

**TEACHERS' PERCEPTIONS OF THE INFLUENCE OF SELECTED FACTORS ON  
THE IMPLEMENTATION OF PHYSICAL EDUCATION CURRICULUM IN  
PUBLIC SECONDARY SCHOOLS IN NYANDARUA COUNTY, KENYA**

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for the Award of Master of Education Degree in Educational Management of Egerton  
University**

**EGERTON UNIVERSITY**

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## DECLARATION AND RECOMMENDATION

### Declaration

This thesis is my original work and has not been presented in part or as a whole for an award of a Degree in this or any other University.

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## **DEDICATION**

To my wife Njeri, son Mungai and daughter Nyambura

## **ACKNOWLEDGEMENTS**

May glory be to the Almighty God for providing me with the strength, good health and motivation during the course of this study and for enabling me to write this piece of work. My gratitude goes to Egerton University for giving me a chance to study in their institution. Let me take this chance to acknowledge the immense efforts of my two supervisors Prof. Anthony K. Sang and Prof. Joseph M. Wamutitu for the guidance they offered in ensuring that the best came out of this study. Their diligence has been a source of inspiration. I wish to say that their tireless efforts were far beyond the call of teaching. May God bless them. Many thanks also go to my wife Njeri, my children Mungai and Nyambura for being supportive during the study. To my mother, my sisters and brother who supported me morally and financially. I am indebted to them for their generosity. May God bless you all.

## **ABSTRACT**

Physical Education (PE) is an important subject in the school curriculum because it helps students develop the competencies and beliefs necessary for incorporating physical activities in their lives. Despite its importance, most schools countrywide and more so in Nyandarua County are faced with critical issues of finances, availability of facilities, time allocated to PE and teachers proficiency. This study examined teachers' perceptions of the influence of finance, facilities; time allocated for PE and PE teachers proficiency on the implementation of PE curriculum in public secondary schools in Nyandarua County. The study employed descriptive survey research design. The target population was 1824 teachers who comprised of 100 principals and 1,724 teachers of public secondary schools in the Nyandarua County. The study targeted 40 schools arrived at through stratified random sampling. Purposive sampling was used in determining Principals' and teacher who are targeted in the study. The total number of principals was 40 while teachers were 80 meaning the total sample size was 120. In the study 116, (38 principals and 78 PE teachers) responded to the questionnaire representing a response rate of 96.7%. Data was collected using a questionnaire for teachers. Content, construct and face validity of the instrument was checked by research experts from the Department of Curriculum, Instruction and Educational Management of Egerton University. The reliability of the questionnaire was estimated using the Cronbach Alpha method. The estimated reliability coefficient for the questionnaire was 0.82. The data collected was organized, edited and analyzed using descriptive statistics such as frequencies and percentages with the aid of the Statistical Package of Social Sciences (SPSS) version 22. The study found that teachers were of the view that challenges such as finance, facilities, time allocated for PE and proficiency of teachers are major factors influencing implementation of the PE curriculum in secondary schools. The study recommended that more funds should be allocated for the implementation of PE curriculum and provision of PE equipment and facilities and that time allocated for PE in schools should be increased. The study further recommended that PE teachers should be trained while in-service training for PE teachers should be advanced. The findings of this study could help the Kenya Institute of Curriculum Development (KICD) formulate better curriculum content for PE. It could also help the Ministry of Education formulate better PE policies as well as help school administrators improve implementation of PE curriculum in secondary schools.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>CDE</b>	County Director of Education
<b>HIV</b>	Human Immunodeficiency Virus
<b>ICSSPE</b>	International Council for Sport Science and Physical Education
<b>KCSE</b>	Kenya Certificate of Secondary Education
<b>KICD</b>	Kenya Institute of Curriculum Development
<b>KIE</b>	Kenya Institute of Education
<b>MOE</b>	Ministry of Education
<b>NACOSTI</b>	National Council for Science, Technology and Innovation
<b>NAHT</b>	National Association of Head Teachers
<b>NAPHER</b>	Nigerian Association of Physical Health Education and Recreation
<b>NCLB</b>	No Child Left Behind
<b>PE</b>	Physical Education
<b>SPSS</b>	Statistical Package for Social Sciences
<b>TQ</b>	Teachers Questionnaires
<b>TSC</b>	Teachers Service Commission
<b>UNESCO</b>	United Nations Education Science and Cultural Organization
<b>UNICEF</b>	United Nations Children Education Fund
<b>WHO</b>	World Health Organization

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0 Introduction**

This chapter covers the background to the study, the statement of the problem, specific objectives, the research questions, the significance of the study assumptions of the study and the operational definition of terms.

### **1.1 Background to the Study**

The Physical Education (PE) in a school curriculum help learners develop competencies and beliefs necessary for incorporating physical activities in their lives. It promotes hygiene, healthy eating habits and enables the learners to manage stress. Dogra (2011) observes that for overall development, children should participate in physical activities such as sports and exercises. Daily quality PE in the nation's schools is an important part of a student's comprehensive, well-rounded education program and a means of positively affecting life-long health and well-being. PE contributes towards the growth of a child into a healthy, intelligent, confident and level-headed adult. Students who participate in PE have high energy levels, are more alert, academically perform better and are more productive than sedentary students, condition that can be lifelong (UNICEF, 2007) .

Success in PE enhances achievement in other learning areas and is closely inter-related with an individual's intellectual and social development. To an individual, PE contributes to maintenance and improvement of health, providing wholesome leisure-time occupation and enabling a person to overcome drawbacks of modern living (Light, 2008). It builds self-esteem, motivation, co-operation and concentration, and forms an important part of a balanced curriculum. Meyer (2006) argues that PE should develop the abilities, will-power and self-discipline of every human being as a fully integrated member of society throughout his life time. At the community level, PE enriches social relations and develops fair play which is essential not only for sports but in social life too. At international level, Datar (2004) observes that PE can contribute to the preservation of lasting peace, mutual respect and friendship, thus creating a conducive climate for solving international conflicts. International games indicate that PE is a universal language that facilitates collaboration between national and international governmental and non-governmental agencies, based on respect for the specific competencies of each.

A balanced education system must assign the requisite place and importance to PE (Kahn, 2002). Since PE aims at developing motivation, competence, excellence and active participation that are central in an active healthy lifestyle, it should be used to raise achievement by developing physical talents of students to the full. Consequently, students should participate in energetic physical activity more frequently than set in their schools' curricular programme. Findings in a report by the Kenyatta University and Ministry of Health (adopted from Gathura, 2014) on Physical activities and body weight of children and youth revealed blames 'pampering' or 'spoiling' children through 'unhealthy' eating and less physical exercise that has been replaced by much watching of television. Inclusion of PE as a central component in coordinated school health programs helps to reverse the growing epidemic of childhood obesity which threatens to undo decades of progress in the fight against cardiovascular and other lifestyle diseases. PE helps the learners promote healthy, fit and general growing bodies. Efforts made now will help children avoid a lifetime of chronic disease and disability (Arnold, 2000).

The preamble of PE syllabus from the Ministry of Education (2011) states that as a medium of learning and expression, PE is an integral part of the education process within and outside the learning institutions. PE shares and reinforces the contribution of disciplines like music, drama, dance and visual arts and subjects such as literature, science and humanities. Through the use of suitable and organized physical activities the learner is able to acquire skills, knowledge and attitudes of sportsperson ship for participation in sporting activities. Given the importance of PE in the total development of the individual, the activities provided in the syllabus are intended to give learners thorough practice within the framework of gradual progression of skills in games, athletics, gymnastics, swimming and dance among others.

Ministry of Education guidelines (2011) sets the general objectives for PE learners in secondary schools. This includes developing physical and neuromuscular skills, supporting performance of both skilful physical movements and efficient mental coordination. It supports development of knowledge and experience of movement concepts for expression and communication. Through PE, learners appreciate and participate at both national and international sports and dance which develops understanding, respect and preservation of own and others' cultures. It enables learners to explore and appreciate the environment through physical activities. Through PE, learners nurture and develop individual talents in specific sports, develop creativity and ability for inquiry and individual initiative. Learners

who participate in PE enjoy and appreciate participation in movement for its own sake, and develop self-discipline through the understanding and application of rules and regulations in games and sports. Through PE, the learner is able to develop a variety of skills for recreation and positive use of leisure. Lastly, PE develops awareness of safety skills and preventive measures (Arnold, 2000).

A report by Ongong'a, Okwara and Okello (2010) on sports in secondary schools in Kenya revealed that as Government policy since 1980, PE is a compulsory subject in both primary and secondary schools alongside Mathematics, English and Kiswahili. In secondary schools, PE is allocated 40 minutes in Form 1 and 2, and two periods of 40 minutes each in Form 3 and 4. However PE is not examinable at the final exam. Toriola (2005) points that in Nigeria, PE is taught and examined at Ordinary ('O') and Advanced ('A') levels while in Uganda it is timetabled but not examined at the end six years in secondary school. There is a belief that if a subject is not examinable teachers will not teach it because there is no accountability (Otieno, 2010).

A number of factors influence the implementation of a curriculum and the resultant learning, ranging from the professional qualifications of teachers, administrative factors, gender related issues, social aspects, a school's culture and policy, school's performance in final exams, parental influence, environmental factors (Fisette 2010) and finances (Onyeachu, 2006). Learning can broadly be defined as change and which is influenced by perception. Learning either focus on individuals (the product of learning) or how they learn (the process). It is about how individuals' change and adapt, grow, and develop from the inside out (Berens 2000).

Perception depends on complex functions of the nervous system but subjectively effortless because it happens outside conscious awareness. Through perception an individual's can organize, identify, and interpret sensory information in order to represent and understand the environment. Adu and Alatundum (2007), links perception to curriculum implementation and argue there are many people with poor perception of the actual scope of PE thus affecting implementation of its curriculum. In this study the environment is represented by the school and the PE subject. The teacher is the custodian of knowledge and instructor of instruction. Quality teacher preparation is important to student academic achievement. Stipek (2010) argues that teachers' beliefs about students affect their behavior toward students. Walter

(2011) shows teachers' perceptions do influence the learning process. In addition, teachers' perceptions regarding school environment have an impact regarding teachers' effectiveness. Nyandarua County is a County in the northwestern part former Central Province of Kenya. Its capital and largest town is Ol Kalou. Nyandarua County constitutes 5 constituencies (Kinangop, Kipipiri, Olkalou Ol'Jorok and Ndaragwa) and has population of 596,268 in an area of 3,304 km<sup>2</sup>. The county contains the Aberdare Ranges. Nyandarua is known for athletics being home to John Ngugi, late Kamau Wanjiru, Bidan Kaloki, Nyaruai, among other notable athletes. During the Central Region Cross Country, Nyandarua County dominated the Championships taking almost all the top positions in all categories at Karatina stadium in Nyeri County on 26<sup>th</sup> January 2015 (Kanyi, 2015). This bespeaks of the huge sports potential that the county has.

Nyandarua County has 100 secondary schools. Students in these schools have got sporting talents that can be developed well during schooling life (Onyango, 2012). However in line with Gathura's argument (2014), attention to PE lessons in the county are replaced with that of examinable subjects. A preliminary research conducted by the author in the third term of 2011 in some of schools in Nyandarua County showed that during PE lessons, students are given an option of either attending PE or completing other class assignments. This implied that teachers' perception to PE was unfavorable.

Realization of full benefits of PE in the county requires proper implementation of the course. However, though Ministry of Education policy requires public secondary schools to allocate not less than 40 minutes of PE lessons in the school curriculum, PE lessons, where scheduled, are being used to teach other examinable subjects (Gathura, 2014). Many schools authorities largely put less emphasis on teaching PE and overemphasis on examinable subjects. This study aimed at finding out how teachers' perceptions on influence of selected factors impacted on implementation of PE curriculum in public secondary schools in Nyandarua County. These factors are teachers' perceptions of the PE Curriculum, the influence of financial allocation, facilities and equipment, time allocated to PE, and PE teachers proficiency. These factors have been selected purposively since they together play a considerable role in influencing curriculum implementation (Fisette 2010, Onyeachu, 2006)



## **1.2 Statement of the Problem**

Physical Education (PE), is important to students because it leads to the development of physical, mental, emotional, health and social aspects of the learner. Public secondary schools in Nyandarua County follow government prescribed PE curriculum developed by the Kenya Institute of Curriculum Development (KICD). Despite the importance of the subject, PE curriculum implementation at secondary schools in the county is not strict since students either do class assignments or play in the field without a teacher during PE lessons. This study aims to establish the reason behind this situation. There is scanty empirical data that shows factors that influence implementation of PE in the county. Literature reveals that implementation of a curriculum depends on various factors like funds, equipment and facilities, time allocated to PE and proficiency of personnel handling PE. The PE curriculum in schools is implemented by the teachers and its success depends on how they utilize these factors. The study therefore sought to examine teachers' perceptions on the influence of selected factors namely: finance, PE facilities and equipment, time allocated for PE and PE teachers proficiency on the implementation of PE curriculum in public secondary schools in Nyandarua County.

## **1.3 Purpose of the Study**

The purpose of the study was to examine teachers' perceptions of influence of selected factors on implementation of PE curriculum in public secondary schools in Nyandarua County.

## **1.4 Research Objectives**

This study was guided by the following objectives:

- i. To determine teachers' perceptions of the influence of financial allocations to PE on the implementation of PE curriculum in public secondary schools in Nyandarua County.
- ii. To establish teachers' perceptions of the influence of facilities and equipment on the implementation of PE curriculum in public secondary schools in Nyandarua County.
- iii. To find out teachers' perceptions of the influence of time allocated to PE lessons on the implementation of its curriculum in public secondary schools in Nyandarua County.

- iv. To determine teachers' perceptions of the influence of PE teachers' proficiency in teaching of PE on the implementation of its curriculum in public secondary schools in Nyandarua County.

### **1.5 Research Questions**

The study sought answers to the following research questions:

- i. What are teachers' perceptions of the influence of financial allocations to PE on the implementation of its curriculum in public secondary schools in Nyandarua County?
- ii. How do teachers perceive the influence of facilities and equipment on the implementation of PE curriculum in public secondary schools in Nyandarua County?
- iii. What are teachers' perceptions of the influence of time allocated to PE lessons on the implementation of PE curriculum in public secondary schools in Nyandarua County?
- iv. How do teachers' perceive the influence of PE teachers' proficiency in teaching of PE on the implementation of its curriculum in public secondary schools in Nyandarua County?

### **1.6 Significance of the Study**

The findings may have offered insight that could be useful to PE teachers and principals who may get to know teachers' views of the factors that influence the implementation of PE curriculum. The findings may assist institutions which train PE teachers to develop programmes for the student teachers and may help them improve on their training techniques. The findings may also be helpful to the Kenya Institute of Curriculum Development (KICD), which is charged with curriculum development. The findings may also sensitize the policy makers and curriculum planners in enhancing implementation of PE curriculum in secondary schools. The Ministry of Education could also get insight on the current status of PE in public secondary schools which might help in improving.

### **1.7 Scope of the Study**

The study was conducted in public secondary schools in Nyandarua County. The study examined teachers' perceptions of the influence of finances, facilities and equipment, time allocated for PE as well as PE teachers proficiency on the implementation of the PE curriculum. It focused on PE teachers as well as principals of the sampled secondary schools.

### **1.8 Limitations of the Study**

An anticipated limitation in the study included generalization difficulties since different schools are endowed differently with the selected factors such as facilities and equipment, proficiency of PE teachers and funds allocated to PE. To overcome this, the study focused on schools that have almost same level of resources endowment and within the same local area. The other anticipated limitation was skepticism from teachers who could have thought the research was meant to expose their shortcomings. To overcome this, the researcher assured them that the research was purely academic and all information they gave would be handled confidentially and not for any other purpose apart from academic. In addition, the respondents did not indicate their names on the data instruments to ensure they gave honest answers.

### **1.9 Assumptions of Study**

The study was guided by the following assumptions:

- i. Those who participated in the study gave honest responses to the items in the questionnaire.
- ii. That the teachers' were well versed or conversant with the requirements for effective implementation of the PE curriculum in schools.
- iii. Selected factors influence PE curriculum implementation.

### 1.10 Definition of Key Terms

The following operational definitions of terms are presented as used in the context of this study.

**Attitude** refers to a set of emotions, beliefs, and behaviors toward a particular object, person, thing, or event (Cherry, 2014). In this study, teachers attitude refers to the way PE teachers feel about PE curriculum and its implementation in public secondary schools in Nyandarua County.

**Curriculum Implementation:** Curriculum implementation entails putting into practice the officially prescribed courses of study, syllabuses and subjects. The process involves helping the learner acquire knowledge or experience (Wiles, 2009). In this study, it refers to the process of helping the learner acquire knowledge and experience during PE lessons.

**Curriculum:** According to Wiles (2009) curriculum represents a set of desired goals or values that are activated through a development process and culminate in successful learning experience for students curriculum refers to what the student is supposed to study or practice during PE lessons.

**Factors:** a circumstance or influence that contributes to a result or outcome or any of the things that cause or influence something (Wiles, 2009). In this study, selected factors are finances, time, PE teachers and PE facilities and equipment that influence implementation of PE Curriculum.

**Implementation:** Implementation is the carrying out, execution, or practice of a plan, a method, or any design for doing something. As such, implementation is the action that must follow any preliminary thinking in order for something to actually happen. Implementation is putting into effect a plan already mapped out (Rouse, 2014). In this study, it refers to putting into practice the skills learnt.

**Perception** refers to sensory experience exhibited by PE teachers and in response to their environment. It was regarded to be involving both the recognition of environmental stimuli and their actions in response to this stimulus (Cherry, 2014). In this case the stimuli are the four factors under study that included finance, PE facilities and equipment, time allocated for PE and PE teachers proficiency

**Physical Education:** PE as an integral part of total education process and a field of endeavor which has as its aim in the development of physically, mentally, emotionally and socially fit citizens through the medium of physical activities which have been selected with a view to realizing these outcomes (Bucher, Wuest, Bucher, & Wuest, 2008). In this study, it refers to knowledge and skills taught during PE lessons.

**Proficiency:** The state of being well advanced in an art, occupation, or branch of knowledge or able to do something in a skilled or an expert way because of training and practice (Merriam, 2014). In this study, teachers' proficiency refers to the way PE teachers put into practice their skills when taking students through PE lessons.

**Time:** Time is measured in units i.e. minutes, months, years (Rouse, 2014). In this study, time refers to length and frequency of lessons allocated to PE in secondary schools in Nyandarua County.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviews literature on teachers' perception of the influence of selected factors on the implementation of PE curriculum. It focuses on the influence of PE teachers' perception, teachers' perception of time allocation, finances, equipment and facilities, and their proficiency. This chapter reviews related work done in this area of study, looks at the theoretical framework and concludes with the conceptual framework.

#### **2.2 Overview of Physical Education**

Physical Education is "education through the physical". It aims to develop students' physical competence and knowledge of movement and safety, and their ability to use these to perform in a wide range of activities associated with the development of an active and healthy lifestyle. It also develops students' confidence and generic skills, especially those of collaboration, communication, creativity, critical thinking and aesthetic appreciation (Government of Hong Kong, 2013).

According to Kahn (2002), every human being has a fundamental right of access to PE, which is essential for the full development of the personality. Everyone should have full opportunities for practicing PE. The freedom to develop physical, intellectual and moral powers should therefore be guaranteed both within the educational system and in other aspects of social life. Special opportunities must be made available for young people, including children of pre-school age, for the aged and for the handicapped to develop their personalities to the full through PE programs suited to their requirements (Arnold, 2000).

There are positive effects of PE and physical activity on school performance. Providing increased time for physical activity can lead to better concentration, reduced disruptive behaviors, and result in higher test scores in reading, mathematics and writing (Stroot, 2007). Physically fit students are less likely to miss school, engage in risky behaviours, get pregnant, or attempt suicide, which are all associated with better outcomes in school (Taras, 2005). Physically active students may also achieve more academically. Stead and Neville (2010) in their review of literature on P.E and academic performance, observed that as little as 10 minutes of additional organized physical activity in or outside the classroom implemented

into the school day improves classroom behavior, and consequently may enhance academic performance.

It is not known how time allocated for PE is utilized in the secondary schools of Nyandarua County, and the net effect this situation is having on students. PE is also beneficial to the health of participants. Ginsburg (2007) asserts that the optimal PE program will foster a lifetime commitment to physical activity as part of a healthy lifestyle. Physical activity improves overall health. It improves blood circulation thus increasing blood flow to the brain, and raises endorphin levels, which all help to reduce stress, improve mood and attitude, and calm children (Taras, 2005).

Inclusion of PE as a central component in improved coordinated school health programs will augment other prevention efforts and help to reverse the growing epidemic of childhood obesity which threatens to undo decades of progress in the fight against cardiovascular and other lifestyle diseases. Effective efforts to children could help them avoid a lifetime of chronic disease and disability (Arnold, 2000).

Wilson (2012) shows that PE as a subject has gone through many cycles over its long history. These cycles range from a strict authoritarianism to the liberal democracy of today. The Spartans and Athenians were the first to have a type of PE. Though very different, both systems served the people and their needs. The Spartan system was similar to a dictatorship where male children were taken at the age of seven to learn basic military skills while living in barracks. At age of fourteen, they began learning group fighting tactics which would allow them to succeed while in the military from the ages of twenty to thirty. The philosophy of the Spartans was basically to allow them to invade other countries if desired, and to prevent other countries from invading them.

The philosophy of the Athenians was quite different from that of the Spartans. The Athenian culture was very democratic, and focused on training the mind and body. Reading and writing was a large part of society as well as physical activity, which took place in the center of the city where the gymnasium was located. The PE philosophy of the Athenians was the high point of PE for many years (Wilson, 2012).

In developed countries PE would kick off in the nineteenth century. There was growing popularity of formal PE programs all across Europe where calisthenics and gymnastics were all the rage. American schools followed the European model by incorporating PE into the curriculum for primary and secondary schools (Excite Education Online Services, 2014). Since the Second World War, the United States has continued to press the importance of PE, which brings it to where it is today, a highly complex field with many different sub-disciplines (Wilson, 2012). In Australia, PE was first made a compulsory part of the curriculum in Victorian Government primary and secondary schools in 1981. The policy was outlined in a Ministerial Statement to the Victorian Legislative Assembly by the Minister for Educational Services, the Honourable Norman Lacy MP on 17 September 1981. In Philippines, some schools have integrated martial arts training into their PE curriculum (Pangrazi, 2007).

In Kenya, the contribution of PE to the educational process in educational institutions cannot be overstated. Sports and secondary education in Kenya supports educational objectives in the schools. For example it supports improve the level of discipline, helps in character development, improves students' rationality and objectivity in thought and is also responsible for high retention rate in schools, all of which boost academic performance (Ongong'a, Okwara, & Okello, 2010). In addition, a number of benefits can be reaped from participation in sports. Participation in sports enhances physical fitness and contributes to good health (KIE, 2002).

Young individuals who participate in organised sport demonstrate lower rates of anti-social behaviour which may result in less disaffection from school (Stead & Neville, 2010). It has been realized that majority of those who excel in professional sports in Nyandarua County to national and international levels practice a lot during their schooling days where PE lessons provide quality time for them. Many athletes who have progressed well in international levels like the late Olympic champion Samuel Wanjiru discovered his talent and practiced a lot during his school days as attested by his coach (Onyango, 2012).

Stroot (2007) in a study titled 'Contemporary Crisis of Emerging Reform? A Review of Secondary School Physical Education and Health, reported that that the overall aim of PE course is to enable learners acquire skills for fitness, good health, growth and development, character formation, proper use of leisure time, acquisition of life skills and enjoyment. These



should be assessed continuously and periodically to reflect the extent to which each learner has achieved the objectives and outcomes of this syllabus. In all activities, both learners and teachers should observe safety precautions at all times, be it during PE lessons, games or clubs.

### **2.2.1 Physical Education Curriculum in Kenya**

The Kenyan PE syllabus is not a planned programme of lessons but includes topics that a teacher can select for each class according to the ability levels. According to (Kenya Institute of Education, 2002) the objectives of PE include:

- i. Develop physical and neuromuscular skills,
- ii. Perform skilful and efficient movements through physical and mental coordination,
- iii. Develop knowledge and experience of movement concepts for expression and communication,
- iv. Develop good citizenship and national cohesiveness through sport
- v. Develop social skills through physical activities
- vi. Appreciate and participate in both national and international sport and dance for understanding, respect and preservation of own and other cultures
- vii. Explore and appreciate the environment through physical activities
- viii. Engage in physical activities in order to promote health, fitness and general body growth and development
- ix. Appreciate PE and sport as a foundation for further education and career
- x. Identify, nurture and develop individual talents in specific sports
- xi. Develop creativity, ability for inquiry and individual initiative
- xii. Enjoy and appreciate participation in movement for its own sake
- xiii. Develop self-discipline through the understanding and application of rules and regulations in games and sports
- xiv. Promote the development of a variety of skills for recreation and positive use of leisure time and;
- xv. Develop awareness of safety skills and preventive measures in PE and sports. (Kenya Institute of Education, 2002)

As a matter of policy, public secondary schools in Kenya are required to allocate one lesson of 40 minutes a week to Forms 1 and 2, and two lessons of 80 minutes a week to Forms 3 and 4 for PE (Kenya Institute of Education, 2002). However, PE in Kenya faces many problems,

chief of which is failure of policy implementation (Van Deventer, 2002). While PE is compulsory in the curriculum, there is a big disparity between policy and implementation because head teachers timetable it only to satisfy school inspectors (Chapell, 2001).

Failed PE policy implementation is evidenced by the frequency of cancellation of PE classes which is high in Kenya against a view that academic subjects are important to a bright future. PE is regarded as a non-productive educational activity, a view that is shared by some teachers (Marshall & Hardman, 2000). Consequently, PE lessons cancellation is mainly done by academic subject teachers who may use allocated PE time to supplement that of their subjects. During times of adverse conditions or when extra time is needed for academic or other school activities, PE periods are often the first to be re-allocated. This happens especially during examination periods when lessons are abandoned to provide time for examinations and revision of past examination papers. Regarding timetabling, other subjects are positioned on the timetable according to the highest priority, with PE often being placed on the timetable as the last lesson of the day, at a time when both students and teachers are tired. Wanyama (2011) explains this by saying that PE teachers in Kenya struggle with status issues whereby PE is perceived to be of a lower status than other subjects despite PE being legal and compulsory in Kenya. No study has been done to establish the state of affairs in Nyandarua with an aim of establishing whether PE time allocation regards it with the importance it deserves.

### **2.3 Implementing Physical Education Curriculum**

According to Luke (2000), despite well-publicized efforts by the United States government to promote PE in schools, the actual time students spend in PE has gone down in recent years. Childhood obesity has more than doubled in children and quadrupled in adolescents in the past 30 years (Ogden, Carroll, Kit, & Flegal, 2014). Recognition of this has led to new dietary guidelines and healthier food offerings at school. However physical activities have been ignored. PE classes are forced to compete for limited class time and resources. According to Wamae (2009), qualified PE instructors in Kenya are also in short supply. This has also led to challenges as qualified teachers needed to implement PE implementation are not available to facilitate proper teaching of PE. In the long run this has made it ineffective to implement PE curriculum.

A research by McCaughy et al., (2006) on teachers' perspectives on the challenges of teaching PE in urban schools, teachers reported five unique challenges that significantly

shaped their thinking about students and their careers, along with strategies they used to overcome or manage those challenges. The challenges were: (a) insufficient instructional resources, (b) implementing culturally relevant pedagogy, (c) dealing with community violence, (d) integrating more games in curricula, and (e) teaching in a culture of basketball. Implications centered on the guilt-inducing nature of urban teaching, developing an informed and realistic vision of urban PE, and the role of teacher preparation and professional development (McCaughtry, Barnard, Martin, Shen, & Kulinna, 2006).

Wanyama (2011), in a study titled ‘The challenges of teaching physical education: juxtaposing the experiences of physical education teachers in Kenya and Victoria (Australia), suggested the challenges facing PE are similar across countries and that teachers from both Kenya and Victoria feel PE is marginalized compared to other traditional curriculum subjects. In both countries, the study showed that while the importance of PE is widely acknowledged, competition from other academic subjects has forced many schools to reduce or cancel some PE programmes. Therefore, there is great need for teachers to collaborate and to share information on how to improve and to strengthen the delivery of PE programmes in secondary schools. Other challenges that could limit implementation of PE include those cited as limitations to implementation on education in Kenya. These are delays in funds disbursement, teacher shortages, limited teacher-learning facilities, weak managerial skills and embezzlement of funds (Kenpro, 2010).

## **2.4 Financial Allocation and Implementation of PE Curriculum**

It is difficult to implement a curriculum successfully if education system has limited funding. Onyeachu (2006) argues that since manpower has increased in the education sector, the bulk of money allocated to education is absorbed by salaries leaving very little for teaching materials, books, in-service training among other things needed for smooth implementation of the curriculum. Organizations cannot function effectively without funds (Onyeachu, 2006). In Kenya, the central government supplies teachers on a fixed allocation per capita basis. Prior to 2003, parents were required to supply exercise books, textbooks, furniture, and equipment to supplement putting up of buildings through Harambee basis (Government of Kenya, 2001). Poor economic growth and external macro-economic factors contributed to increased cost of education that resulted in many parents inability to afford secondary school education (MOEST, 2001).

As a consequence there has been limited investment in education and inadequate teaching-learning facilities because schools depend on school fees to fund their programmes. Limited finance leads to cost cutting and PE programmes are often the first to suffer such an eventuality. However, since 2009 when the Government declared free basic education, fees burden on secondary education parents was eased. While the Free Basic Education policy has been generally positive, they have also had some negative consequences (Orodho, Waweru, Ndichu, & Nthinguri, 2013). System resources have been strained, resulting in overcrowding, teacher distribution imbalances and consequent questions over quality of education. In turn, such factors lead to high wastage rates through repetition, dropping out, and low completion and transition rates (UNICEF/Government of Kenya, 2006). In this situation it is also difficult for teachers to know their students and to appropriately understand their backgrounds and experiences, yet “effective PE teachers are better able to gain their students’ cooperation and respect when they get to know them as individuals” (Fisette, 2010). PE teachers face the challenge of teaching these large classes with minimal facilities and equipment. A class of 40-50 students would need a considerable investment in balls and other facilities to ensure that PE is taught adequately. Facilities and equipment are necessary for PE to be taught properly because the level of provision of facilities can influence the quality of PE programmes. The facilities and equipment also need to be provided in the right quantity and quality, apart from being well maintained. All these factors depend on availability of adequate financial resources. However, this depends on the financial resources at the disposal of the respective school and the willingness of the head teacher to spend money on such equipment.

Crooks (2002), observes that low resource allocations by school administrators have had a number of impacts on PE in Europe: failure to refurbish/reconstruct/replace/maintain (out) dated and/or provide new facilities; shortages of equipment; employment of lower salaried unqualified teaching personnel; exit of physical educators to better paid jobs, and reductions in numbers of PE lessons and time-table allocation. A widely reported impact of funding limitations is on the swimming area. The considerable financial investment of gaining access to swimming facilities exposes this area of physical activity to reduced opportunities or even omission from curricula in many countries. The current study finds this a useful starting point in the analysis of financial factors that influence implementation of PE curriculum for public secondary schools in Nyandarua County.

## **2.5 PE Facilities and Equipment**

Facilities in schools are buildings, furniture such as tables, chairs which enable workers to perform their work effectively. According to Ehiemetolor (2001), facilities are those factors which enable production workers achieve the goals of an organization. Hardman & Marshall (2006) observed that the quality of facilities for PE in most countries was below average and were limited in quantity. This was particularly the case in developing countries. They also revealed that the quality of facilities was rated as average/inadequate in all Central and Latin American countries. It was the same case in Africa, with 67% of African countries having facilities rated as average/inadequate.

In Europe, there was a marked geo-political differentiation in quality and quantity of facilities and equipment. There was also a problem of low/poor levels of maintenance of existing PE sites in 83% of the African countries. The researchers concluded that the level of provision of PE facilities can detrimentally affect the quality of PE programs. A study carried out in Nigeria by Anyakogu (2002), found that a relationship existed between the availability of school facilities and implementation of school curriculum. In Scotland, an official communication on the state of PE and sport facilities shows that PE facilities must be designed to meet the needs of both PE and after school sport and physical activity. While recognizing that well designed facilities are not the only factor in ensuring quality of PE for the children, the design guidance that supplements 'Secondary School Sports Facilities: Designing for School and Community Use, shows they are essential if teachers and their pupils will reach their full potential, and to encourage an enjoyment and love of sport and physical recreation (Sports Scotland, 2004).

In Kenya, a research titled Assessment of Essential Physical Education Equipment and Facilities in Teacher Training Colleges in Kenya whose purpose was to assess the adequacy of essential facilities and equipment for training pre-service teachers in physical education in Teacher Training Colleges (TTCs) showed that there were inadequacies in the quality and the quantity of such important influential factors like facilities and equipment in TTCs. The report suggested that those concerned with curriculum design and development ought to set up a policy on minimum standards of facilities and equipment required for effective training of pre-service teachers in TTCs in Kenya (Kipng'etich, Langat, & Rop, 2014).

## **2.6 Time Allocated to PE**

The State of California has attempted to buck the trend of shrinking PE time. Starting from 1984, with amendments in 1990 and 1999, the state has mandated the following minimum requirements for PE time Elementary grades-200 minutes per week, and grades 9 to 12- 400 minutes per week (Hargreaves, 2003). However, large class sizes, budget concerns, a large immigrant population and a national focus on academic achievement could hamper implementation of PE. Classes that are too large can hinder instructors from offering individualized motor skills' training that student's need. A study carried out by the American Alliance for Health Education, Recreation and Dance (2001), found that only the state of Illinois had PE time requirements that met government recommendations while other states such as Oklahoma and California had no requirement whatsoever (Penney, 2001). States such as Nevada, Arizona and Hawaii that had a PE requirement in the 1980's no longer have one. A state such as Illinois has legislated for time allotted for PE to be increased, but have not taken assertive action to do so (Kinchi & Sullivan, 2003; Light, 2008).

A study carried out in Kenya by Wanyama (2011) titled 'The challenges of teaching physical education: juxtaposing the experiences of physical education teachers in Kenya and Victoria (Australia) showed that PE teachers find it a big challenge to teach anything meaningful within the forty-minute period so they opt to give students a ball to play with while they become umpires. This view is strengthened by the fact that PE being a purely practical and outdoors subject it is not examined in schools. Furthermore, the study revealed that in secondary schools no PE theory is ever taught. On the centrally, when the weather is not conducive for outdoor activities the students just spend time in class and hold discussions that may not be related to PE. The PE classes handle excess number of students and the details of classroom management also limit the amount of time students are active. In addition, Luke (2000) observes that despite the fact that PE class enrollment has remained static, the amount of time kids are active has declined. Even though dietary improvements are important for the health of children, renewed effort to provide adequate time for physical exercises is important.

Many countries have gradually reduced PE time. For example, this is evident in the USA, where the No Child Left Behind (NCLB), by linking federal funding to schools' adequate yearly progress in reading and mathematics, has created an environment in which such classes as physical education, music, and art are viewed as nonessential and secondary to the academic mission of the school. According to a national study conducted by the Center on

Education Policy in 2007, since the passing of NCLB in 2002, 62 percent of elementary schools and 20 percent of middle schools have significantly increased the instructional time they allocate to reading/language arts and math. To accommodate such increases, 44 percent of school districts reported cutting time in such areas as social studies, art, music, physical education, and recess. On average, schools reduced the time allotted to these subjects by more than 30 minutes per day (Trost & Mars, 2010). This situation is exacerbated in most countries because PE is never examined and therefore, teachers prefer using PE time to teach the subjects that are examined at the end of four years of secondary education. Most schools have PE slotted on the timetable but hardly implement it. In an international survey, which did not cover Kenya but did investigate other African nations, Hardman (2008) discovered that while there have been many education reforms since the late 1990s, these reforms have impacted negatively on PE because PE time allocation has continued to decrease in around 17% of countries studied.

The Kenyan government requires that PE be timetabled and taught in secondary schools. Documents and syllabi prepared indicate that PE is a compulsory subject (Kenya Institute of Education, 2002) and consequently, it has an officially prepared curriculum. It is a Government mandate that PE must be taught in secondary schools although the mandate is not enforced. However, PE is included in schools' timetable for formality and to avoid being considered disobedient to the Ministry's requirement. In many schools in Kenya, however, PE class time is used as a time to take a break from serious class work. Consequently, PE teachers feel they have to continually justify for the existence of PE and do plead for actual control of the time they are allocated. PE has legal status in secondary schools but it is not regarded as being equal to the other subjects (Wanyama, 2011).

According to the revised secondary school PE syllabus (Kenya Institute of Education, 2002), time allocated for each topic should be adequate to enable the learner acquire mastery of concepts in the subject. The revision in 2002 was intended to address the changing needs of the country. The issues addressed through the revision included curriculum overload, overlaps within and across subjects and mainstreaming of emerging issues such as HIV and AIDs, child labour, environmental degradation and gender issues, among others. The revision of the curriculum entailed refocusing the national goals of education, the secondary school education level objectives, and the subjects' general and specific objectives. This however,

did not fully address the challenges hindering proper implementation of PE curriculum in Kenya. The problems range from reduced curriculum time and a lack of adequately prepared teachers, poor state of facilities and a negative perception from teachers, students and parents. This is also coupled with the immense pressure for students to perform well in high stakes examinations (DiFiore, 2010).

## **2.7 Proficiency of PE Teachers**

For any programme to be successfully implemented, the implementers must be adequately proficient in terms of knowledge and skills. Both the United Nation's Children Fund (UNICEF) and the United Nations Educational, Scientific and Cultural Organization (UNESCO) are UN bodies that have formed partnerships with schools, federations and non-governmental organizations aimed at assisting in implementation of sports for peace development programmes. They also aim at and promoting school PE as avenues for achieving health, education, social and cultural development (United Nations Education, Scientific and Cultural Organization [UNESCO] 2005).

Within the UNESCO charter for PE and Sport, Article 4 advocates that professionals responsible for PE should be appropriately qualified (UNESCO, 2005). A sufficient supply of trained teachers is needed if implementation is to be effective. Syomwene (2003) authenticates the important role of teachers in curriculum implementation. For teachers to effectively carry out the role of curriculum implementation, adequate and elaborate training is a must. Kanno (2004) recognized the fact that the success of any curriculum, significantly depends on the extent to which the classroom teacher is not only able to interpret the curriculum but also to implement it. Teachers ought to be adequately trained and motivated, and to be taken for in-service training to keep abreast with new development in the education system.

Pennie (2001) carried out a study in Kenya for learners with cerebral palsy to find out the effectiveness of the PE course to learners with cerebral palsy and the teachers experience. This was done by examining the availability, suitability and adequacy of required resources such as trained teachers, equipment and facilities, time allocated for a lesson, the PE syllabus, textbooks and other relevant materials for cerebral palsied learners. The respondents were requested to state, on the basis of their experiences, problems that they encountered and offer suggestions on how future planning and implementation of PE could be improved for



cerebral palsied learners. Pennie (2001) reported that PE was not effectively taught and much needed to be done to realize the goals of the curriculum. The study revealed that majority of the teachers were not trained to teach PE, hence experienced difficulties in interpreting the regular curriculum, and adapting it to the need of the learners. The facilities and equipment required for teaching these learners are inadequate and unsuitable. Further the time allocated to PE lessons is inadequate. Teachers also experience a heavy workload due to multiplicity and variations in the learners' handicaps. In conclusion, it was observed that the teachers were constrained by the curriculum, the workload and inadequacy of facilities and equipment and this makes it difficult to implement PE curriculum. The research study sought to establish teachers' perception of the influence of selected factors on implementation of PE curriculum in public secondary schools in Nyandarua County.

### **2.8 Perception of Teachers towards Physical Education**

Attitudes impel people to react to objects, situations or propositions in a way that can be favorable or unfavorable (Guilford, 2004). Robert (2001) argues that attitude generally involves an emotional or affective component (for instance, liking or disliking), and a cognitive component (tendency to act towards these items in various ways). Attitudes are strongly held beliefs, opinions and feelings which are reflected in people's behaviors.

Schools should develop and encourage positive attitudes toward physical exercise at all levels, providing opportunities for teachers to teach physical skills and to perform physical activities. The attitude of teachers towards PE is mainly determined by curriculum content, the learning atmosphere, teacher behavior, dressing out, and self-perception (Krouscas, 2009). Participation in physical activities helps physically vigor and promotes clear thinking mentally, it is common phrase that a sound mind is in a sound body. PE programs in schools increases the concentration of the students thus making them improve in their academic performance. A health related PE curriculum can provide students with substantially more physical activity during PE classes.

The human body is made to move but most of the inventions of present age tend to prevent the person to move. To combat the decreasing levels of physical activity in many young people, health professionals are calling upon school PE to equip students with the skills and knowledge necessary to become physically active for a lifetime (Krouscas, 2009). Many behaviors such as physical inactivity and poor dietary habits, which are risk factors for

cardiovascular diseases, are established in childhood (Arnold, 2000). A positive attitude towards PE and physical facilities are required to promote PE in schools.

In Nigeria, PE is part of the core curriculum (Woolman, 2001). However, while the government encouraged the development of PE as far back as the early 1960s, many school authorities still despise the subject due to an over-emphasis on academic subjects (Salokun, 2005). The growth of PE has been hit by a steady loss of interest and commitment among teachers coupled with a dearth of relevant up-to-date texts, journals and magazines. But despite all the shortcomings, departments of physical and health education still prepares teachers for schools and the Nigerian Association of Physical Health Education and Recreation (NAPHER) continues to work hard to make PE a legitimate field of academic endeavor. Inadequate funding and deficiency of essential resources coupled with the perception of PE as a non-intellectual subject have seriously devalued its status in Botswana (Shehu, 2009). Additionally, school cultures have isolated PE teachers and deprived them of meaningful, badly needed support systems necessary for professional learning.

Hardman (2008) confirm that many people in the world have a very poor perception of the actual scope of PE and many people are surprised to learn that PE is much more than what they experienced in their school education. In an International survey, which did not cover Kenya but did investigate other African nations found that the status of PE was low and the subject was in grave danger of being sidelined.

In Kenya, parents also advice their children to concentrate on academic subjects which would enable them to attain good marks so that they can qualify for university admission. During parents' days, an entire day is set aside for parents to meet their children's teachers and to discuss with them issues regarding academic performance. Therefore, while teachers of the academic subjects are kept busy discussing with parents and answering their questions, a PE teacher sits alone forlorn, lonely and ignored. This is because PE is regarded as a non-essential subject that does not in any way impact a student's academic prospects. Consequently, parents feel it is needless to consult with the PE teacher. This attitude maybe justified because PE is neither examined nor assessed and therefore, there are no grades or scores for parents and teachers to discuss.

According to Jenkinson and Benson (2010), roadblocks to effective provision of PE are both institutional and teacher-related. This shows that PE teachers share the blame for the low

status of the subject. Therefore, despite all the challenges involved in teaching PE, its fate largely depends on teachers. Lux (2010) asserts that exemplary and successful PE teachers are not discouraged by their marginalized status but they work even harder to rectify it. Therefore, principals, teachers, students, and parents' perception of the subject are shaped by the attitude of the PE teacher. An enthusiastic teacher can infect the whole school with that enthusiasm and influence how PE is regarded. Equally true, inept PE teachers infect students, staff and heads with their lack of interest (Ammah & Kwaw, 2005). Instead of teachers complaining about the marginalization of PE in their schools, they ought to concentrate on how to teach effectively and to be good role models.

Parents and students usually think that the time students' use in PE decreases the time used on academic activity and hence it reduces academic performance of students. Physical activity can positively affect grade scores of students in schools. Banks and Ayers (2003) found out that allocating up to an additional hour per day of curricular time to PE programs does not affect the academic performance of primary school students negatively, even though the time allocated to other subjects usually shows a corresponding reduction. Locke (2002), regarded the pursuit of PE as an integral part of the educational process, it made an individual physically, mentally and morally strong. PE supports in learning discipline and develop the habit of team work.

Korir (2004) in a study entitled 'Changing Teachers, Changing Times- the Case of PE' argued that most secondary schools in Kenya and especially public schools were emphasizing more on the academic aspect of education and neglecting PE curriculum. Korir (2004) found out that 45% of the district schools in Central province did not have time allocated for PE in the third term of every academic year. The study found out that teachers were not changing with time in regard to giving emphasis to PE. However, Korir's study was on district public secondary schools only.

Wamae, (2009) in his study entitled 'Accounting for PE in Kenyan public Secondary schools and the way forward' found out that majority of Kenyan private secondary schools were laying emphasis on the PE curriculum. The study found out that private secondary schools were now competing nationally in ball games and emerging tops because of their investment they were placing in PE curriculum.

In summary, teachers' perception towards PE is important for an effective curriculum implementation. This perception is determined by curriculum content, the learning atmosphere, teacher behavior, dressing out, and self-perception. It is also dependent on interest and commitment among teachers and the importance they attach to the subject in comparison to others. The study sought to establish teachers' perception on the influence of selected factors on the implementation of PE curriculum in public secondary schools in Nyandarua County.

## **2.9 Theoretical Framework**

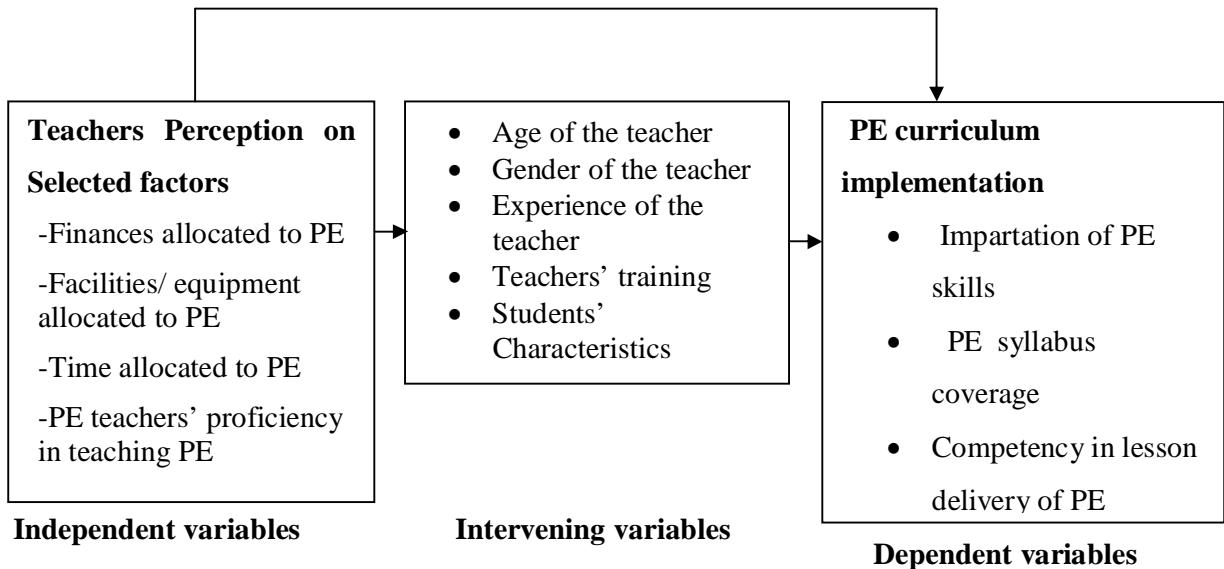
This study was grounded on Constructivist theory of perception as advanced by Richard Gregory in 1990. Perception is the process by which we take raw sensations from the environment and interpret them, using our knowledge and understanding of the world, so that they become meaningful experiences. Constructivist theories assume that the process of perception is a highly active process of extracting sensory stimuli, their evaluation, interpretation and backward organization of sensory stimulus. The constructivist approach to perception holds that we construct reality by putting together raw bits of sensory information. For illustration, many children's exercise books contain connect-the-dot tasks. On the page are a series of dots and some features, such as eyes, ears, or a mouth. A constructivist would say that we can make good guesses as to what the picture is going to be by putting together all the bits of information from the dots and the features. Since eyes and ears go with a face, the completed drawing will probably have a person in it (Berstein, Penner, Clarke-Sewart, & Roy, 2006). Our expectations of reality influence our perceptions. Perception is the end product of the interaction between stimulus and internal hypotheses, expectations and knowledge of the observer, while motivation and emotions play an important role in this process.

Perception is influenced by a wide range of individual factors that can lead to an inadequate interpretation. Gregory's Constructivists' theory accepts Helmholtz's principle of sensory data processing by means of unconscious inference (D'emuth, 2013). This theory explains illusions and reasons why individual perception is so complex and holistic. One of the greatest advantages of this approach is that when speaking of the process of perception it takes into account personal history and posits that to perceive always means to integrate feelings into a broader context of our beliefs and opinions (D'emuth, 2013).

In conclusion, whatever a person does, or the behavior one displays is informed by sensory data. It means perception is important in determining action and behavior of individuals. In the context of this study, the role of teachers in implementing PE Curriculum is influenced by their perception of PE as a subject. When teachers' historical experiences about PE lead to wrong perception and illusion of reality (e.g. PE is not examinable so it is not important) it could make them overlook the benefits that accrue as a result of participating in PE. Consequently they might not be motivated to implement PE curriculum.

## 2.10 Conceptual Framework

Conceptual framework is a diagrammatic presentation of concepts or variables that shows the interconnections between the independent, intervening and dependent variables.



**Figure 1: Conceptual Framework on Teachers' Perception on the Influence of Selected Factors on Implementation of PE Curriculum.**

In Figure 1, the PE curriculum implementation is influenced by a number of selected factors. The selected factors are: Teachers' perception towards PE, time allocated to the subject, facilities and equipment, finances and the PE teachers' proficiency. These factors are the independent variables. Impartation of PE skills, PE syllabus coverage and competency in lesson delivery of PE are the dependent variables. The conceptual framework implies that independent variables may have influence on the dependent variables. However, out of these factors, it is practical to have intervening variables which define and complete the cycle between the variables. These include teacher's age, gender, training and experience of the teacher and the students characteristics. To control the intervening variables sampling was done across the board.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter describes the research methodology that was employed in the study. The methods and procedures are described under the following sub-headings; research design, location of the study, target population, sampling procedure and sample size, research instruments, data collection and data analysis.

#### **3.2 Research Design**

The research design that was used in this study was the descriptive survey. The study used quantitative methodology in which responses were coded into values that were subjected to descriptive statistical analysis. According to Mugenda and Mugenda (2007), a descriptive design aims at explaining and describing the state of affairs as they are and then report the findings. Descriptive surveys are concerned with recording, analyzing, interpreting and describing conditions that exist or existed without the researcher manipulating the variables or arranging events to happen (Kothari, 2004). A descriptive survey design was suitable since data does not need to be manipulated and data collection takes place at one point in time (Kalaian, 2008).

#### **3.3 Location of the Study**

The study was conducted in Nyandarua County. Nyandarua is a county in the former Central Province of Kenya. It has a male population of 292,155, a female population of 304,113 and a total population of 596,268 (2009 Census). The County is located on the northwestern part of the Central Province, west of the Aberdare Ranges. Its headquarters is Ol Kalou town. The County was selected since it has a good record of excelling in sports. It is the home to John Ngugi, late Kamau Wanjiru, Bidan Kaloki, Nyaruai, among other notable athletes. During the Central Region Cross Country, Nyandarua County dominated the Championships taking almost all the top positions in all categories at Karatina stadium in Nyeri County on 26th January 2015 (Kanyi, 2015). The best national schools soccer team in 2015 is Passenga Secondary School that located in Nyandarua County. It was important to investigate how schools in the county are being prepared to excel in sports through PE.



### 3.4 Population of the Study

According to the Nyandarua District Education records (2010), Nyandarua has a total of 100 public secondary schools. Out of this number, 21 are girls only school, 23 are boys only and the remaining 56 are mixed schools. The County has a total of 1,724 teachers. This was the target population of the study. The accessible population was all school principals and PE teachers who have knowledge and insight into factors influencing implementation of PE curriculum in secondary schools. The distribution of the accessible population by school type is given in Table 1.

**Table 1:**

**Distribution of the Accessible Population by School Type**

<b>School type</b>	<b>Principals</b>	<b>PE teachers</b>
Girls only schools	21	<b>42</b>
Boys only Schools	23	<b>46</b>
Mixed Schools	56	<b>102</b>
<b>Total</b>	<b>100</b>	<b>190</b>

### 3.5 Sampling Procedures and Sample Size

Stratified random sampling and purposive sampling were used in determining the sample size. Stratified random sampling was used to select the participating schools from Nyandarua County. Under stratified sampling each sub-population is sampled independently. The schools were grouped into sub-populations; that is boys only, girls only and mixed schools. The total number of participating schools was 40 arrived at by following guidelines from Gay (1976) who postulates that 10% to 20% of a population is sufficient for giving reliable results. A sample size of 10% is considered minimum for large populations and 20% for small populations. In this study 20% was considered. In the selected schools, 40 principals and 80 teachers were selected using purposive sampling. Purposive sampling is a non-probability sampling technique in which decisions concerning the respondents is taken by the researcher, based upon various criteria such as specialist knowledge of the research issue,



capacity and willingness to participate in the research as well as participants likelihood to contribute appropriate data both in terms of relevance and depth.

### **3.6 Research Instruments**

Construction of the research tools that yield reliable and valid data is very crucial in any given study. This will be guided by research objectives, amount of time devoted for the study, availability of readymade tools among other things (Kathuri et al, 1993). In this study, construction of research tools was guided by the purpose and objectives of the study, and the literature review. The study used a questionnaire for teachers to collect data on their perceptions of the influence of selected factors on implementation of PE curriculum.

Questionnaire for both the principals and PE teachers consisted of section A which was about general information about respondents. Sections B-E consisted of close ended Likert type items and was used to measure Teachers perception towards implementation of PE curriculum and their views on the influence of Time allocated to PE, Financial allocation for PE, Proficiency of PE teachers and PE facilities and equipment on implementation of PE curriculum. The close ended items used a 5 point rating scale-Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD).

### **3.7 Validity of the Research Instrument**

Validity refers to the degree to which an instrument accurately reflects or assesses the specific concept that the researcher is attempting to measure using some tool (Annabel, 1992). Construct, content and face validity of the instruments was checked by research experts from the Department of Curriculum, Instruction and Educational management. The instrument was validated through discussion with peers. These checks ensured that the instruments were not biased, the language used was appropriate and the objectives of the study were captured. It also ascertained that the layout and formatting of the instruments was appropriate (Kasomo, 2006). Suggestions made by the experts were used to improve the tools before they were used in the actual study.

### **3.8 Reliability of the Research Instrument**

Reliability is concerned with questions of stability and consistency. It is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Neuman, 2000). Seliger and Shohamy (1989) pointed out consistency as an essential criterion of reliability in data collection, analysis, and interpretation. The teachers' questionnaire was piloted using a sample of 12 respondents who did not take part in the

actual study. The Cronbach Alpha method was used to estimate the reliability of the tool. The method is recommended in situations where reliability targeted is estimated by a single administration of a research instrument. It is also appropriate for Likert scale type closed ended items (Scribd, 2009; Mugenda & Mugenda, 1999). The instrument yielded a reliability coefficient of 0.82. The tool was considered suitable for the study since the value of the reliability coefficient was above the recommended threshold of 0.7 (Freankel & Wallen, 2000).

### **3.9 Data Collection Procedures**

The researcher was given approval to carry out the research by the Graduate school. A permit was obtained from the National Commission for Science, Technology and Innovation (NACOSTI). Permission from the Ministry of Education through County Director of Education (CDE) Nyandarua County was sought. The researcher administered the instruments personally in the sampled schools. The respondents were given ample time to fill the questionnaires. The researcher then collected duly completed questionnaires. The exercise continued until all the sampled schools were covered and the researcher was satisfied that there was enough data for analysis.

### **3.10 Data Analysis**

Quantitative data collected was analyzed by use of descriptive statistics with the help of Statistical Package for Social Science (SPSS) version 22. Descriptive methods were used in exploring the various factors influencing implementation of PE curriculum as perceived by the teachers. Descriptive statistics enabled the researcher to describe the aggregation of raw data in numerical terms (Neuman, 2000). Frequencies, percentages and means were used to summarize the data.

### **3.11 Ethical Considerations**

The researcher obtained a research permit to carry the research from the relevant authorities. Informed consent was sought from the respondents before the questionnaires were issued. In this research all the respondents' information and identity were kept confidential and information gathered was only used for the purposes of the study. The respondents got a free will to participate and contribute voluntarily to the study. A copy of findings could also be made available to any willing institution on request. The researcher acknowledged all literature cited in the study to avoid cases of plagiarism. All respondents were informed of their rights and the confidentiality of the information related to their participation.

## CHAPTER FOUR

### RESULTS AND DISCUSSIONS

#### 4.1 Introduction

This chapter presents research findings and discussions of the study. The results are summarized and described using frequencies and percentages. They are then discussed in relations to the findings of similar studies done in the past. The results are presented in six sections. The sections are: bio-data of the respondents, teachers' views on the implementation of PE curriculum, and their perceptions on the influence of finance, facilities/equipment, time and proficiency of teachers on the implementation of the PE curriculum.

This study was guided by the following objectives:

- i. To determine teachers' perceptions of the influence of financial allocations to PE on the implementation of PE curriculum in public secondary schools in Nyandarua County.
- ii. To establish teachers' perceptions of the influence of facilities and equipment on the implementation of PE curriculum in public secondary schools in Nyandarua County.
- iii. To find out teachers' perceptions of the influence of time allocated to PE lessons on the implementation of its curriculum in public secondary schools in Nyandarua County.
- iv. To determine teachers' perceptions of the influence of PE teachers' proficiency in teaching of PE on the implementation of its curriculum in public secondary schools in Nyandarua County.

#### 4.2 Response Rate

The response was 96.67% as distributed in the table below.

**Table 2:**  
**Response Rate**

Category	Sample	Responded	Percentage
Principals	40	38	95
Teachers	80	78	97.5
TOTAL	120	116	96.7%

### 4.3 Demographic Characteristics

The demographic characteristics of the respondents were summarized and described before the provision of the answers to the research questions describing a sample gives a clear picture of its characteristics and provides evidence that it has attributes of the population (Kothari, 2004). The characteristics of the respondents were described with respect to gender, age, level of education and the number of years they have been in their duty stations. The gender of the teachers is summarized in Table 3.

**Table 3:**

**Distribution of the Teachers' Sample by Gender**

Gender	Percent	
	Principals n = 38	PE Teacher s n = 78
Male	86.8	76.9
Female	13.2	23.1

The results in Table 3 showed that majority (86.8%) of the principals who took part in the study were male. The results in the table also revealed that majority (76.9%) of the PE teachers were male. This is an indication that there was gender imbalance in favour of the males. The results suggest that women are not given equal opportunities to hold positions of leadership like their male counterparts. This finding on gender imbalance among teachers responds to reports cited by (Arain, 2004) that shows the gender imbalance is a common phenomenon in developing countries. The results also suggest that not many females handle PE lessons. This may be because female teachers might feel that PE lessons are better handled by men.

Data on the teachers' age was also sought and results presented in Table 4. Results showed majority (35.5%) of teachers involved in PE were young and below 35 years. This would be expected since PE involves a lot of physical activities and would expect PE teachers to be relatively young.

**Table 4:**  
**Age of the Teachers**

Age	Percentage	
	Principal n = 38	PE Teacher n =78
Below 30 Years	5.2	16.7
30 - 35 Years	-	21.8
36 - 40 Years	-	23.1
41 - 45 Years	50.0	20.5
46 Years and above	44.7	17.9

Table 4 shows that 50% of the principals were between 41 and 45 years of age, 44.7% were 46 years and above while only 5.2% were below 30 years. The age of PE teachers covered a wide range; 16.7% were below 30 years, 21.8 % were between 30 and 35 years of age while 23.1% were between 36 and 40 years. The remaining 17.9% were above 46 years. The results indicate that in general, the age of principals is higher than that of teachers. This can be attributed to the fact that one is only appointed a principal after attaining appropriate management skills and experience in the teaching profession (Teachers Service Commission, 2010).

The teachers were requested to provide data on their level of education. Data was analyzed and results summarized as in Table 5. Lara (2008) asserts that for schools to achieve their objectives, they need qualified and experienced personnel. This implies proper implementation of the PE curriculum requires a well educated and skilled labour force.

**Table 5:**  
**Level of Education of the Teachers**

level of education	Percentage	
	Principal n = 38	PE Teacher n = 78
Diploma	13.2	19.2
Bachelor's Degree	68.4	75.6
Master's Degree	18.4	5.1

Table 5 shows that 13.2% of the principals had a diploma, 68.4% had a Bachelor's degree while 18.4% had attained a Master's degree. Data in Table 5 showed that majority of the PE teachers had a Bachelor's degree at 75.6%, 5.1% a Master's degree while 19.2% are Diploma

holders. These results suggest that the schools were managed by well educated personnel and have qualified teachers. The findings is also in support of UNESCO report (2005), which recommended for enhancement of teacher training.

Data on the duration the teachers had been in their current stations was also gathered and results presented in Table 6. This information was deemed necessary as a way of ensuring that the teachers who participated in the study had been in the schools for a reasonable period of time and thus conversant with what goes on in those schools.

**Table 6:**

**Duration in Their Current Station**

<b>Duration</b>	<b>Percentage</b>	
	<b>Principal n = 38</b>	<b>PE teachers n = 78</b>
1-3 Years	28.9	26.9
4-6 Years	18.4	16.7
7-10 Years	18.4	17.9
Above 10 Years	34.2	38.5

Data in Table 6 reveal that 52.6% of the principals and 56.4% of the PE teachers had been in their current station for 7 years and above. This implies that majority of the teachers who participated in the study had been in their station for a reasonable period of time. They were therefore in a better position to provide accurate information on implementation of the PE curriculum in their respective schools.

### **4.3 Teachers Perceptions on the Implementation of the PE Curriculum**

The perceptions of the teachers (principals and PE teachers) on how the PE curriculum is implemented in their schools were sought prior to the presentation of answers to the research questions. The rationale behind this was to find out whether, in their view, the curriculum has been implemented well or not. The teachers' perception was measured using the first 15 items of section B of the teachers' questionnaire. Their views on how the curriculum is implemented are presented in Table 7.

**Table 7:****Responses on Teachers' Perceptions on the Implementation of PE Curriculum**

Statement	Percentage					
	n	SA	A	U	D	SD
PE teachers prepare the schemes of work/and lesson plans for their PE lessons	116	10.0	20.2	2.9	60.0	6.9
Teachers prepare the materials and equipment for the PE lessons	116	3.4	25.0	3.6	50.9	7.1
School administration gives the teachers the necessary support during the implementation of the PE curriculum	116	9.5	22.5	5.1	52.7	10.2
Schools have adequate physical facilities for PE	116	10.0	20.5	6.0	59.5	4.0
The students are provided with the necessary PE books	116	6.0	15.5	5.4	62.1	11.0
The teachers deliver content well during PE lessons	116	7.0	20.4	1.7	60.9	10.0
Teachers ensure active students' participation during PE lessons	116	11.5	19.4	4.2	55.4	9.5
Schools have equipment/materials for PE practicals	116	8.0	16.1	8.6	60.2	7.1
Students are given enough practical exercises during PE lessons	116	9.5	24.5	1.7	56.9	7.4
Students are provided with reference materials and text books on PE	116	7.9	15.3	8.7	58.9	9.2
Students are given time to read and revise their PE work	116	6.4	10.9	3.4	68.1	11.2
The students are tested and evaluated on PE as scheduled	116	5.4	7.5	2.6	80.2	4.3
The results of tests/evaluation exercises are used to improve the teaching of PE	116	2.9	11.8	4.2	71.6	9.5
Teachers ensure that the PE syllabus is covered	116	8.4	14.9	3.4	60.4	12.9
Incentives for PE teachers	116	10.4	26.7	6.0	50.7	6.2
The school administration ensures that the PE curriculum is well implemented	116	9.5	26.7	1.7	57.8	4.3
Students are equipped with knowledge and practical skills upon completion of the PE curriculum	116	10.0	16.2	5.2	50.2	18.4

From Table 7,(10.0%) of the respondents strongly agreed that PE teachers prepare schemes of work and lesson plans for their PE lessons while (20.2%) agreed,(60.0%) disagreed while (6.9%) strongly disagreed. When the average of strongly disagree and disagree were combined, it was noted that majority of the respondents (66.9%) disagreed that teachers prepare schemes of work and lesson plans. This corroborates with findings from Ravizza,

(2005) who found that though physical education teachers' caring (and attitude) was determined to be a positive factor in students liking physical education and the students' desire to perform their best in physical education there existed factors such as time constraint, personalities and class size that made it difficult for physical education teachers to demonstrate caring behaviors towards student. That might be the reason those teachers handling PE are not bothered to scheme and make lesson plans for PE. On whether the teachers deliver content well during PE lessons, Majority of the respondents, those who strongly disagreed and disagreed (70.9%) disagreed that teachers delivered the content well while (27.4%), this is combination of agree and strongly agree, were of the view that content delivery by teachers was well done. This shows that a teacher cannot deliver the content well if schemes of work and lesson plans are not in place.

For teachers to be able to deliver the content well, adequate preparation is needed. In terms of support by administration, it is observed that (9.5 %) of the respondents strongly agreed, (22.5%) agreed, (52.7%) disagreed while (10.2%) strongly disagreed that they were getting administrative support. It is evident from the responses that majority of the respondents (62.9%) disagreed that the support was given. This is in agreement with Solokun (2005) who posited that many schools despise the subject and focus on examinable subjects. The findings also agreed with those of Korir (2004) who posited that most secondary schools in Kenya emphasis more on academic aspects of education and neglect the PE curriculum. This shows that administrators would not be very keen in supporting PE curriculum because PE is a non-examinable subject.

In terms of whether students are provided with necessary PE books, (6.0%) of the respondents strongly agreed, (15.5%) agreed, (62.1%) disagreed, while (11.0%) strongly disagreed. This shows that majority of the respondents, (73.1 %, disagree and strongly disagree) were of the view that students are not provided with the necessary PE books. These findings are in agreement with those of Hardman (2008) who argued that PE status was low and the subject was in grave danger of being sidelined. Due to the low status of PE students would not be provided with books because it will be seen as wastage of resources. The findings also supports those of Wanyama (2011) who found that despite PE being a compulsory subject in Kenya, it is still viewed to be of lower status than the other subjects.



With regard to whether teachers ensure active participation of students during PE lessons, (11.5%) of the respondents strongly agreed, (19.4%) agreed, (55.4%) disagreed while (9.5%) strongly disagreed. From the responses, it is evident that majority of the respondents (64.9%) disagreed that teachers ensure active participation of students during PE lessons. This is in contrast with Krouscas (2009) who posited that decreasing level of physical activities can be dealt with through equipping students with skills and knowledge during PE lessons.

On whether students are given time to read and revise for their PE work, (6.4%) of the respondents strongly agreed, (10.9%) agreed, (68.1%) disagreed while (11.2%) strongly disagreed. From the responses, majority of the respondents (79.3%) disagreed that students are given time to read and revise for their PE work. These findings are in agreement with those of Shehu (2009) who argued that PE is regarded as a non-intellectual subject. This hence means that students cannot be given time to revise for a subject which will not be examined by the end of four years in secondary school. The finding also supports those of Wamae (2009) who argued that parents discourage their children from participating in PE. This is also in agreement with DiFiore (2010) who argued that students are expected to perform well in high stake examinations.

The study further showed that majority of the respondents (68.1%, disagree and strongly disagree) were of the opinion that students were not provided with reference materials and text books on PE. Equally, majority of the respondents (84.5% disagree and strongly disagree), were of the opinion that students are not tested and evaluated on PE as scheduled. Furthermore majority of the respondents (81.1% disagree and strongly disagree) were of the opinion that the results of tests/evaluation exercises are not used to improve the teaching of PE. Table 7 also revealed that majority of the respondents (73.3% disagree and strongly disagree) disagreed that teachers ensure that the PE syllabus is covered. Teachers will be more concerned to cover the syllabus of those subjects which the students will be examined on. Results also showed that majority (62.1%, disagree and strongly disagree), disagreed that the school administration ensures that the PE curriculum is well implemented. Majority of the respondents (68.6% disagree and strongly disagree,) were of the opinion that students are not equipped with knowledge and practical skills upon completion of the PE curriculum. These results meant that the teachers' perception on the implementation of PE curriculum was low and that PE is not given the same attention as other subjects.

#### 4.4 Teachers Perceptions of the Influence of Financial Allocations on Implementation of PE Curriculum

The study sought to find out the teachers' perceptions on the influence of financial allocations to PE on the implementation of its curriculum. The extent to which teachers' agree with the items that were used to measure their perceptions are presented in Table 8.

**Table 8:**

**Responses on Influence of Financial Allocations to Implementation of PE Curriculum as Perceived by the Teachers**

Statement	n	Percentage				
		SA	A	U	D	SD
Schools include in their budget funds for implementing the PE curriculum	116	3.5	23.9	3.1	57.1	12.4
The Government provides funds for PE	116	1.8	22.6	10.4	61.7	3.5
Schools mobilize funds for PE from other sources besides parents and the Government	116	4.9	20.1	5.4	58.6	11.0
Funds available in schools is enough to provide the required PE equipment	116	6.5	15.6	14.7	57.0	6.2
The funds allocated is able to cater for the PE needs in terms of equipment and materials for both the male and female students	116	3.9	10.9	7.7	72.6	4.9
The fund for PE is always available whenever required.	116	4.2	10.1	4.2	76.3	5.2
The funds in schools is enough to provide the required materials for PE	116	8.6	19.8	6.8	55.3	9.5
The funds in schools is enough to repair and maintain PE equipment and facilities	116	9.9	18.6	6.0	54.9	10.6
The funds allocated for PE in schools is used for the intended purpose	116	6.8	19.3	10.2	55.7	8.0

From Table 8, majority of the respondents 69.5% (disagree and strongly disagree), did not agree that schools budget funds for implementing PE curriculum while 27.4% (strongly agree and agree) of the respondents were of the opinion that funds are budgeted for PE curriculum implementation. This finding disagreed with that of Onyenchu (2006) who found that for organizations to function effectively, enough funds should be availed. On whether the government provides funds for PE curriculum implementation majority of the respondents 65.2% (disagree and strongly disagree), disagreed that government provides funds for PE curriculum implementation while 24.4% (strongly agree and agree) of the respondents agreed that the government provides funds for PE curriculum implementation. This shows that the government and the schools do not value the PE curriculum as such and so are not keen to put finances in its implementation. This finding supports Shehu (2009) who observed that inadequate funding has devalued the status of PE in Botswana. Majority of the respondents 63.2 % (disagree and strongly disagree), disagreed that funds available in schools are enough to provide the required PE equipment, while 22.1 % (strongly agree and agree) of the respondents agreed that funds available in schools are enough to provide the required PE equipment.

This finding disagreed with that of Wamae (2009) who observed that private schools make funds available for PE curriculum as opposed to public schools. This means that in private schools funds are available. On whether funds for PE are always available whenever required, majority of the respondents 81.5% (disagreed and strongly disagree) were of the opinion that funds for PE were not available whenever required while a paltry 14.3% (strongly agree and agree) of the respondents were of the opinion that funds are available. This shows that equipment might not be made available for PE curriculum implementation implying that the teachers handling PE might not be able to implement the curriculum as required. With reference to whether funds allocated for PE in schools are used for intended purposes, 63.7% (disagree and strongly disagree) of the respondents were of the opinion that funds allocated for PE is not used for the intended purpose, while 26.1% (strongly agree and agree) of the respondents agreed that the funds are used for the intended purpose. This finding is in agreement with Sibulwa (1996) whose contention was that most of the money goes to salaries, leaving very little for buying books and taking teachers for in-service courses. This finding showed that money set aside for PE curriculum implementation can be diverted if another pressing needs arise.

From these results, it is evident that most of the respondents agreed that for PE curriculum to be implemented well, sufficient funds need to be available. It is difficult to implement a curriculum successfully if education system has limited funding.

#### **4.5 Teachers' Perceptions of the Influence of Facilities and Equipment on Implementation of the PE Curriculum**

This was done to establish teachers' perceptions on the influence of facilities and equipment on the implementation of PE curriculum. Ehiemetolor (2001) pointed out that facilities are those factors which enable production workers achieve the goals of an organization. This implies that for teachers to effectively implement the PE curriculum, they require the necessary facilities and equipment.

**Table 9:**

#### **Responses of Teachers' Perception of the Influence of Facilities and Equipment on Implementation of the PE Curriculum**

Statement	n	Percentage				
		SA	A	U	D	SD
Schools which have enough facilities (pitches, gymnasiums etc) are able to implement the PE curriculum	116	6.0	58.4	0.0	30.4	5.2
It is easy to run PE lessons when school have the necessary equipment	116	3.7	59.2	3.0	30.7	3.4
Schools are able to run PE lessons well as the PE facilities are always in good working condition	116	4.4	66.8	0.7	20.1	8.0
Students enjoy PE lessons since schools have adequate changing rooms for both boys and girls	116	5.5	20.8	9.8	56.7	7.2
Lack of basic materials like ball and nets is a major drawback to PE in schools	116	7.5	60.9	3.9	20.4	7.3
It is fun conducting PE lessons as schools have facilities/equipment for a variety of games	116	11.2	18.2	5.0	60.3	5.3
Schools face a lot of challenges during PE lessons as most facilities/equipment are obsolete	116	3.3	57.9	3.0	22.7	13.1
PE Equipment/facilities are available to users any time they are required	116	10.2	24.7	0.0	50.9	3.1
It is fun conducting PE lessons in schools when the equipment/facilities are well maintained	116	12.7	60.2	1.8	20.9	4.4

Table 9 shows that majority of the respondents 64.4 % (strongly agree and agree) were of the opinion that schools which have enough facilities are able to implement the PE curriculum while 35.6% (disagree and strongly disagree) of the respondents disagreed. This finding is in agreement with that of Anyakogu (2002) who posited that there exists a relationship between availability of school facilities and implementation of school curriculum. This finding shows that for PE curriculum to be well implemented, schools should have enough facilities and equipment. On whether schools are able to run PE lessons well because the facilities are in good working condition, 71.2 % (strongly agree and agree) of the respondents agreed while 28.1 % (disagree and strongly disagree) of the respondents were of the contrary opinion. For PE curriculum to be well implemented there is need to have facilities which are in good working condition.

Table 9 indicates that 68.4% (strongly agree and agree) of the respondents agreed that lack of basic equipment like balls and nets was a major drawback to PE in schools while 27.7% (disagree and strongly disagree) of the respondents were of the opinion that lack of basic equipment like balls and nets was not a major drawback to PE in schools. This finding is in agreement with Pennie (2000) observation that PE curriculum implementation is hindered by lack of facilities and equipment. The finding is also in support of those of Kenpro (2010) who observed that curriculum implementation is hindered by lack of facilities.

On whether schools face a lot of challenges during PE lessons as most of the facilities and equipment are obsolete, majority of the respondents 61.2% (strongly agree and agree) were in agreement, while 35.8% (disagree and strongly disagree) of the respondents disagreed that schools faced a lot of challenges during PE lessons as most of facilities/equipment are obsolete. This finding is in agreement with that of Anderson (1996) contention that facilities are not provided in most schools in Hungary. Further, it was noted in Table 9 that majority of the respondents 54.0 % (disagree and strongly disagreed) were of the opinion that PE equipment and facilities were not available to users any time they required them while 34.9% (strongly agree and agree) of the respondents agreed that PE facilities/equipment are available to users any time they are required. This finding is in agreement with Hardman and Marshall (2006) who observed that quantity of facilities in most countries was limited. From these findings, it is true to argue that for PE curriculum to be well implemented, equipment and facilities need to be available.

#### 4.7 Teachers' Perceptions of the Influence of Time Allocated to PE Lessons on the Implementation of PE Curriculum

This was done to determine the teachers' perceptions on the influence of time allocated to PE lessons on the implementation of its curriculum. Time is one of the factors that significantly affect implementation of the PE curriculum (Hargreaves 2003). The responses of the teachers are presented in Table 10.

**Table 10:**

#### **Responses on the Influence of Time Allocated to PE Lessons on the Implementation of PE Curriculum**

Statement	n	Percentage				
		SA	A	U	D	SD
The education system (8-4-4) in Kenya makes provision (time) for physical education as an integral part of secondary school training	116	6.8	50.2	3.0	21.9	18.1
Schools administrators ensure that time is allocated for PE lessons	116	4.8	50.8	5.5	29.8	9.1
Time allocated for PE in secondary schools is adequate	116	10.9	20.3	9.0	55.7	4.1
Time allocated per class compared to students/teachers ratio is favorable for implementation of PE Curriculum	116	14.3	20.7	0.0	61.6	3.4
The time allocated in schools for PE theory and practicals are well balanced	116	5.3	30.9	6.9	50.4	6.5
School administrators provide students with a forum to demonstrate their PE skills to the public e.g. competitions, parents' day etc.	116	3.2	51.3	5.5	33.7	6.3
Students are comfortable with time allocated for PE	116	6.1	19.4	4.4	65.9	4.2
Equipment and facilities are always available to students during the time allocated for PE	116	4.3	35.3	2.2	55.2	3.0
Timing of the PE lessons (morning) is favorable for implementation of PE Curriculum	116	6.9	20.7	14.0	54.6	3.8

From Table 10, majority of the respondents 57.0% (strongly agree and agree) were of the opinion that the education system (8-4-4) in Kenya makes time for PE as an integral part of secondary education system, while 40.0% (disagree and strongly disagree) of the respondents disagreed that the education system in Kenya make time for PE as an integral part of secondary education. This finding is in agreement with Locke (2002) who regarded the pursuit of PE as an integral part of education process which eventually makes an individual physically, mentally and morally strong. On whether schools administrators ensure that time is allocated for PE lessons, majority of the respondents, 55.6 % (strongly agree and agree) agreed that time is allocated for PE in secondary schools while 38.9% (disagree and strongly disagree) of the respondents disagreed. This finding shows that administrators do allocate time in the time table for PE lessons. This can be attributed to the fact that it is a requirement from the ministry of Education that PE be time tabled.

In terms of whether time allocated for PE lessons in secondary schools is adequate, majority of the respondents 59.8% (disagree and strongly disagree) were of the opinion that time allocated to PE in secondary schools is not adequate, while 31.2% (strongly agree and agree) of the respondents were in agreement that the time allocated to PE in secondary schools is adequate. This finding is in agreement with Light (2008) whose contention that time allocated for PE should be increased. The finding also agrees with those of Wanyama (2011) who argued that teaching PE within 40 minutes in secondary schools is a challenge. The finding also agrees with those of Stroot (2007) who observed that increasing time for PE can lead to better concentration, reduce disruptive behavior which leads to higher test scores in reading, mathematics and writing. The finding suggests that if time for PE is increased it can lead to better performance in other subjects.

On whether school administrators provide students with a forum to demonstrate their skills to the public, majority of the respondents 54.5 % (strongly agree and agree) were of the opinion that students are provided with forums to demonstrate their skills to the public while 40.0 % (disagree and strongly disagree) disagreed. Most of the public secondary schools in Nyandarua County do participate in various inter-schools competitions and also there are competitions within schools. During those competitions, students have the chances to demonstrate their skills. As to whether equipment and facilities are always available to students during PE lessons, majority of the respondents (55.2%) disagreed while 39.6% of the respondents agreed. This finding agrees with those of Wanyama (2011) who observed that

time for PE has been reduced due to lack of facilities. Students might be forced to stay in their classes during PE lessons due to lack of facilities.

On whether students are comfortable with time allocated to PE majority of the respondents 70.1 % (disagree and strongly disagree) were in agreement that students were comfortable with time allocated to PE while 25.5 % (strongly agree and agree) of the respondents agreed that students were comfortable with time allocated for PE. This finding is in agreement with Banks and Ayers (2003) who observed that allocating up to additional hour per day of curricular time to PE programs will not affect the academic performance negatively. The finding also agrees with the findings of Hardman (2008) who argued that time for PE has continued to decrease. This finding is of the view that students would like the time allocated to PE lessons increased.

#### **4.9. Teachers' Perceptions of the Influence of PE Teachers' Proficiency in Teaching of PE on the Implementation of Its Curriculum.**

This was done to find out teachers' perceptions on the influence the proficiency of PE teachers on implementation of its curriculum. Responses to the items are presented in Table 11.



**Table 11:****Responses on Teachers' Perceptions on the Influence of PE Teachers' Proficiency on Teaching PE on the Implementation of Its Curriculum**

<b>Statement</b>	<b>Percentage</b>					
	<b>n</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
PE teachers in secondary schools have the required qualifications	116	6.2	8.2	10	55.8	19.8
The teachers have the required skills and experience	116	9.9	20.9	10	54.7	4.5
The teachers have undergone professional training in PE	116	13.0	20.2	1.7	60.1	5.0
PE teachers update their skills through seminars, workshops and short in-service courses	116	10.0	20.3	5.9	56.4	7.4
The teachers deliver content well during PE lessons	116	15.2	20.9	5.5	54.4	4.0
The teacher ensures that their student are taken through all the PE practicals / demonstrations	116	10.9	25.2	3.1	55.4	5.4
The teachers create effective teaching and learning experiences for their students	116	5.0	39.9	3.8	41.3	10.0
PE teachers know the unique background of their students and adjust their teaching to meet their individual needs	116	11.9	32.2	5.8	45.6	4.5
PE teachers develop learning environment where all students are encouraged to participate	116	4.4	36.3	5.2	47.5	6.6
The teachers design and implement teaching programs that meet curriculum requirement	116	5.0	30.4	1.7	59.2	3.7
The teachers support feedback and assessment to support students' learning	116	11.3	18.9	4.3	60.3	5.2
The teachers use a range of sources to evaluate their teaching and to adjust their programs to meet students' needs	116	11.1	17.7	5.2	63.9	2.1
PE teachers communicate effectively with their students	116	5.1	53.5	4.8	32.8	3.8
PE teachers behave professionally and ethically in all forums	116	4.5	55.9	14.1	19.8	5.7

Table 11 shows that 75.6% (disagree and agree) of the respondents were of the opinion that those PE teachers in public secondary schools in Nyandarua County did not have the required qualifications, while 14.4% (strongly agree and agree) of the respondents agreed that those teachers had the required qualifications. This shows that majority of the teachers who taught PE were not qualified. This finding contradicts UNESCO (2005) recommendations that professionals responsible for teaching PE should be appropriately qualified. This finding also agrees with that of Wamae (2009) who observed that qualified PE instructors in Kenya are not enough. This finding implies that those teachers handling PE might be assigned PE lessons to make up for the workload as required by the TSC.

On whether PE teachers update their skills through seminars, workshops and in-service courses, majority of the respondents 63.8% (disagree and strongly disagree) disagreed that PE teachers update their skills regularly through seminars, workshops and in-service courses while (30.3%) of the respondents agreed. This finding is contrary to that of Mbiti (2007) who argued that teachers are required to attend to in-service courses. The finding also contradicts that of Syomwene (2003) who argued that for teachers to effectively carry out the role of curriculum implementation, they should be well trained. For PE teachers to update their skills, they should attend in-service courses regularly. As to whether teachers deliver content well during PE lessons, majority of the respondents 58.4 % (disagree and strongly disagree) were of the opinion that teachers did not deliver content well during PE lessons, while 36.1 % (strongly agree and agree) of the respondents agreed that they did. This finding can be attributed to the fact that teachers handling PE do not make schemes of work nor do they prepare PE lesson plans.

From Table 11, it can be noted that majority of the respondents (60.8 %) disagree and strongly disagree, disagreed that teachers ensure that students are taken through all PE practicals demonstrations while 35.0 % (strongly agree and agree) agreed. This can be attributed to the assertion that teachers teaching PE have not been trained in that area. As to whether teachers design and implement teaching programs that meet curriculum requirement, majority of the respondents 62.9 % (disagree and strongly disagree) disagreed, while 35.4 % (strongly agree and agree) agreed. From table 10, it can be noted that majority of the respondents 58.6 % (strongly agree and agree) agreed that PE teachers communicate effectively with their students while 36.6 % (disagree and strongly disagree) of the respondents disagreed that PE teachers communicate effectively with their students. This is

due to their training as professional teachers where they are taught communication skills regardless of their subject combinations. As to whether PE teachers behave professionally and ethically in all forums, majority of the respondents 60.4 % (strongly agree and agree) agreed that the teachers behave professionally and ethically in all forums, while 25.5 % (disagree and strongly disagree) of the respondents disagreed. Society expect teachers to be role models whether in school or outside the school.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary of the findings of the study. It also provides the conclusions drawn from the summary of the findings and makes recommendations on what needs to be done to enhance implementation of PE curriculum. Finally, suggestions for further research related to teachers' perception on the influence of finance, facilities, time allocated for PE and PE teachers proficiency on the implementation of PE curriculum are made.

The study sought answers to the following research questions:

- i. What are teachers' perceptions of the influence of financial allocations to PE on the implementation of its curriculum in public secondary schools in Nyandarua County?
- ii. How do teachers perceive the influence of facilities and equipment on the implementation of PE curriculum in public secondary schools in Nyandarua County?
- iii. What are teachers' perceptions of the influence of time allocated to PE lessons on the implementation of PE curriculum in public secondary schools in Nyandarua County?
- iv. How do teachers' perceive the influence of PE teachers' proficiency in teaching of PE on the implementation of its curriculum in public secondary schools in Nyandarua County?

#### **5.2 Summary of Findings of the Study**

The study examined teachers' perception on the influence of selected factors on the implementation of PE curriculum in public secondary schools in Nyandarua County, Kenya. The analysis and interpretation of the results presented in chapter four revealed that;

##### **5.2.1 Demographic Characteristics**

The study revealed on the demographic characteristics

- i. Majority of the principals were male (86.8%), while majority of PE teachers were male (76.9%). This may be attributed to gender imbalance.
- ii. In terms of age, most of the principals were over 46 years old (44.7%) while most of the PE teachers were in the age bracket of between 36-40 years (23.1%). Most of the principals may be appointed by TSC due to their experience which may be through age. PE lessons being handled by younger teachers may be attributed to the fact that

they are active given the fact that they might be fresh from college and the older teachers might not be interested in taking PE lessons may due to other commitments.

- iii. The study established that majority of the principals (68.8%) had Bachelor's degree. Most of the teachers also had Bachelor's degree (75.6%). Quite a number had done post-graduate studies (23.5%).
- iv. On duration the principal had been in a particular school, majority had stayed for over 10 years (34.2%) in the same station. The same can be said of the teachers, majority of whom (38.5%) had stayed for over 10 years in that given school. This may be attributed to the TSC requirement that a teacher has to serve for a period of five years in one station before seeking for a transfer.

#### **5.2.2 Teachers Perceptions of the Influence of Financial Allocations on Implementation of PE Curriculum**

Most of the respondents (65.5%) were of the view that most schools don't set aside funds to implement PE curriculum. This hence means that PE curriculum may not be well implemented due to lack of funds.

#### **5.2.3 Teachers' Perceptions of the Influence of Facilities and Equipment on Implementation of the PE Curriculum**

Majority of the respondents (67.4%) were in agreement that most schools lacked facilities and equipment to implement PE curriculum.

#### **5.2.4 Teachers' Perceptions of the Influence of Time Allocated to PE Lessons on the Implementation of PE Curriculum**

- i. The study revealed that majority of the respondents (59.8%) were of the view that time allocated to PE lessons was not enough.
- ii. It was also evident that majority of the respondents (70.1%) were of the view that students would wish that the time allocated to PE lessons be increased.

#### **5.2.5 Teachers' Perceptions of the Influence of PE Teachers' Proficiency in Teaching of PE on the Implementation of Its Curriculum.**

- i. Majority (69.9 %) of the respondents were in agreement that teachers do not prepare schemes of work or lesson plans.
- ii. The study also found that majority (70.9%) of teachers handling PE do not deliver the content well. This implies that PE curriculum is not well implemented.
- iii. Majority of the principals (62.9%) do not give the required support for proper implementation of PE curriculum.
- iv. The study also revealed that majority (79.3%) of the respondents were of the view that students are not given time to read and revise for their PE work. This shows that emphasis is put on other subjects. This could be attributed to the fact more emphasis might be put on examinable subjects.
- v. From the study it was revealed that majority of the respondents (75.6%) were of the view that those teachers handling PE lessons were not trained in that area, hence delivery of the content may not be well done.

#### **5.3 Conclusions of the Study**

The detailed results of the study were presented in chapter 4. On the basis these results, the following conclusions were drawn and generalized to teachers in public secondary schools in Nyandarua County:

The results of the study indicated that teachers' were of the view that the PE curriculum is not implemented well. The negative perception does not augur well for the implementation of the PE curriculum. Perception refers to the ability to identify, interpret and process sensory information by psychological processing and integration of sensory data. The conclusion of negative perception is that the teachers may not process PE information and implement its curriculum well.

The study also revealed that teachers feel that finances allocated to PE influence implementation of its curriculum. This means finance enhances the implementation of curriculum. The results suggest that it is difficult to implement a curriculum successfully if an education system has limited funding. Sibulwa (1996) argues that since manpower has increased in the education sector, the bulk of money allocated to education is absorbed by

salaries, leaving very little for teaching materials, books, in-service training among other things needed for smooth implementation of the curriculum. The conclusion is that unless adequate funds are allocated to PE, implementation of its curriculum is bound to suffer.

The study also showed that most schools have limited PE equipment and facilities. Perhaps this may explain the teachers' perceptions. Lack of facilities may be a major drawback to the implementation of the PE curriculum. According to Ehiemetolor (2001), facilities are those factors which enable production workers achieve the goals of an organization. This means that the teachers may not achieve the goal of curriculum implementation without adequate equipment/facilities.

The study further showed that teachers were of the view that time allocated to PE influences implementation of its curriculum. This is supported by literature which reveals that time allocated to PE is a major factor on implementation of its curriculum (Light, 2008). However, PE is allocated 1 forty minutes lesson per week in most schools as a result, PE teachers find it a big challenge to teach anything meaningful within the forty-minute period. This can only improve if more time is allocated for the PE curriculum and making PE an examinable subject.

The last finding of the study was that implementation of PE curriculum is influenced by PE teachers' proficiency. For any programme to be successfully implemented, the implementers must have the right training, skills and experience. The conclusion is that the government should ensure that schools are staffed with qualified and experienced teachers if the PE curriculum is to be implemented well. Schools administrators should also encourage PE teachers to update their skills through seminars and workshops and also join professional bodies to enhance their proficiency.

#### **5.4 Recommendations**

From the findings of the study, the following recommendations were made:

- i. Enough funds should be allocated to PE for its curriculum to be implemented well.
- ii. PE equipment/facilities should be improved.
- iii. Time allocated for PE in schools be increased.
- iv. More PE teachers should be trained and be taken for further training (in-service) to be able to fully implement the PE curriculum.

### **5.5 Suggestions for Further Research**

The study noted that there are a number of areas that require further research. Among these areas are:

- a) This study involved only public secondary schools. There is need to find out teachers perceptions on the influence of finance, facilities and equipment, time allocated for PE and PE teachers proficiency on the implementation of PE curriculum in private secondary schools.
- b) The study showed that teachers were of the view that PE curriculum is not implemented well. It is necessary to investigate other factors that affect implementation of PE curriculum in secondary schools
- c) The study only focused on the influence of finance, facilities, time allocated for PE and PE teachers proficiency. There is need for another study that examines the influence of other factors such as PE teacher motivation.
- d) The head teachers supervise the school programmes and bear the ultimate responsibility for the school performance, proficiency and effectiveness including the competency of all school programmes (Wango, 2009). It would therefore be of interest to find out the role of leadership on the implementation of PE curriculum.



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## **APPENDICES**

### **Appendix A:**

#### **Letter of Introduction To Respondents**

**Dear Respondent,**

My name is Stephen Kinyanjui Mungai, a Student at Egerton University pursuing a research on **“Teachers perceptions of influence of selected factors on the implementation of Physical Education curriculum in public secondary schools in Nyandarua County, Kenya”**.

You have been selected as a participant in this study so as to help contribute significantly to scholarly information. Your sincere answers will help attain the objectives of this study.

You are humbly and kindly requested to answer the questionnaire honestly. This information will be held in strict confidence and only used for the purpose of the study. **Do not** indicate your name on the questionnaire.

I will appreciate if you could complete and return the questionnaires promptly.

**Yours faithfully,**

**Stephen K. Mungai**



## Appendix B

### Teachers' Questionnaire (TQ)

The purpose of this study is to examine Teachers' Perception of the influence of selected factors on the implementation of PE curriculum in public secondary in schools in Nyandarua County. Please respond to all the items given in this questionnaire as honestly and accurately as possible by putting a mark (✓) in cell which you think is appropriate. Please note that any information given will be treated confidentially.

#### Section A: General Information

Please indicate by ticking (✓)

1. Type of school

Boys ☐

Girls ☐

Mixed ☐

2. Gender

Male ☐

Female ☐

3. Age

Below 30 years ☐

30-35 years ☐

36-40 years ☐

41-45 years ☐

Above 46 years ☐

4. Highest level of education

Diploma ☐

Bachelor's Degree ☐

Master's Degree ☐

5. Number of years teaching P.E in the school?

1-3 years ☐

4-6 years ☐

7-10 years ☐

Above 10 years ☐

## Section B: Implementation of the PE curriculum

The following statements are on the implementation of PE curriculum. Please indicate the degree of agreement to each of the statements by putting a tick (✓) in the cell which you think best expresses your opinion. Use the given scale

**Key:** SA= Strongly Agree A=Agree U=Undecided D=Disagree SD=Strongly Disagree

Statement	SA	A	U	D	SD
<i>Implementation of PE curriculum</i>					
1. Teachers prepare the schemes of work/lesson plans for their PE lessons					
2. Schools include in their budget funds for implementing the PE curriculum					
3. School administration gives PE teachers the necessary support					
4. Schools have adequate physical facilities for PE					
5. Students are provided with the necessary PE text books					
6. Teachers deliver content well during PE lessons					
7. Teachers ensure active students' participation during PE lessons					
8. Schools have equipment/ materials for PE practicals					
9. Students are given enough practical exercises during PE lessons					
10. Students are provided with reference materials on PE					
11. Students are given time to read and revise their PE work					
12. Students are tested and evaluated on PE as scheduled					
13. The results of tests/ evaluation exercises are used to improve the teaching of PE					
14. Teachers ensure that the PE syllabus is covered					
15. PE teachers are motivated and given incentives					
16. School administrators ensure that the PE curriculum is well implemented					
17. Students are equipped with knowledge and practical skills upon completion of the PE curriculum					

### Section C: Finance allocated to PE

The following statements are on how finance allocation to PE influences the implementation of its curriculum. Please indicate the degree of agreement to each of the statements by putting a tick (✓) in the cell which you think best expresses your opinion. Use the given scale

**Key:** SA= Strongly Agree A=Agree U=Undecided D=Disagree SD=Strongly Disagree

Statement	SA	A	U	D	SD
1. Schools include in their budget funds for implementing the PE curriculum					
2. The Government provides funds for PE					
3. Schools mobilize funds for PE from other sources besides parents and the Government					
4. Funds available in schools is enough to provide the required PE equipment					
5. The funds allocated is able to cater for the PE needs in terms of equipment and materials for both the male and female students					
6. The fund for PE is always available whenever required.					
7. The funds in schools is enough to provide the required materials for PE					
8. The funds in schools is enough to repair and maintain PE equipment and facilities					
9. The funds allocated for PE in schools is used for the intended purpose					

### Section D: Facilities and Equipment

The following statements are on influence of Facilities and Equipment on the implementation of the PE curriculum. Please indicate the degree of agreement to each of the statements by putting a tick (✓) in the cell which you think best expresses your opinion. Use the given scale

Key: SA= Strongly Agree A=Agree U=Undecided D=Disagree SD=Strongly Disagree

Statement	SA	A	U	D	SD
Schools are able to implement the PE curriculum because they have enough facilities (pitches, gymnasiums etc)					
It is easy to run PE lessons as school have the necessary equipment					
Schools are able to run PE lessons well as the PE facilities are always in good working condition					
Students enjoy PE lessons since schools have adequate changing rooms for both boys and girls					
Lack of basic materials like ball and nets is a major drawback to PE in schools					
It is fun conducting PE lessons as schools have facilities/equipment for a variety of games					
Schools face a lot of challenges during PE lessons as most facilities/equipment are obsolete					
PE Equipment/facilities are available to users any time they are required					
It is fun conducting PE lessons because the equipment/facilities are well maintained					

### Section E: Time Allocated for Physical Education

The following statements are on influence of time allocated for PE on the implementation of its curriculum. Please indicate the degree of agreement to each of the statements by putting a tick (✓) in the cell which you think best expresses your opinion. Use the given scale

Key: SA= Strongly Agree A=Agree U=Undecided D=Disagree SD=Strongly Disagree

Statement	SA	A	U	D	SD
1. The education system (8-4-4) in Kenya makes provision (time) for physical education as an integral part of secondary school training					
2. Schools administrators ensure that time is allocated for PE lessons					
3. Time allocated for PE in secondary schools is adequate					
4. Time compared per class compared students/teachers ratio is favorable for implementation of PE Curriculum					
5. The time allocated in schools for PE theory and practicals are well balanced					
6. School administrators provide students with a forum to demonstrate their PE skills to the public e.g. competitions, parents' day etc					
7. Students are comfortable with time allocated for PE					
8. Equipment and facilities are always available to students during the time allocated for PE					
9. Equipment and facilities are always available to students during the time allocated for PE					
10. Timing of the PE lessons (morning) is favorable for implementation of PE Curriculum					

## Section F: Influence of PE Teachers' Proficiency on Implementation of its Curriculum

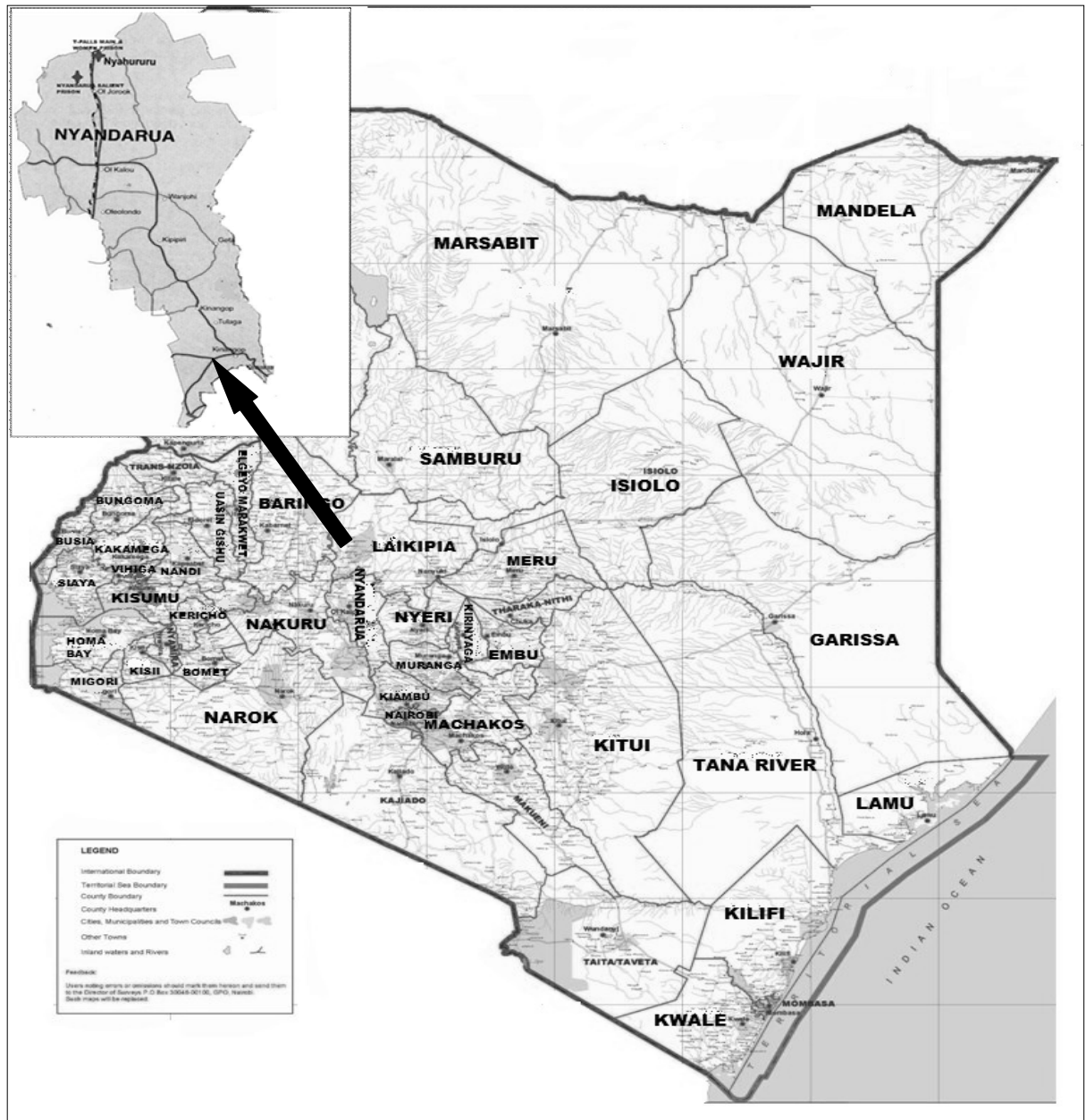
The following statements are on the influence of PE teachers' proficiency on the implementation of its curriculum Please indicate the degree of agreement to each of the statements by put a tick (✓) in the cell that expresses your opinion. Use the given scale.

Key: SA= Strongly Agree A=Agree U=Undecided D=Disagree SD=Strongly Disagree

Statement	SA	A	U	D	SD
1. PE teachers in secondary schools have the required qualifications					
2. The teachers have the required skills and experience					
3. The teachers have undergone professional training in PE					
4. PE teachers update their skills through seminars, workshops and short in-service courses					
5. The teachers deliver content well during PE lessons					
6. The teacher ensures that their student are taken through all the PE practicals / demonstrations					
7. The teachers create effective teaching and learning experiences for their students					
8. PE teachers know the unique background of their students and adjust their teaching to meet their individual needs					
9. PE teachers develop learning environment where all students are encouraged to participate					
10. The teachers design and implement teaching programs that meet curriculum requirement					
11. The teachers support feedback and assessment to support students' learning					
12. The teachers use a range of sources to evaluate their teaching and to adjust their programs to meet students' needs					
13. PE teachers communicate effectively with their students					
14. PE teachers behave professionally and ethically in all forums					

## Appendix C

### Map of the Study Area



## APPENDIX D

### Letter of Research Authorisation from the Ministry of Education

Email: cdenyandcounty@yahoo.com  
Cellphone: 0722251392  
When replying please quote

#### MINISTRY OF EDUCATION



REPUBLIC OF KENYA

COUNTY EDUCATION OFFICE,  
NYANDARUA COUNTY,  
P.O. BOX 197,  
OL. KALOU.

4<sup>th</sup> JUNE 2013

REF: NYA/CTY/GEN/22/24

TO ALL,  
PRINCIPALS,  
NYANDARUA COUNTY.

#### RE: RESEARCH AUTHORIZATION

Mr. Stephen Kinyanjui Mungai ID.NO 11888772 of Egerton University has been authorized to carry research on "Influence of selected factors in the Implementation of Physical education Curriculum in Public secondary schools in Nyandarua County, Kenya".

The research will be undertaken for the period ending 30<sup>th</sup> June 2013.

Please accord him the necessary support.

COUNTY DIRECTOR OF EDUCATION  
NYANDARUA  
P O Box 197 OL-KALOU  
rdenyandcounty@yahoo.com  
Date.....4/6/2013.....

**JOSEPH N. NJOROCE**

**FOR: COUNTY DIRECTOR OF EDUCATION**  
**NYANDARUA**

CC: Director National Council for Science and Technology



## Appendix E

### Letter of Research Authorisation from the Office of the President

#### OFFICE OF THE PRESIDENT

Telegrams: .....  
Fax:  
[countynyandarua@yahoo.com](mailto:countynyandarua@yahoo.com) or  
[countynyandarua@gmail.com](mailto:countynyandarua@gmail.com)



COUNTY COMMISSIONER  
NYANDARUA  
P.O. BOX 3  
OL'KALOU

When replying please quote

CTY/CORR.3/3 VOL.1/3

4<sup>th</sup> June, 2013

The District Officers  
NYANDARUA COUNTY


All Chiefs  
NYANDARUA COUNTY

#### RE: RESEARCH AUTHORIZATION

This is to inform you that Stephen Kinyanjui Mungai from Egerton University P.O. Box 536 – 20515 Egerton has been authorized to carry out research on  
**“Influence of selected factors on the implementation of physical education curriculum in public secondary schools in Nyandarua County, Kenya.”**

The research period extends up to 30<sup>th</sup> June, 2013.

Any assistance rendered to him is highly appreciated.

  
**MUGO GICHIRI**  
**FOR: COUNTY COMMISSIONER**  
**NYANDARUA COUNTY**



## Appendix F

### Research Permit

**PAGE 2** **PAGE 3**

**Research Permit No. NCST/RCD/14/013/690**

**THIS IS TO CERTIFY THAT**

**Prof./Dr./Mr./Mrs./Miss/Institution**

**Stephen Kinyanjui Mungai**

**of (Address) Egerton University**

**P.O.Box 535-20515, Egerton,**

**has been permitted to conduct research in**

**Location**

**District**

**County**

**Nyandarua**

**on the topic: Influence of selected**

**factors on the implementation**

**of physical education curriculum**


**in public secondary schools in**

**Nyandarua County, Kenya.**

**for a period ending: 30<sup>th</sup> June, 2013.**

**Date of issue** **20<sup>th</sup> May, 2013**

**Fee received** **KSH: 1,000**



**Applicant's Signature**

**Secretary**

**National Council for Science & Technology**

**CONDITIONS**

- 1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed with-out prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice**

**REPUBLIC OF KENYA**

**RESEARCH CLEARANCE PERMIT**

**GP60553mt10/2011**

**(CONDITIONS—see back page)**