVEP – Program). Thus the findings will greatly help in developing, implementing and evaluating, *Train the Trainers* workshops for Physical Education teachers.

1.4 SIGNIFICANCE OF THE STUDY

This is the first research attempt with respect to Olympism and the Olympic movement in Tanzania. The study will identify the knowledge level of PE teachers in the City of Dar-Es-Salaam with respect to the Olympic Movement as well as their attitude towards teaching Physical Education, which is the fundamental basis of Olympic Education. The findings will form the basis for planning, implementation and evaluation of the Olympic Values Education Program (OVEP) Train the Trainers workshops in Tanzania.

Before beginning the process of creating awareness in any given community, it is first necessary to assess the environment in which awareness creation will take place. Conducting a KAP survey can best do this. KAP study tells us what people know about certain things, how they feel and also how they behave. A “KAP” study measures the knowledge, attitudes and practices of a community. It serves as an educational diagnosis of the community (Kaliyaperumal, 2004). The main purpose of this KAP study is to explore the “Knowledge” of Physical Education and Sports teachers with respect to the Olympic Movement and their “Attitudes” towards teaching Physical Education. This study will provide useful information for the strategic planning, implementation and evaluation of Olympic Values Education program (OVEP) in Tanzania.

1.5 OLYMPIC MOVEMENT IN TANZANIA

The Tanzania Olympic Committee was formed in 1957 as The Tanganyika Commonwealth Games Association (TCGA). It was constituted to this name in order to participate in the

1962 Commonwealth Games held in Perth, Australia, where Tanganyika participated for the first time as an independent state from Great Britain. The name changed to Tanganyika Olympic Committee in 1963 to qualify for participation in the 1964 Olympic Games which were held in Tokyo, Japan.

In 1964 Tanganyika and Zanzibar were united to become Tanzania. Tanzania had to apply for membership at the IOC in order to take part in the Tokyo Games. Tanzania Olympic Committee was officially registered with the National Sport Council (NSC) on 8th December, 1989 (Certificate No. 4802).¹

The Mission of the TOC as found in article 3 of its constitution is to develop and protect the Olympic Movement in Tanzania in accordance with the Olympic Charter. In pursuance of this mission the TOC may cooperate with governmental or non-governmental bodies. It may however not associate itself with any activity which would be in contradiction with the Olympic Charter (Tanzania Olympic Committee, 2005). Reading the constitution of TOC, one finds that article 4 which is specifically for Role and Objectives of TOC has two subsections concerned with education:

- Subsection 4.13 - Propagate the fundamental principles of Olympism in Tanzania within the framework of sports activities and otherwise contribute to the diffusion of Olympism in the teaching programme of physical education and sport in Schools and University establishments. (Tanzania Olympic Committee, 2005)
- Subsection 4.14 - Help in training of sports administrators by organizing courses and ensure that such courses contribute to the propagation of fundamental principles of Olympism. (Tanzania Olympic Committee, 2005)

Up until 2003, the TOC did not have a structured Olympic Education program; this was mainly due to the absence of an Olympic Academy or even an Education Committee / Commission responsible for dissemination of Olympic Education. Emphasis was mainly on preparing athletes for international competitions and thus on sports-specific technical courses. The TOC general elections of December 2002 ushered in a new generation of leadership, who immediately embarked on review of the constitution and organizational changes.

¹ This unpublished information is available from the files of TOC, detailing the history of TOC from its formation to the present.

1.6 FORMATION OF THE TANZANIA OLYMPIC ACADEMY (TANOA).

In 2004, The new President of the TOC had the opportunity of attending the 7th Joint International Session for Presidents or Directors of National Olympic Academies and officials of National Olympic Committees – in Olympia. The President received first hand information on the importance of Olympic Education and National Olympic Academies as key organs in developing, disseminating and organizing Olympic Education programs (Interview- Gulam Rashid President TOC, December 8, 2010). On his return, the TOC President convened a meeting of TOC Executive Committee and National Course Directors (NCDs) to discuss the formation of the Tanzania Olympic Academy (ibid). Following the deliberations it was agreed that the TANOA be formed as a semi-autonomous part of the TOC, with specific responsibility for organizing Olympic Education programs in Tanzania.² The TANOA was officially formed in May 2005.

In 2008, the City of Dar-Es-Salaam was bestowed with the honour of hosting the Beijing 2008 Olympic Torch Relay (OTR) The relay took place on 13th April 2008. The Tanzania Olympic Committee, through its education arm the TANOA, utilized this rare opportunity to spread Olympic Education to selected schools and the public, by organizing seminars in the schools, holding events like sports and the environment, etc.³ Following the torch relay on 14th April 2008, the world-wide launch of “Teaching Values – An Olympic Education Toolkit” (the OVEP Toolkit) was held in Dar-Es-Salaam. The OVEP programme is aimed mainly to the youths between the ages of 7 to 18 years.

The TANOA has to work through Physical Education and Sports teachers if the OVEP program is to succeed to reach as many youths as possible. As such the PE teachers have to be well versed with knowledge with respect to the Olympic movement so as to be confident in teaching the youths.

² This information is available in the files of TOC, as well as personal knowledge of the researcher due to involvement in the formation of the academy.

³ This information is available in the Olympic Torch relay – Tanzania report in the TOC offices, as well as personal experience of the research as chief coordinator of the event.

1.7 LIMITATIONS OF THE STUDY

Due to financial and other resource constraints, the study has been confined to the City of Dar-Es-salaam, and only "knowledge" with respect to Olympic movement and "attitudes" of Physical Education teachers towards teaching Physical Education will be surveyed. These findings will form the basis for planning, implementation and evaluation of the Olympic Values Education Program (OVEP) in Tanzania.

1.8 CONCLUSION

The study of PE teachers' knowledge with respect to the Olympic movement is important to Tanzania Olympic Committee's programs as it will form the basis for planning, implementing and evaluation of OVEP program in Tanzania. The understanding of PE teachers' attitudes is also a key factor as motivated teachers are a key requisite if the program is to succeed.

CHAPTER 2. LITERATURE REVIEW

2.0 INTRODUCTION

2.1. PHYSICAL EDUCATION IN TANZANIA

Programmed physical activities with a particular goal are as educative as any other non-physical program. As academic discipline, Physical Education (PE) in Tanzania was introduced in secondary schools during the colonial period. However, the subject has suffered serious neglect to the extent that Tanzanian society takes it as an unimportant, extra-curricular program that students are to participate in just for recreation. Favourable conditions to enable government policy on PE to get implemented have not been adequately created in the schools because there were no teachers, facilities and no Form Four-PE examination at national level. This lack of teachers, facilities and examinations could be significant signs that show governmental preferences that PE was not preferentially set to be implemented as an academic discipline. (Mafumiko, 2006)

The historical trends of Physical Education and Sports in Tanzania can be divided into different levels. During the time of the indigenous people of the region, physical activity was practised according to the needs of society at that time. The arrival of Arabs and westerners had an effect on the traditional physical activity. Arabs, Germans, and British all had religious beliefs and educational objectives different from the indigenous people, and these beliefs and objectives affected the local physical activity traditions. (Bulamile, 2002); (Ndee, Sport, Culture and Society from an African Perspective: A Study in Historical Revisionism, 1996); (Ministry of Education and Culture, United Republic of Tanzania, 1995).

For nearly two decades independent Tanzania experienced the same trends of Physical Education and Sports in schools as they were during the British colonial rule. The only change however was the abolishment of segregation. That is, there were no more curriculums for white and black children (Bulamile, 2002); (Ndee, 2000).

In early 1980's there were efforts by the government of Tanzania to start different programs aimed at enhancing Physical Education and Sports in educational institutions as well as to the society as a whole. These programs include the introduction of physical education and sports

courses in colleges, such as a Physical Education certificate course at Butimba Teachers' College; Sports for All seminars, sponsored by some Nordic countries; and later a degree course at the University of Dar-es-Salaam in Physical Education, Sports and Culture.(ibid)

The trends of Physical Education and Sports in Tanzanian schools should not go without mentioning the conflict of interest by some programs. The "Education for Self Reliance (ESR)"⁴ left some schools without playing grounds during the first two decades of independence. On the other hand there was again a conflict of interest by a political decision given out by the end of the year 1997 under a program known as "Primary Education Development Program (PEDP)." That program left primary and secondary schools as well as teachers' colleges without sports tournaments since 1997 to date. PEDP also affected many schools, especially in urban areas, since available playing grounds were used to erect additional schools' buildings (Ministry of Education and Culture, 2007; Maseke, 2001).

The Tanzania Institute of Education (TIE) is responsible for pre-primary, primary, secondary school and teacher education curriculum design, development, dissemination, monitoring and evaluation. The development of the curriculum is centralized, therefore, and is universal for the whole of Tanzania. The natural diversity in a large, heterogeneous country with more than 120 different tribal groups has led to alienation of many people from a centralised process of curriculum development and hence the education system (Malekela, 1993, as quoted by Bulamile, 2002). By 1992, there were 13 subjects taught at the primary school level: Kiswahili, Mathematics, English, Sports and Games, Art and Craft, Music, Science, Health Science and Home Economics, Political Education/Civics, Geography, Agriculture, Religion and History. Following complaints by teachers and the public that the curriculum was too overcrowded, the government in 1992 revised it leading to the reduction of compulsory subjects from 13 to 7: Kiswahili, English, Mathematics, Social Studies, Science, Life Skills and Religious Instruction. In addition, the curriculum is expected to balance the requirements of the majority of children who do not proceed to secondary education, with the requirements of those few who proceed to secondary education. By August 1996, however, very few

⁴ ESR – Education for Self Reliance is based on Mwalimu Julius Nyerere's educational Philosophy which in summary required "each school should have, as an integral part of it, a farm or workshop which provides the food eaten by the community, and makes some contribution to the national income. [...] This is not a suggestion that a school farm or workshop should be attached to every school for training purposes. It is a suggestion that every school should also be a farm (Nyerere, 1968, p.283).

primary schools had started to use the new curriculum as the syllabi, textbooks and teachers' guides had not reached the schools (Bulamile, 2002).

Syllabuses for Physical Education are also developed by the Tanzania Institute of Education, a unit under the Ministry of Education and Vocational Training⁵. The syllabuses were designed to satisfy the requirements of helping in the growth and development of young people in order to shape a society which is active, thriving and productive. They also point out that students need to be oriented for the different challenges in life. The values which are found in the subject are sportsmanship, fair play, tolerance, teamwork, discipline, competitiveness, leadership and participation. These values are in most aspects similar to Olympic values.

As between 1997 to 2005/2006 Physical Education and Sports activities were banned in schools, respective syllabuses were also banned and when Physical Education and Sports were officially reinstated in schools, the syllabuses had to be redeveloped to reflect the current situation. Currently, the Personality Development and Sports Syllabus for Primary School Standard I–VII (as it is called) defines the following as its objectives:

- Play for entertainment, cooperation, body building, love and confidence;
- Promote values, morals and human dignity;
- Communicate effectively and promote one's relationship and cooperation with other people;
- Care for one's health and use life skills to avoid temptations and risk behaviours;
- Observe right, principles and laws and fulfill one's responsibilities;
- Promote the ability to face and solve physical, spiritual and psychological problems;
- Develop critical thinking and creativity;
- Develop confidence for making appropriate decisions;
- Develop ability to plan for self-reliance;
- Develop convincing skills and ability to seek consensus in various issues.

These are value-based objectives and suggest that physical education and sports programs in Tanzania should focus on developing positive values and personal health as well as sport and movement skills.

⁵ The Ministry's title has been changed several times – Ministry of National Education to Ministry of Education, Culture and Sports to Ministry of Education and Vocational Training. Currently Sports is under the Ministry of Information, Youth, Culture and Sports.

TABLE 1: PERIOD ALLOCATION FOR PHYSICAL EDUCATION – PRIMARY SCHOOLS

Education	Level	Student Age	Weekly allocation for Physical Education	Total annual Allocation
Primary	Primary 1	6-7	2 X 30 minutes	74 x 30 minutes
	Primary 2	7-8	2 x 30 minutes	74 x 30 minutes
	Primary 3	8-9	2 x 30 minutes	82 x 30 minutes
	Primary 4	9-10	2 x 30 minutes	78 x 30 minutes
	Primary 5	10-11	2 x 40 minutes	74 x 40 minutes
	Primary 6	11-12	2 x 40 minutes	74 x 40 minutes
	Primary 7	12-13	2 x 40 minutes	84 x 40 minutes

Source: PERSONALITY DEVELOPMENT AND SPORTS SYLLABUS FOR PRIMARY SCHOOLS – STANDARD I – VII (THE UNITED REPUBLIC OF TANZANIA – MINISTRY OF EDUCATION AND VOCATIONAL TRAINING, 2005, P.iii – iv)

TABLE 2: PERIOD ALLOCATION FOR PHYSICAL EDUCATION–SECONDARY SCHOOL–FORM I - IV

Education	Level	Student Age	Weekly allocation for Physical Education	Total annual Allocation
Secondary	Form I	13 - 14	2 x 40 minutes	74 x 40 minutes
	Form II	14 - 15	2 x 40 minutes	74 x 40 minutes
	Form III	15-16	2 x 40 minutes	74 x 40 minutes
	Form IV	16 -17	2 x 40 minutes	74 x 40 minutes

Source: PHYSICAL EDUCATION SYLLABUS FOR SECONDARY SCHOOLS – FORM I –IV, 2005 - (THE UNITED REPUBLIC OF TANZANIA -MINISTRY OF EDUCATION AND CULTURE)

Physical Education is a new subject in the advanced Level (“A” level) curriculum. It has been designed to build on the four-year ordinary level Physical Education programme so that it provides the basis for further training and quality life. It is a new subject because it has never

been taught in A-level in the past years. It has been introduced so as to provide learners who would take Physical Education at ordinary level secondary education to continue learning Physical Education at Advanced level as a principle subject. (Ministry of Education and Vocational Training - The United Republic of Tanzania, 2010)

TABLE 3: PERIOD ALLOCATION FOR PHYSICAL EDUCATION – ADVANCED SECONDARY SCHOOL – FORM V - VI

Education	Level	Student Age	Weekly allocation for Physical Education	Total annual Allocation
Secondary	Form V	17 – 18	10 x 40 minutes	360 x 40 minutes
	Form VI	18 - 19	10 x 40 minutes	254 x 40 minutes

Source: PHYSICAL EDUCATION SYLLABUS FOR ADVANCED SECONDARY EDUCATION – FORM V –VI, 2010 - (THE UNITED REPUBLIC OF TANZANIA - MINISTRY OF EDUCATION AND CULTURE)

2.2 OLYMPISM AND PHYSICAL EDUCATION

Olympism is a philosophy of life, where blending sport and culture with art and education aims to combine in a balanced whole the human qualities of body, will and mind. It is a way of life based on respect for human dignity and fundamental universal ethical principles, on the joy of effort and participation, on the education role of good example, a way of life based on mutual understanding. (International Olympic Committee, 2007). Olympic Education is education through sport practised without discrimination of any kind, and in the Olympic spirit, which requires mutual understanding with a spirit of friendship, solidarity and fair play.

The modern revival of the Olympic Games in the 19th century of the Olympic Games was an educational project by Pierre de Coubertin, a French educational reformer (Binder, 2004). According to Pierre de Coubertin, the Olympic Games were established as a broadly based social movement which, through the medium of sport, would celebrate physical culture and art, growing stronger in mind and body. Competitive games infused with the values of the gentlemanly amateur would teach youth the spirit of fair play and would promote mutual understanding (Beamish, 1996).

According to Binder (2005), Olympic education in its broadest sense encompasses the workshops and leadership training of Olympic Solidarity, the research and scholarly study of sport historians and sociologists, the public relations efforts of the International Olympic

Committee (IOC), its sponsors and its affiliates, as well as the school curricula, handbooks and projects of Olympic Games organizing committees; National Olympic Committees (NOCs) and National Olympic Academies (NOAs). It also encompasses a large variety of initiatives for children and youth.

Binder (2005) goes on to state that, effective education involves a dynamic integration of content (what to teach / learn), process (how to teach / learn) and intent (why to teach / learn). She underscores that educational authorities in the world mix these elements with their own priorities to come up with educational policies and practices. This is further supported by Naul (2008), 'More and more national schools and educational ministries are beginning to specify only outline curricula, "curriculum frameworks". From these are then developed regional curricula that still do not constitute specific syllabi for local schools' Naul argues that this makes the syllabus sufficiently flexible that schools are free to organise an Olympic week or an Olympic day or lesson as Olympic Education. Quoting Telama et al, (2002, p.89) Naul (2008) insists that "Olympics" is dealt with at school, and theoretical and practical events relating to Olympic education can be found in everyday school life.

Although educational priorities within any educational jurisdiction reflect important political and social priorities, solid research supports the principles of learning which now guide curriculum development (ibid), Binder (2005) explains that learning requires the active participation of the learner, and that learning is natural and enjoyable, but it requires effort. As such examining one's own beliefs and knowledge is essential for successful learning, whereas feedback to people about the learning they demonstrate is very important. Binder (2005) further explains that "people learn in a variety of ways and at different rates and that learning is both an individual and a social process" since learning involves the construction of knowledge and meaning by individuals with social interactions providing opportunities for examining one's knowledge and beliefs, and contributes to the motivation to learn (ibid). Binder (2005) underscores the fact that, whatever the content of an Olympic education initiative, its success depends on the degree to which it engages the participation of learners, both teachers and students – teachers because most of them have to learn about "Olympism" before they can teach it, and students, because their intention to learn and to participate are required elements of the educational process.

Although Olympic education programs world-wide are based on information and values associated with the Olympic Movement,⁶ they are grounded in national historical, pedagogical, sport/physical education and Olympic traditions and purposes. Olympic education curricula throughout the world reflect two very different developmental approaches. One approach focuses on the teachings of Pierre de Coubertin and “Olympism” as the core content of the curricula. Another focuses on the integration of Olympic themes and topics with content and process objectives of existing educational programs. One emphasizes the content of Olympism; the other emphasizes the integration of Olympic content with existing curricula in order to enhance intention to learn and engage students in an active learning process (Naul 2008).

Naul (2008, P.13) further argues that education in the context of Olympism has always been and still is a minor strand. And what seems to be even more neglected is the pedagogical message of Olympism in the current context of physical education at school as well as in extra-curricula and in organized youth sport programmes at sport clubs today. Naul (ibid) recounts that Olympic Education in the past decades and in the first decade of the 21st century focused on a set of social virtues and moral values applied within sports activities and in the other life settings of children and young people. These virtues should be achieved by teaching and learning through sports and physical activities in “agonistic situations”: two or more opponents striving for their personal best performances by challenging each other in the spirit of competition; accepting rules of fair play with mutual respect for the opponent as a social partner for his or her own sake; striving for the best individual physical, social and spiritual outcome of a balanced, eurhythmic whole.

Analyzing National Physical Education Curricula, particularly as it relates to the dissemination of Olympic education, (Naul, 2008, P. 93) points out that, “More and more national schools and education ministries are beginning to specify only outline curricula, “curriculum frameworks”. This type of national curriculum framework does not normally include recommendations that schools should provide Olympic education. On the other hand, the syllabus is sufficiently flexible that a local school is free to organize an Olympic week or an Olympic day or lesson as Olympic Education. (ibid). The above observation by (Naul, 2008) is confirmed by going through the Syllabuses of Physical Education in Tanzania, where no specific mention of Olympic Education can be found, however, where the

⁶ The “Olympic values” are encapsulated by the term *Olympism*, and have their historical roots in the writings of Pierre de Coubertin. Their current articulation is in the Fundamental Principles of the *Olympic Charter*. They are reworked and redefined in many different academic and pedagogical works.

objectives of the syllabuses are geared for personality development, character development and other values similar to those called for by Olympic education.

Naul (2008.) further contends that “In many national and international textbooks and manuals on sports pedagogy and didactics of sports lessons you will look in vain for Olympic education as a body of knowledge in sport pedagogy or a subject in teaching PE. On the other hand there are quite well-known interpretations that have been widely circulated all over the world that include Olympic education or an Olympic curriculum as a subject for sport pedagogy and in teaching PE. Naul (ibid) goes on to underscore that “..... that Olympic education is not to be found either as an explicit learning target or as a lesson content in national PE curricula or special learning fields. However, the PE curricula in many countries aims to teach social and moral values such as “fair play”, “tolerance”, “respect” etc. by means of PE and sports education, even if these values and virtues are not identified and not labeled as Olympic ideals”.

Based on the above arguments and according to the list of objectives of the Personal Development and Sports syllabus referred to on p. 10, it can be concluded that the Tanzanian Physical Education school curricula does to a great extent address issues of Olympic education, though not labeled as such in the syllabus.

2.3 OLYMPISM IN TANZANIA

The Olympic Movement in Tanzania is represented by the Tanzania Olympic Committee (TOC). According to the Olympic Charter, the mission of the NOCs is to develop, promote and protect the Olympic Movement in their respective countries, in accordance with the Olympic Charter (International Olympic Committee, 2007). The Mission of the TOC (Article 3 of its constitution) is to develop and protect the Olympic Movement in Tanzania in accordance with the Olympic Charter. In pursuance of this mission the TOC may cooperate with governmental or non-governmental bodies. It may however not associate itself with any activity which would be in contradiction with the Olympic Charter (Tanzania Olympic Committee, 2005).

To repeat, two subsections of the TOC constitution are concerned with education: Subsection 4.13 - Propagate the fundamental principles of Olympism in Tanzania within the framework of sports activities and otherwise contribute to the diffusion of Olympism in the teaching programme of physical education and sport in Schools and University establishments, and Subsection 4.14 - Help in training of sports administrators by organizing courses and ensure

that such courses contribute to the propagation of fundamental principles of Olympism (Tanzania Olympic Committee, 2005). The Tanzania Olympic Academy aims to provide Olympic Education to those involved in sport issues, propagating the Olympic Values, and implementing the social and pedagogical principles of Olympism. The activities of the TANOA among others consists of ensuring that the people involved in the TOC are active in propagating the principles of Olympism. The main activity of the Tanzania Olympic Academy is the organization of courses, conferences, symposia, seminars, Youth camps and other forms of training. These courses, conferences, symposia or seminars may address individuals involved in various fields of interest, of different age, irrespective of whether they were previously involved with Olympism or not (Tanzania Olympic Academy, 2005).

In the course of achieving its objectives, the TANOA is duty bound-to organize OVEP Toolkit Leaders / Train the Trainers workshops for Physical Education and Sports teachers so as to empower these teachers to spread Olympic knowledge confidently. In many countries, values in PE and sports have been connected with Olympic ideals, either as an official part of the PE curriculum and / or as a moral objective to be achieved in young people's games and sports. (Naul, 2006)

2.4 OLYMPIC VALUES EDUCATION PROGRAM OF THE IOC

“Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy of effort, the educational value of good examples and respect for universal fundamental ethical principles.”
(International Olympic Committee, 2007)

Fundamental to the understanding of Olympism is its emphasis on an educational mandate. In fact, the “Olympic idea cannot be understood without an understanding of its educational mission” (Gessman, 1992:33 as cited by Binder, 2004). This educational mandate is outlined in several of the Fundamental Principles of the Olympic Charter (International Olympic Committee, 2007). According to the IOC Department of International Cooperation and Development, sport and the broader base of physical education provide a boundless arena from which to learn life skills such as tolerance, solidarity, fair play, non-discrimination, inclusivity, friendship, respect, excellence, dedication, loyalty and courage. Fundamental or universal virtues such as the value of effort and how to face life's challenges such as victory

or defeat are part and parcel of participation through and in sport (International Olympic Committee-Dept of International Cooperation and Development, 2010).⁷ For most people the word ‘Olympic’ may conjure up images of the Olympic Games, either ancient or modern. The focus of their interest will be a two-week festival of sport held once in every four years between elite athletes representing their countries or city-states in inter-communal competition. (Parry, 2003)

The catalytic power of sport in uniting people for a common goal as well as the positive example it can provide to youth is the foundation from which the IOC embarked on the OVEP project. The OVEP resource handbook, *Teaching Values, an Olympic Education Toolkit*, conceptualizes education and promotes the development of a values-based, life-long learning paradigm. The focus is on development of life skills and learning, that spreads beyond the sporting field or the four walls of the classroom encapsulated into the fabric of daily lives (International Olympic Committee-Dept of International Cooperation and Development, 2010).

The OVEP project was built on the three pillars of: a teaching manual (a reference tool), an interactive database (network platform) and a label to encourage take-up (promoter of new initiatives). However, the toolkit addresses the “How” of teaching Olympic Values and not the Olympic Facts and information. “The focus is on HOW to teach and learn the educational values of Olympism, not on Olympic facts and information” (Binder, 2007). The toolkit therefore was developed on the assumption that information about the Olympic Games and the Olympic Movement would support activities that teach the Olympic values. This thesis suggests that PE teachers will need to know something about the Olympics before they will consider working with OVEP.

This study, therefore, sets out to find the level of knowledge of PE teachers with respect to the Olympic Movement (Olympic facts and information), as a key component of OVEP; the study will also explore the teachers’ attitude towards teaching physical education, which is the basis of teaching Olympic Education.

⁷ This information is contained in the status report for Olympic Values Education Program (OVEP) as of December 2010

2.5 CONCLUSION

It is therefore imperative from the above that, if the OVEP program is to succeed, there is a need to work very closely with Physical Education and Sports teachers in Schools. It is also very clear from the above that the teachers' knowledge of the Olympic Movement / Olympism and how to integrate this knowledge in physical education classes is of utmost importance. The teachers' attitude towards teaching physical education, which is the basic foundation through which Olympic Education should be taught, is a key factor in the success of the OVEP program. As such, understanding the level of PE teachers' knowledge with respect to Olympic Movement will play an important role in the planning, implementation and evaluation of the OVEP program in Tanzania

CHAPTER 3. RESEARCH METHODOLOGY

3.1 INTRODUCTION

This study was carried out for the following purposes:

1. To gauge the Knowledge of Physical Education and Sports teachers in the schools of Dar-Es-Salaam with respect to the Olympic Movement.
2. To determine the Attitudes of Physical Education and Sports teachers in the schools of Dar-Es-Salaam towards teaching Physical Education (which is the basis of Olympic Education).

3.2 WHAT IS A KAP STUDY?

A “KAP” study measures the knowledge, attitude and practices of a community. It serves as an educational diagnosis of the community (Kaliyaperumal, 2004). The main purpose of this KAP study is to explore the Knowledge of Physical Education and Sports Teachers with respect to the Olympic Movement as well as their Attitude towards teaching physical education. This study will provide useful information for the planning, implementation, monitoring and evaluation of Olympic Values Education program in Tanzania.

The KAP is a representative survey conducted on a particular population to identify the knowledge (K), attitudes (A) and practices (P) of a population on a specific issue, in this case knowledge with respect to Olympic Movement and attitude towards teaching Physical Education. In the majority of KAP studies, data are gathered orally by an interviewer who uses a structured, standardised questionnaire. These data can then be **quantitatively** or qualitatively analysed according to the objectives of the survey. (Kaliyaperumal, 2004). In this case the data was analysed quantitatively.

KAP survey data are essential to help to plan, implement and assess programmes. KAP studies are also highly focused evaluations that measure changes in human knowledge, attitudes and practices in response to a specific intervention, usually outreach, demonstration or education. KAP studies have been widely used and valued around the world for at least forty years in public health, water supply and sanitation, family planning, education and other programs (Walker, July 2008).

KAP studies are very much like a standard social survey, although they are much more focused and limited in scope. KAPs are also uniquely tailored to a specific location, project,

or problem. Therefore they collect the least amount of information to determine whether KAPs have changed from one time period to another. After collection the data are analysed to determine the KAP level of the target audience. Standard database software can be used to analyse and present KAP data. Knowledge questions, which often have more than one component to a “correct” answer, must be analysed differently from those in the attitudes section, which must in turn be analysed differently from those in the practices section. (Walker, July 2008).

Walker, et, al (July 2008) further explains that KAP findings are typically done in the presentation of descriptive statistics in table format for each section (Knowledge, attitudes, practices). Most KAP reports contain detailed frequency data with attributes of the surveyed population.(ibid)

3.3 TARGET POPULATION AND SAMPLING

- i. As the purpose of the study specified PE and Sports teachers, therefore anyone teaching PE and or Sports in primary or secondary school in the city of Dar-Es-Salaam qualified, irrespective of whether he or she is a specialist physical education teacher or not.
- ii. Due to financial, manpower and time constraints, the study covered Physical Education and Sports teachers in the City of Dar-Es-Salaam only.
- iii. Gender balance was observed in the survey.
- iv. Only teachers from schools that still have sports facilities and actually practise sports activities were surveyed.
- v. As this was a baseline survey those teachers who had at sometime attended Tanzania Olympic Committee or Tanzania Olympic Academy training sessions were asked not to participate in the study.

3.4 DAR-ES-SALAAM CITY

Dar-Es-Salaam is popularly believed to mean the “ Haven of Peace;” the name originates from the Persian-Arabic word –Bandar-ul-Salaam (Kiswahili – Bandari ya Salama). Dar-Es-Salaam is located between latitudes 6.36 degrees and 7.0 degrees to the south of Equator and Longitudes 39.0 and 33.33 to the East of Greenwich. It is bounded by the Indian Ocean on the east and by the Coast Region on the other sides. The total surface area of Dar-Es-Salaam City is 1,800 square kilometers, comprising of 1,393 square kilometers of land mass with eight offshore islands, which is about 0.19% of the entire Tanzania Mainland’s area.

Dar-Es-salaam was declared a Township in 1920 and in 1949 it was upgraded to a municipality under the first appointed British Mayor Mr. Percy Everett. When Tanganyika became independent in 1961, Dar-Es-Salaam Municipality was elevated to a City status and continued to be the headquarters of independent Tanganyika and later the United Republic of Tanzania (Tanzania National Museum, 1986).

Dar-Es-Salaam has a unique status, being the major City of Tanzania and the center of Government administration, industry, commerce and banking activities. Dar-Es-Salaam is also the major port City of Tanzania. Administratively, Dar-Es-Salaam has a regional administration headed by the Dar-Es-Salaam Regional Commissioner. It also has a City Council administration headed by the Mayor of Dar-Es-Salaam. The City also has three Municipal Councils namely, Ilala, Kinondoni and Temeke. The three Municipalities are the three districts of Dar-Es-Salaam Region.⁸

3.5 INSTRUMENTATION

A questionnaire with four sections was developed and utilized.

Section A was for finding out personal profiles of the respondents like age, gender, years the respondent has been teaching; whether he or she is a specialist physical education teacher or not.

Section B of the questionnaire was designed to measure the knowledge level of respondents in respect to Olympic movement. Eleven multiple choice questions were developed based on three sub-topics / sub-categories; three questions on the history of the Olympic Games, three questions on symbols and ceremonies, five questions on the current information of the Olympic Games.

Studies have shown that multiple choice exams and tests are representative of knowledge (Holmes, 2007). they are easy to administer in a short period of time. The disadvantage of the multiple-choice questions is that there is a chance that the respondents will guess the right answers. However, the effect of guessing is overrated. The probability of guessing a right answer is the ratio of one to the number of options in the multiple-choice item. For any 4-option item, the probability of guessing a right answer is $\frac{1}{4}$ or 25% (Haladyna, 1999) the probability of guessing correctly all right answers is 0.25 to the power of the number of questions. In this study, the probability that the respondent answers all the questions correctly

⁸ This information is available in the offices of the Dar-Es-Salaam City Council Information Officer.

is about 0.00000024. Hence multiple choice questions to gauge knowledge level is substantially valid. Multiple choice questions were adapted from “The Encyclopaedia of Olympic Sports – in Questions and Answers”, by Maria Bulatova (National Olympic Committee of Ukraine 2010.⁹), with slight modification.

Section C was designed to measure attitudes. It had seven attitude statements in the form of a Likert scale. At the end of the questionnaire (**Section D**), there was a space given for respondents to voluntarily express their comments on their choices for the statements on the likert scale.

The seven statements in section C were presented in the form of an itemized rating scale. Itemized rating scales are a commonly used approach to measuring attitude. The measurement of attitude poses more problems than does the measurement of behaviour. Respondents are able to respond relatively easily to behavioural questions, limited only by their memory of events, the amount of effort they are prepared to give to answering the question and the degree to which they are prepared to be truthful. Therefore, respondents need to be helped to express attitudes and describe images, particularly to describe them in a format that can be analyzed (Brace, 2004).

Seven attitude statements were developed related to the teachers’ **Attitude** towards Physical Education. Respondents were asked to position how they feel about each one using a defined rating scale. A number of forms of rating scales have been developed specifically to address responses to a series of attitudinal dimensions. In this study, the Likert scale (frequently known as an ‘agree-disagree’ scale) was used. The technique presents respondents with a series of attitude dimensions, for each of which they will be asked whether, and how strongly, they agree or disagree, using one of a number of positions on a five-point scale (Brace, 2004).

However, the neutral point was eliminated in an attempt to force those who would otherwise choose it to give an inclination one way or the other. It was also expected that in this study the respondents would have a view whether positive or negative. Studies have shown that including a neutral scale position significantly increases the number of neutral responses (G. Kalton, 1980). This indicates that eliminating the middle neutral point will increase the commitment of respondents to be either positive or negative. The response points and their scores were as follows:

⁹ Available in CD format in the offices of Tanzania Olympic Committee.

4	Strongly Agree
3	Agree
2	Disagree
1	Strongly Disagree

3.6 ADMINISTRATION

The Researcher took advantage of the Dar-Es-Salaam Physical Education and Sports Teachers Association meeting that took place on Saturday 6th August, 2011. The meeting was attended by sixty eight (68) members of the association. Twenty three (23) of the members had at different times attended training sessions organized by Tanzania Olympic Committee / Tanzania Olympic Academy and were therefore asked not to fill the questionnaire, leaving forty five (45) teachers qualifying to fill the questionnaire. The Teachers were assured that this was not an examination which would affect their employment. They were also asked to fill individually without communicating with a fellow teacher, and if one needed clarification, the researcher was available to do so.

The questionnaires were given to the forty five teachers; they were filled and returned. During data cleaning two (2) of the questionnaires were found to not having been filled properly as in one questionnaire there were double choices and one questionnaire was returned unfilled. Thus there were forty three (43) valid respondents. These were analysed quantitatively using PASW-SPSS. 18, the respective descriptive tables are presented in the following chapter.

CHAPTER 4. RESULTS

4.1 BACKGROUND AND CHARACTERISTICS OF RESPONDENTS

A total of 45 respondents took part in the study. However, during data cleaning two were dropped for the following reasons: one respondent returned the questionnaire unfilled, while another had marked more than one answer for several questions, thus leaving 43 questionnaires as the valid respondents. These were entered in the coded PASW-SPSS 18 software for analysis.

Tables 4 to 8 show the profile characteristics of the respondents in terms of gender, age, length of teaching PE/Sports and whether specialist or not.

The result shows that the 43 valid respondents had all responded to the four profile questions without missing; all forty three questionnaires had all the four profiles as requested. This is after the two discarded questionnaires were removed. Individual question responses are shown in the tables 5 – 8:

TABLE 4: STATISTICS – VALID RESPONDENTS

		Gender	Age	How long have you been teaching Physical education/Sports?	Are you Trained to teach Physical education?
N	Valid	43	43	43	43
	Missing	0	0	0	0

4.1.1 Gender Distribution:

The results show that 24 (55.8%) respondents were male while 19 (44.2%) were females. The gender balance favours male respondents. However, considering the situation in Tanzania, 44.2% Females is an encouraging situation, as it would also be very difficult to achieve a 50 – 50 situation unless designed so by invitation.

TABLE 5: GENDER DISTRIBUTION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	24	55.8	55.8	55.8
	Female	19	44.2	44.2	100.0
	Total	43	100.0	100.0	

4.1.2 Age Distribution:

The analysis of the age of the respondents shows that 12 (27.9%) were of the age group 20 – 30 years, 17 (39.5%) were of the age group 31 – 40 years, while 9 (20.9%) were of the age group 41 – 50 years and 5 (11.6%) were of age group 51 – 60 years. The data shows that the majority of the respondents are below 40 years 29 (67.4%), this is a relatively active age, as most people slow down in physical activity as they become older.

TABLE 6: AGE DISTRIBUTION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-30 years	12	27.9	27.9	27.9
	31-40 years	17	39.5	39.5	67.4
	41-50 years	9	20.9	20.9	88.4
	51-60 years	5	11.6	11.6	100.0
	Total	43	100.0	100.0	

4.1.3 Length of Teaching PE

The researcher also wanted to know, for how long the respondents have been involved in teaching Physical Education / Sports. 8 (18.6%) have only been teaching for less than 1 year, another 8 (18.6%) respondents have been teaching for between 1 – 2 years, 12 (27.9%) have been teaching for 3-5 years whereas another 8 (18.6%) have been teaching for 6-10 years and 7 (16.3%) have been teaching for 11- 40 years.

We find from above that, majority of the teachers 28 (65.12%) have been teaching Physical Education for between less than 1 year to 5 years.

TABLE 7: HOW LONG HAVE YOU BEEN TEACHING PHYSICAL EDUCATION/SPORTS?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<1 year	8	18.6	18.6	18.6
	1-2 years	8	18.6	18.6	37.2
	3-5 years	12	27.9	27.9	65.1
	6-10 Years	8	18.6	18.6	83.7
	11-40 years	7	16.3	16.3	100.0
	Total	43	100.0	100.0	

4.1.4 Specialization in PE:

The researcher also wanted to find out whether these PE and Sports teachers were specialized in PE, meaning that they were trained to teach PE. Table 8 shows that 26 (60.5%) were trained to teach PE/Sports, whereas 17 (39.5%) had not been trained to teach PE / Sports and were thus filling-in as there is a shortage of PE teachers.

TABLE 8: ARE YOU TRAINED TO TEACH PHYSICAL EDUCATION?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	26	60.5	60.5	60.5
	No	17	39.5	39.5	100.0
	Total	43	100.0	100.0	

4.2 OLYMPIC KNOWLEDGE

Section B of the questionnaire consisted of 11 questions on the Olympic Movement:

- Three questions on the history of the Olympic Games (Questions 2, 6 and 8)
- Three questions on the symbols and ceremonies of the Olympic Games (Questions 1, 4 and 7)
- Five questions on the current information of the Olympic Games (Questions 3, 5, 9, 10, and 11).

In presenting the results in this section, the researcher has group them based on history of the Olympic Games (subsection 4.2.1), Symbols and Ceremonies of the Olympic Games (subsection 4.2.2) and current information of the Olympic Games (subsection 4.2.3) as opposed to following the chronological presentation as given in the questionnaire. This has deliberately been done so as to make a summation of the respondents' knowledge in the respective aspect of Olympic Movement.

4.2.1 History of the Olympic Games

- **How often are the Olympic Games held? (question 2 in the questionnaire)**

Only 16 (37.2%) of the respondents got the right answer - every 4 years - meaning 27 (62.8%) don't have knowledge on this aspect of Olympic Movement.

TABLE 9: HOW OFTEN ARE THE OLYMPIC GAMES HELD?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Every 2 years	9	20.9	20.9	20.9
	Every 3 years	15	34.9	34.9	55.8
	Every 4 years	16	37.2	37.2	93.0
	Every 5 years	3	7.0	7.0	100.0
	Total	43	100.0	100.0	

- **Where did the Olympic Games Originate? (question 6 in the questionnaire)**

As regards the origin of the Olympic Games only 11 (25.6%) respondents got the right answer - Greece - meaning 32 (74.4%) did not know the right answer.

TABLE 10: WHERE DID THE OLYMPIC GAMES ORIGINATE?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	England	12	27.9	27.9	27.9
	Greece	11	25.6	25.6	53.5
	China	17	39.5	39.5	93.0
	USA	3	7.0	7.0	100.0
	Total	43	100.0	100.0	

- **Who is the father of the Modern Olympic Games? (question 8 in the questionnaire)**

Regarding the question “Who is the father of the Modern Olympic Games?” 10 (23.3%) got the right answer (Pierre de Coubertin), whereas 33 (76.7%) were not knowledgeable in this aspect.

TABLE 11: WHO IS THE FATHER OF MODERN OLYMPIC GAMES?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Juan Antonio Samaranch	21	48.8	48.8	48.8
	Pierre de Coubertin	10	23.3	23.3	72.1
	Jacques Rogge	3	7.0	7.0	79.1
	Kipchoge Keino	9	20.9	20.9	100.0
	Total	43	100.0	100.0	

In the sub-category “History of the Olympic Games,” in all three questions less than 50% of the teachers got the right answers.

4.2.2 Symbols and Ceremonies of the Olympic Games, (Questions 1, 4 and 7).

- **How many rings are there in the Olympic Emblem? (question 1 in the questionnaire)**

Only 16 (37.2%) of the respondents got the right answer for the question, “How many rings are there in the Olympic Emblem?” leaving 27 (62.8%) of the respondents giving wrong answers.

TABLE 12: HOW MANY RINGS ARE THERE IN THE OLYMPIC EMBLEM?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	none	4	9.3	9.3	9.3
	Three	21	48.8	48.8	58.1
	Five	16	37.2	37.2	95.3
	Seven	2	4.7	4.7	100.0
	Total	43	100.0	100.0	

- **What does “Citius, Altius, Fortius” mean? (question 4 in the questionnaire)**

With regard to the Olympic Motto “Citius, Altius, Fortius,” 19 (44.20) respondents got the right answer (Faster, Higher, Stronger) whereas 24 (55.8%) had wrong answers.

TABLE 13: WHAT DOES "CITIUS, ALTIUS, FORTIUS" MEAN?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Faster, Higher, Stronger	19	44.2	44.2	44.2
	Faster, Longer, Stronger	11	25.6	25.6	69.8
	Further, Higher, Stronger	8	18.6	18.6	88.4
	Further, Longer, Heavier	5	11.6	11.6	100.0
	Total	43	100.0	100.0	

- **What does the dove symbolize during the Olympic Games opening ceremony? (question 7 in the questionnaire)**

31 (72.1%) got the right answer to the question “What does the dove symbolize during the Olympic Games opening ceremony?” This high number of respondents getting the right answer could be attributed to the fact that even in most Tanzania tribes, the white dove symbolizes peace. Hence this question had the highest number of right answers.

TABLE 14: WHAT DOES THE DOVE SYMBOLIZE DURING THE OLYMPIC GAMES OPENING CEREMONY?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Freedom	11	25.6	25.6	25.6
	Purity	1	2.3	2.3	27.9
	Peace	31	72.1	72.1	100.0
	Total	43	100.0	100.0	

Sub-category summary – Symbols and Ceremonies of the Olympic Games again very few teachers (less than 50%) passed the test. Save for what the dove symbolizes during the opening ceremony of the Olympic Games where 72.1% had the right answer. It should be note here that Olympic Values are celebrated through symbols and ceremonies. As such knowledge of the symbols and ceremonies is very important in teaching Olympic Education.

4.2.3 Current information of the Olympic Games, (Questions 3, 5, 9, 10, and 11).

- **Where were the last Olympic Games held? (question 3 in the questionnaire)**

Regarding where the last Olympic Games were held, 29 (67%) of the respondents got the right answer. Again this could be attributed to the fact that Tanzania was heavily involved with the 2008 Beijing Olympic Torch Relay, with Dar-Es-Salaam as the only city in Africa to have hosted the Beijing 2008 Olympic Torch Relay, and schools were very much involved.

TABLE 15: WHERE WERE THE LAST OLYMPIC GAMES HELD?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	London	4	9.3	9.3	9.3
	Beijing	29	67.4	67.4	76.7
	New Delhi	2	4.7	4.7	81.4
	Kuala Lumpur	8	18.6	18.6	100.0
	Total	43	100.0	100.0	

- **Which sport is in the Olympic Program? (question 5 in the questionnaire)**

Only 7 (16.3%) could identify Judo as the only sport in the Olympic program, again indicating that a big number of teachers don't know which sports are in the Olympic Program 36 (83.7%).

TABLE 16: WHICH SPORT IS IN THE OLYMPIC PROGRAM

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Squash	20	46.5	46.5	46.5
	Karate	13	30.2	30.2	76.7
	Judo	7	16.3	16.3	93.0
	Snooker	3	7.0	7.0	100.0
	Total	43	100.0	100.0	

- **Where will the next Olympic Games be held? (question 9 in the questionnaire)**

26 (60.5%) of the respondents got the right answer as to where the next Olympic Games will be held, and 17 (39.5%) did not have the knowledge of where the next Olympic Games will be held, still a fairly large number not to be ignored.

TABLE 17: WHERE WILL THE NEXT OLYMPIC GAMES BE HELD?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Nairobi	8	18.6	18.6	18.6
	Rio de Janeiro	8	18.6	18.6	37.2
	London	26	60.5	60.5	97.7
	Tokyo	1	2.3	2.3	100.0
	Total	43	100.0	100.0	

- **Who is the current President of the IOC? (question 10 in the questionnaire)**

Only 12 (27.9%) know who the current President of IOC is, with 17 (39.5%) showing FIFA president Sepp Blatter as President of IOC. This could be attributed to the popularity of FIFA in Tanzania, as opposed to IOC. (a combined score of US President Barack Obama and Tanzania Football Federation President Leodegar Tenga – gave a score of 14 (32.5%).

TABLE 18: WHO IS THE CURRENT PRESIDENT OF IOC?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Jacques Rogge	12	27.9	27.9	27.9
	Barack Obama	9	20.9	20.9	48.8
	Leodegar Tenga	5	11.6	11.6	60.5
	Sepp Blatter	17	39.5	39.5	100.0
	Total	43	100.0	100.0	

- **In order to compete in an Olympic Games, athletes must be: (question 11 on the questionnaire)**

On answering the question, “In order to compete in an Olympic Games, athletes must be:” only 9 (20.9%) got the right answer, that the athlete must be drug-free. The majority 23 (53.5%) returned the answer, ‘winners of national championships in their sport’ while another 9 (20.9%) were of the understanding that the athlete must be amateurs – which had now been changed, as professionals are allowed to take part in Olympic Games save for a few sports like boxing.

TABLE 19: IN ORDER TO COMPETE IN AN OLYMPIC GAMES, ATHLETES MUST BE:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Over 20 years of age	2	4.7	4.7	4.7
	Amateurs	9	20.9	20.9	25.6
	Winners of national championships in their sport	23	53.5	53.5	79.1
	Drug-free	9	20.9	20.9	100.0
	Total	43	100.0	100.0	

4.2.4 Overall results of Olympic Knowledge

In Examinations, examinees are graded according to the percentage they obtain in the respective exam and 50% is usually the pass mark. From table 20 we can see that only 14 (32.56%) of the respondents passed the exam on Olympic Knowledge, with 10 (23.26%) respondents getting the pass mark and only 4 (9.30%) of the respondents achieving the very good pass mark, none obtained the excellent level pass mark.

TABLE 20: OLYMPIC KNOWLEDGE PERFORMANCE

No	Respondents	Percent	Values	Grade
1	29	67.44	1 -5 (9.10 - 45.45%)	Failed
2	10	23.26	6-7 (54.55 -63.63%)	Pass
3	4	9.30	8-9 (72.72 – 81.82%)	Very Good
4	0	0.00	10-11 (90.91 – 100%)	Excellent
Total	43	100		

The overall 43 respondents mean score is shown in Table 21 as 39.75%, meaning as a group the PE teachers failed the Examination with respect to knowledge on the Olympic Movement.

TABLE 21: OVERALL RESPONDENTS MEAN SCORE ON OLYMPIC KNOWLEDGE.

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Summary of Teachers' Knowledge of Olympic Movement	43	1	9	188	4.37	2.149
Summary of Teachers Percentage Scores	43	9.10	81.82	1709.16	39.7479	19.53534
Valid N (listwise)	43					

4.2.5 Conclusion on PE Teachers Knowledge with respect to the Olympic Movement

From the above findings on the knowledge of PE teachers in schools of Dar-Es-Salaam with respect to Olympic Movement, we conclude that, they have a very low level of knowledge of the subject and therefore deliberate efforts must be made by the TOC and its education arm (TANO) to educate the teachers, if the OVEP program is to achieve its objectives. Plans must be developed that include a component / content of training the teachers on Olympic Movement thus empowering them to have enough knowledge on Olympic Movement to make them confident enough to pass the knowledge to their students.

4.3 ATTITUDE TOWARDS PE

In section C of the questionnaire, respondents were presented with seven statements which were aimed to measure their attitude towards PE. Table 22 gives a general picture of their responses, whereas responses to each statement are given in tables 23 – 29. Table 30 shows the frequencies of distribution of the attitude scores; these are summed-up and displayed as overall respondents attitude score in table 31.

TABLE 22: DESCRIPTIVE STATISTICS - ATTITUDES

	N	Minimum	Maximum	Mean	Std. Deviation
I like teaching Physical education	43	3	4	3.72	.454
I teach Physical education according to the text book provided	43	1	4	2.84	.814
My Students enjoy Physical Education	43	2	4	3.63	.536
Physical Education is an important subject	43	1	4	3.44	.666
More Periods should be allocated for Physical education	43	1	4	2.77	.684
Teaching Values is an important aspect of Physical Education	43	2	4	3.16	.574
Our Physical education Curriculum should put more emphasis on the development of social skills and fair play	43	2	4	2.93	.552
Valid N (listwise)	43				

Guide:

4 =	Strongly Agree
3 =	Agree

2=	Disagree
1=	Strongly Disagree

- **Statement 1: I like Teaching Physical Education.**

All respondents agreed to liking to teach Physical education, with 31 (72.1%) strongly agreeing and 12 (27.9%) agreeing. If we round both Strongly Agree and Agree to mere Agree, then we can confidently conclude that all the respondents like to teach Physical Education.

TABLE 23: I LIKE TEACHING PHYSICAL EDUCATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	12	27.9	27.9	27.9
	Strongly Agree	31	72.1	72.1	100.0
	Total	43	100.0	100.0	

- **Statement 2: I teach Physical Education according to the textbook provided.**

Responding to the second statement, regarding Teaching Physical Education according to the textbook provided; 12 (27.9%) of the respondents disagreed, with 3 (7%) strongly disagreeing.

TABLE 24: I TEACH PHYSICAL EDUCATION ACCORDING TO THE TEXT BOOK PROVIDED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	7.0	7.0	7.0
	Disagree	9	20.9	20.9	27.9
	Agree	23	53.5	53.5	81.4
	Strongly Agree	8	18.6	18.6	100.0
	Total	43	100.0	100.0	

- **Statement 3: My Students enjoy Physical Education**

In response to the statement, “My Students enjoy Physical Education, 1(2.3%) respondent disagreed, whereas 42 (97.7%) agreed that their students enjoy Physical Education; 28 (65.1%) Strongly Agreed and 14 (32.6%) Agreed.

TABLE 25: MY STUDENTS ENJOY PHYSICAL EDUCATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	2.3	2.3	2.3
	Agree	14	32.6	32.6	34.9
	Strongly Agree	28	65.1	65.1	100.0
	Total	43	100.0	100.0	

- **Statement 4: Physical Education is an important subject.**

41 (95.4%) of the respondents are of the opinion that Physical Education is an important subject, while two (4.3%) disagreed with one (2.3%) strongly disagreeing

TABLE 26: PHYSICAL EDUCATION IS AN IMPORTANT SUBJECT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	2.3	2.3	2.3
	Disagree	1	2.3	2.3	4.7
	Agree	19	44.2	44.2	48.8
	Strongly Agree	22	51.2	51.2	100.0
	Total	43	100.0	100.0	

- **Statement 5: More Periods should be allocated for Physical Education**

With regard to the statement, “More Periods should be allocated for Physical Education,” 14 (32.5%) of the respondents disagree, with 1 (2.3%) strongly disagree. However, 29 (67.4%) Agreed with 5 (11.6%) Strongly Agree with the statement.

TABLE 27: MORE PERIODS SHOULD BE ALLOCATED FOR PHYSICAL EDUCATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	2.3	2.3	2.3
	Disagree	13	30.2	30.2	32.6
	Agree	24	55.8	55.8	88.4
	Strongly Agree	5	11.6	11.6	100.0
	Total	43	100.0	100.0	

- **Statement 6: Teaching values is an important aspect of Physical Education.**

When confronted with the statement, “Teaching values is an important aspect of Physical Education,” 39 (90.7%) of the respondents Agreed with 11 (25.6%) Strongly Agreeing to the statement. Only 4 (9.3%) of the respondents Disagreed.

TABLE 28: TEACHING VALUES IS AN IMPORTANT ASPECT OF PHYSICAL EDUCATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	9.3	9.3	9.3
	Agree	28	65.1	65.1	74.4
	Strongly Agree	11	25.6	25.6	100.0
	Total	43	100.0	100.0	

- **Statement 7: Our Physical Education Curriculum should put more emphasis on the development of social skills and fair play.**

35 (81.4%) of the respondents Agreed to the statement “Our Physical Education Curriculum should put more emphasis on the development of social skills and fair play. Eight (8) (18.6%) disagreed.

TABLE 29: OUR PHYSICAL EDUCATION CURRICULUM SHOULD PUT MORE EMPHASIS ON THE DEVELOPMENT OF SOCIAL SKILLS AND FAIR PLAY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	8	18.6	18.6	18.6
	Agree	30	69.8	69.8	88.4
	Strongly Agree	5	11.6	11.6	100.0
	Total	43	100.0	100.0	

Attitude towards PE (Statements 1 to 7)

The full application of the Likert scale is to sum the scores for each respondent to provide an overall attitudinal score for each individual (Brace, 2004). Using the Likert scale of 1 to 4, each respondent would be able to produce a score between 7 to 28. Dividing this range of 21 (28 minus 7) into four equal parts of 5.25 points each, then the lowest possible individual score would be 12.25 (7 plus 5.25). The next cut-off point would then be 17.5 and 22.75. With that, a total score of more than 22.75 and less than and equal to 28.0 represents very favourable attitude, more than 17.5 and less than and equal to 22.75 was favourable; more than 12.25 and less than and equal to 17.5 was unfavourable and more than or equal to 12.25 is very unfavourable. Positive attitude was constituted by scores above 17.5 while negative attitude was represented by scores less than or equal to 17.5 (see Tables 30 and 31).

TABLE 30: FREQUENCY DISTRIBUTION OF ATTITUDE SCORES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	16.00	1	2.3	2.3	2.3
	17.00	2	4.7	4.7	7.0
	18.00	1	2.3	2.3	9.3
	19.00	2	4.7	4.7	14.0
	21.00	6	14.0	14.0	27.9
	22.00	8	18.6	18.6	46.5
	23.00	7	16.3	16.3	62.8
	24.00	8	18.6	18.6	81.4
	25.00	6	14.0	14.0	95.3
	26.00	1	2.3	2.3	97.7
	27.00	1	2.3	2.3	100.0
	Total	43	100.0	100.0	

Table 31 shows that there were altogether 40 (93%) respondents who expressed positive attitude towards PE and only 3 (7%) expressed negative attitude. If this is to be divided into Favourable and unfavourable scores, then 40 (93%) respondents registered favourable / positive attitude towards PE while only 3 (7%) registered unfavourable attitude. The overall mean of 22.42 gives an overall very favourable / very positive attitude towards PE.

TABLE 31: OVERALL ATTITUDINAL SCORE FOR THE RESPONDENTS USING THE FACTOR SCORE.

Direction of Attitude	Respondents	Mean Score
Very favourable (Score > 22.75)	23	53.50%
Favourable (Score \leq 22.75 but > 17.5)	17	39.50%
Unfavourable (Score \leq 17.5 but > 12.25)	3	7.00%
Very unfavourable (Score \leq 12.25)	-	-
N	43	100%
Mean		22.42
Standard Deviation		2.45

4.5. OPEN COMMENTS:

The researcher also provided a space for respondents to give brief explanations in relation to their choices in section C. Ten respondents chose to write short sentences, explaining their feelings as regards to their choices, comments such as “Physical Education is important for health and helps in development of the child, while keeping the grown-ups active and cheerful”, Physical education teaches teamwork, friendship and fair-play as well to struggle to win fairly” (see Appendix 2 for the rest). In all cases the respondents indicated a positive attitude towards teaching physical education. This further confirms the quantitative findings of the study.

4.6 SUMMARY OF RESULTS:

1. Knowledge with respect to Olympic Movement – PE teachers in schools in the city of Dar-Es-salaam, have a low level of knowledge with respect to Olympic Movement.
2. Attitude towards teaching Physical Education – PE teachers in schools in the city of Dar-Es-Salaam have a positive attitude towards teaching Physical Education.

CHAPTER 5 DISCUSSION OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The research approach selected for this study was a quantitative, descriptive study. As shown in the data analysis and results, the researcher first analyzed the data based on respondent characteristics of Gender, Age, specialization and length of teaching PE/Sports. He then proceeded to evaluate the level of Knowledge of the respondents in relation to the Olympic Movement and finally analysed the respondents' attitude towards teaching PE.

All data was analyzed using the PASW-SPSS Statistics Version 18.0 and Microsoft Excel 2007 to determine the findings of the study.

5.2 DISCUSSION OF FINDINGS

It is very clear from the results that the respondents do not have an impressive level of knowledge on Olympic Movement. They however, have a very positive/favourable attitude towards teaching Physical Education which could prove to be a very important opportunity to the TOC and its education arm, the TANOA, in spreading Olympic Education. Tanzanian PE teachers lack knowledge on Olympic movement because, other than the PE teachers who attend the TANOA sessions, teacher colleges and institutions of higher education do not give exposure of Olympic Education. Olympic Education and Physical Education run along the same core principles; using physical activity like sport as a tool to educate youth to lead a healthy lifestyle and to embrace moral values that sport is able to teach.

A PE teacher's role is very important especially since the subject is not an examination subject in Tanzania. When a subject is an examination subject, parents and guardians play their role to make sure that their children do not fail including paying for extra classes and special tuition. However, in PE it is very obvious that the teacher is the fundamental element that determines a student's attitude towards PE. A teacher who does not understand the importance of PE and does not have the passion for sports will never be able to perform better than a teacher who is trained, who believes that sport can bring out the best of someone, who teaches with the objective of developing a student physically, morally and socially (Holistically).

A PE teacher who only teaches PE theoretically, without a positive attitude of making PE fun and enjoyable tends to lose students' attention because they know that they need not remember the facts because it would not be examined. A PE teacher who demonstrates a physical activity has the chance of catching the attention of students and they might remember the theory from the movement. Furthermore, if the PE teacher demonstrates, makes it fun and interesting and at the same time encourages students to implement it, the students will understand through the participation.

As shown from the results, 26 (60.5%) of PE teacher respondents were trained to teach PE while only 17 (39.5%) of PE teacher respondents were not trained as such. Specialized teachers are definitely well versed in the PE hence making the subject more meaningful, interesting and fun to learn. Instilling fun into PE is important. A PE textbook is provided to teachers and students as a guide. The PE teacher needs to create an active, fun and playful atmosphere that would attract children to understand and appreciate the subject, the OVEP program, which includes the history of the Olympic Games, the symbols and ceremonies and the current issues of the olympic movement can provide the right environment.

5.3 CONCLUSION AND RECOMMENDATIONS

The study has shown that the – if Olympic values education is going to help PE teachers reinforce the values-based components of the PE program, then dissemination of Olympic Education is in much need of improvement. A proper and workable plan must be developed, implemented and regularly monitored and evaluated. In the Olympic Charter, it is written that an NOC's role' is to promote the fundamental principles and values of Olympism in their countries, in particular, in the fields of sport and education, by promoting Olympic educational programs in all levels of schools, sports and physical education institutions and universities. Also, they are encouraged to support the creation of institutions dedicated to Olympic education, such as National Olympic Academies, Olympic Museums and other programs, including cultural, related to the Olympic Movement (International Olympic Committee, 2007).

Among the objectives of Physical education for schools in Tanzania is the promotion of values, morals and human dignity, as well as communicate effectively and promote one's relationship and cooperation with other people, these objectives are basically similar to those propagated by the Olympic Values Program (OVEP).

It is therefore recommended that:

1. TOC / TANOA should approach the Ministry of Education and Vocational Training to develop a program that Teacher training Colleges and schools can incorporate, integrate and implement into their curriculum.
2. TOC should also look into programs like seminars, conferences and forums to engage in-service teachers for them to understand and embrace the true meaning of Olympism in order to help them create a fun and enjoyable experience when educating their students on Olympism.

This study was conducted on a small scale and only touched the surface of situation. In order to improve the situation, a nationwide study which is more thorough and detailed in terms of PE teachers' knowledge with respect to Olympic Movement and PE teachers' attitude towards teaching PE is recommended to be conducted in order to make the Tanzanian Government realize that there is a need to give more emphasis on PE. This means increasing the awareness of PE in schools and to the public, and reviewing the syllabus of PE to include Olympic Values Education Program (OVEP).

REFERENCES

1. Beamish, R. (1996, September 22). Pierre de Coubertin's shattered dream: understanding why the present day Olympic Movement has deviated from the founding concept. *Queen's Quarterly* .
2. Binder, D. (2004). Challenges and models for successful Olympic education initiatives at the grassroots level. *Olympic Perspectives - Centre for Olympic Studies*, Barcelona: Autonomous University of Barcelona, 245 -252.
3. Binder, D. (2007). *Teaching values: An Olympic education toolkit*. Lausanne: International Olympic Committee.
4. Brace, I. (2004). *Questionnaire Design*. London: Kogan Page Limited.
5. Bulamile, N. M. (2002). *Physical education for Children with Hearing Impairment: a Case Study for the Deaf in Tanzania*. Unpublished M. Phil. Thesis, Oslo, Norway: University of Oslo.
6. International Olympic Committee: Department of International Cooperation and Development. (2010). *Olympic Values Education Programme (OVEP) Progress Report 2005 - 2010*. Lausanne: International Olympic Committee.
7. G. Kalton, J. R. (1980). The effects of offering a middle response option with opinion questions. *The Statistician* , 29, pp. 65-79.
8. Grexa, j., & Tirpakova, V. (2006). *Olympic Education in the Slovak Olympic Academy, 8th Joint International Session for Presidents or Directors of National Olympic Academies and Officials of National Olympic Committees-23 – 30 May 2006 (pg. 144-156)*. Athens: International Olympic Academy. Ancient Olympia
9. Haladyna, T. (1999). *Developing and Validating Multiple-Choice test Items*. New Jersey: Lawrence Erlbaum Associates Inc.
10. Holmes., L. and Dr. Cummings, R. (2007). Multiple Choice Exams: Measuring Knowledge. Paper presented at The Second International Conference on Interdisciplinary Social Sciences 10 – 13 July 2007. University of Granada, Spain. (Available at: http://I07.cgpublisher.com/proposal/805/index_html) Downloaded on 10 April 2011

11. International Olympic Committee. (2007). *Olympic Charter*. Lausanne: International Olympic Committee.
12. Kaliyaperumal, K. (Jan - Mar 2004). Guideline for Conducting a Knowledge, Attitude and Practice (KAP) Study. *Community Ophthalmology*. (www.iaico.org/v2020resources/files/guideline_kap_jan_mar04.pdf, also available on www.iaico.org/v2020resources/files/KAPStudyMethodolody.pdf downloaded on 10 June 2011.
13. Mafumiko, F. M. (2006). *Physical education in Tanzanian Secondary Schools: Perceptions towards Physical Education as an academic discipline*. Unpublished report of the Department of Physical Education, Sport and Culture, Faculty of Education, University of Dar-Es-Salaam: Dar-Es-Salaam, Tanzania.
14. Ministry of Education, New Zealand. (1999). *Attitudes and Values: Olympic Ideals in Physical Education*. Wellington: Learning Media Limited.
15. Naul, R. (2008). *Olympic Education*. Oxford: Meyer & Meyer (UK) Ltd, 2008
16. Ndee, H. S. (2000). British Middle - Class Educationalists and the Diffusion of Adapted Athleticism. *The International Journal of the History of Sport* , 17 (1), 69 - 93.
17. Ndee, H. S. (2000). British Middle Class - Educationalists and the Diffusion of Adapted Athleticism. *The International Journal of the History of Sport* , 17 (2), 69 - 93.
18. Ndee, H. S. (1996). Sport, Culture and Society from an African Perspective: A Study in Historical Revisionism. *The International Journal of the History of Sport* , Vol. 13 (No.2.), 192 - 202.
19. Parry, J. (1998). Physical Education as Olympic education. *European Physical Education Review*, Vol. 4 (2), 153 – 167. (http://eprints.whiterose.ac.uk/3253/1/physical_education_as_Olympic_Education_1998_EPER_4_153-167-1.pdf downloaded on 10th June 2011
20. Tanzania National Museum. (1986). *History of Dar-Es-Salaam*. Dar-Es-Salaam: Tanzania National Museum.

21. Tanzania Olympic Academy. (2005). *Constitution of Tanzania Olympic Academy*. Tanzania Olympic Academy.
22. Tanzania Olympic Committee. (2005). *The Constitution of Tanzania Olympic Committee*. Dar-Es-Salaam, Tanzania: Tanzania Olympic Committee.
23. The United Republic of Tanzania, Ministry of Education and Culture, (1995). *The Sports Development Policy*. Dar-Es-Salaam: Ministry of Education and Culture.
24. The United Republic of Tanzania, Ministry of Education and Culture, (2005). *Physical Education Syllabus for Secondary Schools – Form I-IV*. Dar-Es-Salaam, Tanzania: Tanzania Institute of Education.
25. The United Republic of Tanzania, Ministry of Education and Vocational (2010). *Physical Education Syllabus for Advanced Secondary Education - Form V - VI*. Dar-Es-Salaam, Tanzania: Tanzania Institute of Education.
26. The United Republic of Tanzania, Ministry of Education and Vocational (2005). *Personality Development and Sports Syllabus for Primary Schools – Standard I-VII*. Dar-Es-Salaam, Tanzania: Tanzania Institute of Education.
27. Walker, K. E. (July 2008). *Knowledge, Attitudes and Practice (KAP) Survey - Summary Report for the Duluth Lakeside Stormwater Reduction Project (LSRP)*. Saint Paul: Water Resources Center, University of Minnesota.
www.lakesuperiorstreams.org/weber/l srp/reports/DuluthKAP... ,
http://files.dnr.state.mn.us/assistance/grants/community/duluth_kap_final.pdf
downloaded on 12 April 2011.

APPENDIX 1: QUESTIONNAIRE

Tanzania Olympic Academy – IOA Masters - Olympic Education Questionnaire

Name of School:.....

Date:.....

Section A:

1	Name (Optional)		
2	Gender	Male ()	Female ()
3	Age		
4	How long have you been teaching Physical Education / Sports?		
5	Are you trained to teach Physical Education?	Yes ()	No ()

Section B: - Please tick (√) the right answer

1. How many rings are there in the Olympic Emblem?

a.	None	
b.	Three	
c.	Five	
d.	Seven	

2. How often are the Olympic Games held?

a.	Every 2 years	
b.	Every 3 years	
c.	Every 4 years	
d.	Every 5 years	

3. Where were the last Olympic Games held?

a.	London	
b.	Beijing	
c.	New Delhi	
d.	Kuala Lumpur	

4. What does “Citius, Altius, Fortius” mean?

a.	Faster, Higher, Stronger	
b.	Faster, Longer, Stronger	
c.	Further, Higher, Stronger	
d.	Further, Longer, Heavier	

5. Which sport is in the Olympic Program?

a.	Squash	
b.	Karate	
c.	Judo	
d.	Snooker	

6. Where did the Olympic Games originate?

a.	England	
b.	Greece	
c.	China	
d.	USA	

7. What does the dove symbolize during the Olympic Games opening ceremony?

a.	Freedom	
b.	Purity	
c.	Peace	
d.	Happiness	

Who is the father of the Modern Olympic Games?

a.	Juan Antonio Samaranch	
b.	Pierre de Coubertin	
c.	Jacques Rogge	
d.	Kipchoge Keino	

8. Where will the next Olympic Games be held?

a.	Nairobi	
b.	Rio de Janeiro	
c.	London	
d.	Tokyo	

9. Who is the current President of IOC?

a.	Jacques Rogge	
b.	Barack Obama	
c.	Leodegar Tenga	
d.	Sepp Blatter	

10. In order to compete in an Olympic Games, athletes must be:

e.	over 20 years of age	
f.	amateurs	
g.	Winners of national championships in their sport	
h.	drug-free	

Section C: Tick the box that best describes your feeling towards each of the following statements.

		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I like teaching Physical Education.				
2.	I teach Physical Education according to the text book provided				
3.	My students enjoy Physical education				
4.	Physical Education is an Important subject				
5.	More periods should be allocated for Physical Education				
6.	Teaching values is an important aspect of Physical Education?				
7.	Our Physical education curriculum should put more emphasis on the development of social skills and fair play.				

Section D: Please give a brief explanation in relation to your choices on section C above.

Thank you for your cooperation.....

APPENDIX 2: BRIEF COMMENTS IN RELATION TO CHOICES ON SECTION C.

1. I like PE and sports because it is fun and interesting
2. Physical Education is important for health and helps in development of the child, while keeping the grown-ups active and cheerful.
3. I have been interested in sports all my life, I like teaching physical education because it is very exciting and healthy.
4. I use the textbook only as a guide, but not on the field as that would be cumbersome and will take away the flow of the movements.
5. I believe the time allocated for PE and Sports is adequate as long as the timetable is followed.
6. Physical education teaches teamwork, friendship and fair-play as well as to struggle to win fairly.
7. Physical Education is an important subject because it makes the student and the teachers active and healthy also makes them social and be able to mix well with other people.
8. The time allocated for Physical Education is adequate but we don't have enough equipment, we should be given more equipment, so that we can practice different games.

9. Time for Physical education sometimes is used for other activities, this is not good, in my school the headmaster is not a sportsman, so he does not give attention to sports, the government must check from time to time, to insist that sports time is followed.

10. My school is a boarding school, so we also have sports activities after normal classes, as such the time allocated plus the after class hours are enough for my students, we have sports everyday and my students really like it. We have competitions on Saturdays and Sunday afternoon.