

**STAKEHOLDERS' ASSESSMENT OF THE EFFECTIVENESS OF THE
IMPLEMENTATION OF PHYSICAL EDUCATION CURRICULUM IN
KENYAN SECONDARY SCHOOLS IN MAKUENI DISTRICT.**

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**A Research Project Report submitted to the Graduate School in Partial Fulfillment
for the requirements of the Award of Master of Education (Educational
Management) Degree of Egerton University**

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DECLARATION AND RECOMMENDATION

Declaration

This project report is my original work and has not been presented for a degree or diploma in the university.


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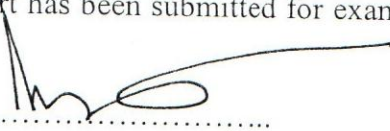
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6/9/2010
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Date

Recommendation

This project report has been submitted for examination with my approval as a university supervisor.


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Dr. Sang, A.K

6/9/2010
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Date

2013/94240

DEDICATION

This work is dedicated to my creator who has guided my life and in all my endeavours, my beloved wife Virginia, my daughter Cynthia, all my brothers and sisters for their high degree of endurance during the course of my study.

ACKNOWLEDGEMENT

I wish to appreciate the professional support given to me by my supervisor Dr. Sang Antony for his tireless effort toward the success of this work.

I wish to thank my family for the moral support and patience during hard moments. I want to thank my classmates Njuguna and Chemboi for their moral support during challenging moments.

I would also like to thank my staff for supporting me especially Nzwili, Mbinda and Odour. Let Honour and Glory be unto God for His grace throughout the course of my study.

ABSTRACT

Physical Education (P.E) is one of the subjects in the Kenyan Secondary School Curriculum. Though the Ministry of Education supports the view that the subject is highly beneficial to both personal and national development, investigation on the weekly allocation of secondary school lessons to subjects has shown that the subject has the lowest number of lessons per week in any given class. A careful study of the 8-4-4 curriculum has also shown that P.E is the only subject whose assessment is fully school-based while the other subjects are externally examined by Kenya National Examination Council (KNEC). In addition, findings from researchers have also shown that numerous factors from within and without the school environment affect the P.E curriculum. This study was specifically designed to determine the effectiveness of implementation of the Secondary School P.E Curriculum by the use of students' and teachers' judgment. The study also sought to establish whether these judgments could be related to respondents' characteristics. A survey was carried on a sample of 96 P.E teachers, 96 Head teachers and 384 students selected randomly in the District. A questionnaire and a guided interview were used to collect the required data for this study. Stratified random sampling was first adopted for the study. This was in turn followed by proportionate stratified random sampling which gave the number of units drawn from each stratum. Simple random sampling was finally adopted within the subpopulations to give the specific P.E teachers and students to participate in the study in each named strata. Both qualitative and quantitative data were generated hence descriptive (frequencies and percentages) and inferential statistics (Pearson correlation coefficient) was used for data analysis. The findings show that most of the indicators of effective implementation of P.E Curriculum have never been put in place. Some of the hurdles faced in trying to implement the P.E Curriculum includes lack of trained personnel in secondary schools, limited physical, material and financial resources. A low correlation was found to exist between respondents' demographic characteristics and the effectiveness of implementation of P.E Curriculum. For the survival of the subject, it is recommended that all teacher trainees should train on three subjects instead of two, the third one being P.E. The government should also be making attempts to advertise P.E vacancies, and should thus employ more teachers on the same. The results of this study provide a basis for making decisions involving educational resources with a view of improving their management.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the study

From the earliest artifacts of ancient civilization, from crudely depicted drawings and from accounts written in the now-dead languages, it is quite evident that early man used to be involved in competitive sports and games. From these studies also, it is evident that man used to be involved in feats of strength and other activities which required endurance and co-ordination of both mental and physical faculties. With time these activities evolved to physical education and sports as we know them today (Zeigler, 1979). Nowadays the subject is seen to have an intellectual content that can be developed not only for the benefit of ones nation but also for individuals benefit (Baley & Field, 1976).

All over the world and Kenya in particular, Physical Education (P.E) has been found to influence both national and personal development. For example, the West Virginia Department of Education (WVDE) (2001) argues that P.E enhances what can be described as lifetime fitness. This comes up as a result of one participating in health enhancing lifetime physical and personal fitness activities such as rope jumping and running games. On the same note, the subject also helps in development of basic skills that enable one to keep on participating in future lifetime physical activities such as kicking and even throwing. Other healthy habits on personal well being recognized through the study of the subject includes sleep and nutrition. These two are vital for normal and healthy beings. The subject also furnishes its learners with knowledge in activities that enhance the well being of specific body parts, vital organs and systems. A good example here is when an exercise such as running is associated with strong heart, bones, leg muscles and even lungs. Kodzi (1986) sees P.E practice as a way of steaming out excess energy. This in turn results to a better health.

According to WVDE (2001) P.E is important in the sense that safety is taught and upheld at a very high esteem in all aspects of life. Learners are required to be in a position of identifying and then complying with safety rules and procedures governing events such as throwing or returning a ball. A rule such as no pushing in a line or no running and sliding on the floor has to be obeyed. This in turn proves to be beneficial to participants and the nation at large. Under the issue of safety, learners also get to know the different

types of physical activity related injuries and illnesses that can occur quite often. Such knowledge would help in taking the necessary precautionary measures so as to avoid the injuries (such as bruises and cuts) by all means. By so doing learners then can safely participate in fun and interesting activities with no risks at all. Through safety, we also get to know how to distinguish between acceptable and non acceptable behaviours in various situations requiring physical activity. These physical activities have to be correctly matched with the appropriate dressing. Noland (2005) explains that P.E equips learners with knowledge and skills designed to carry out safe and meaningful physical education programmes. He also adds that the subject equips learners with the knowledge about drugs; here one learns effective and ineffective approaches to drug abuse prevention. Thus, it has been generally agreed that the subject orients learners to subject matter in various first aid aspects (WVDE, 2001).

The study of P.E encourages a positive outlook to physical activities. Learners get to know how physical activity links with emotional, physical and social wellbeing. This then enables them to appreciate physical activities. This in turn makes the learners to voluntarily participate in P.E activities so as to develop health related fitness such as ten second speed sit ups (WVDE, 2001). This positive regard of P.E thus provides purposeful and enjoyable experiences in a sufficient range of physical activities and also encourages increased responsibility in the choice of such activities while at school (Munrow, 1977).

Physical Education (P.E) also brings about social skills development. The subject empowers students to develop the positive skills necessary to interact with others. Characteristics such as positive leadership, sportsmanship and respect for others are traits important to participation in physical activity. This becomes evident through actions such as praising the participants, congratulating or shaking hands. The subject also facilitates self improvement, communication and cooperation in groups, thus refining ones social skills. These social skills can be enhanced by active lifetime physical activity participation during and beyond the critical periods of physical growth and development (WVDE, 2001). Munrow (1977) adds that P.E assists in the development of initiative, moral and social attitudes and responsible behaviour. Kodzi (1986) claims that P.E is good at fostering sociability courage.

P.E has also been described as highly beneficial in fostering rhythmic movements. Participants get to know and apply appropriate movement concepts while performing some locomotor/ non locomotor skills. These rhythmic movements show creativity on the part of participant and it's also a way of expressing oneself. These skills have been found to develop sequentially according to ones abilities (WVDE, 2001). Murrow (1977) adds that the subject improves ones capacity for creative and imaginative work. Kodzi (1986) claims that physical activities loosen or mobilize joints thus making it easy to perform various movements. Noland (2005) argues that through P.E learners are equipped with techniques of creative dances including sequences of movements which lead to composing items (elements).

P.E has also been known to bring development of motor skills. Learners would thus learn and be able to demonstrate the proficiency in both locomotor and non-locomotor skills. They would be able learn and recognize activities that are responsible for development of selected manipulated skills. Therefore, P.E develops fundamental and specialized skills necessary in encouraging regular participation on lifetime physical activity (WVDE, 2001). Murrow (1977) argues that the subject assists in optimum balanced growth of and efficient use of ones physical resources. Kodzi (1986) says that this physical activities make body muscle to grow. Noland (2005) claims that through the subject students learn to demonstrate selected competencies required in day to day activities.

In the field of Computer and technology, students learn to use technology to develop a rather physically active lifestyle. This can be achieved through examination of motor skill development using modern multimedia techniques e.g. graphics. The subject is also known to enhance technological skills through hands on experience and understanding that technology is a significant factor in a comprehensive approach to fitness and learning. Learners are thus able to identify the advantages/disadvantages of technology/technological innovation on physical activity (WVDE, 1986). It has been found out that P.E equips learners with skills and attitudes necessary for industrial development. The subject enhances specific forms of unstructured physical activities and exercises such as gardening. By so doing, negative attitude towards agriculture and other physical activities which may lead to poor growth of country's economy is discouraged (KIE, 2000).

In Kenya, the Ministry of Education occasionally reviews the subjects relative weightage in time allocation. Table 1 shows the number of lessons that have been allocated to the different subjects by the Ministry of Education as from 1991 up to now.

Table 1:

Summary of subjects relative weightage in time allocation by the Ministry of Education as from 1991 up to present.

Year	Number lessons allocated (per week)				
	*1991-1999	**2000-2001		***2002- (continuing)	
Class Subject	Form 1 & 11	Form I & 11	Form 111 & IV	Form 1&11	Form 111 & IV
English	6	6	8	6	8
Mathematics	6	6	7	6	7
Kiswahili	5	5	5	5	6
Biology	3	3	4	4	5
Physics	3	3	4	4	5
Chemistry	3	3	4	4	5
History & Government	3	3	3	3	4
Religious Education	3	3	3	3	4
Social Education & Ethics	2	2	3	-	-
Geography	3	3	3	3	4
Applied subject (Group V)	4	4	5	3	4
Others (Group VI)	3	3	4	3	4
P.E	1	1	1	1	2

Source of data

* Kenya, Ministry of Education, Circular letter G9/1/116 November 29, 1991 revised 8-4-4 Secondary cycle curriculum

**Kenya, Ministry of Education, Science and Technology. Circular letter No. INS/ME/A/2/14/106. January, 21st, 2000. Effective management of the Secondary school curriculum.

*** Kenya, Ministry of Education. Teachers' preparation guide for the new secondary education curriculum. June 2002.

The data given on Table 1 shows that P.E has been having the lowest number of lessons per week in any given class and this leaves any interested researcher wondering how

effectively the P.E curriculum can be implemented within the allocated time. It has also been noted with a lot concern that P.E is not examined by the Kenya National Examination Council (K.N.C.E) According to KIE (2002C) only twenty subjects are supposed to be examined by KNEC while P.E is the only subject whose assessment is wholly school based. Failure to examine P.E as it is the case, leaves the Physical Educator free to either examine the subject or not.

Lastly, Kaplan (as cited by Sang, 2004) claims that teachers' needs influence their motivation to work. These needs have been said vary from one work environment to another. Sang (2004) continues to argue that individuals job motivation has a direct link with individuals' demographic characteristics. Chivore (as cited by Sang, 2004) claims that in urban areas we have high rate of teacher attrition. According to Watson (1995), physical Education performance can be described as a function of all the physical and mental characteristics of an individual. Obviously, some of these characteristics are determined at the time of conception by the genetic material derived from the father and mother. The most obvious one here is the individuals' gender. The other characteristics may be acquired early in life. As a matter of fact, Dotson (1980) established beyond any reasonable doubt that uncontrollable variables such as sex bring out evident inconsistencies in the teaching of Physical Education. It has further been claimed that female teachers occasionally do suffer from "Motive to avoid success." This behaviour is manifested so as to maintain a feminine self- concept (Yandell, 1981). This study was aimed at establishing the effectiveness of implementation of the P.E curriculum taking into consideration the above mentioned demographic characteristics.

1.2 Statement of the problem

From the background information, P.E is one of the subjects recommended to be taught in the secondary school curriculum. Its importance in physical and mental development of an individual as emphasized by the Ministry of Education cannot be overlooked. However, the manner in which the subject is implemented and evaluated in schools contrast sharply with other subjects in the school curriculum. Though the Ministry of Education stresses that P.E should be taught and examined (KIE 2002c) there are no follow-ups to ensure that this is effected. In addition, the degree of effectiveness in implementing P.E curriculum has not been documented. The problem addressed in this research is the need to determine the extent to which effectiveness of implementation of

P.E curriculum has been by making use of the stakeholders' assessment. That is, do the stakeholders see P.E being handled according to the Ministry of Education guidelines? The problem is addressed because it is not clear whether the subject is taught and examined as stipulated.

1.3 Purpose of the study

Based on the problem stated, the purpose of the study was to establish the degree of effectiveness of implementation of the secondary school P.E curriculum. This was based on the teachers' and students' judgment. The study established the relationship between various respondents' characteristics and their judgment on effectiveness in implementation of the P.E curriculum.

1.4 Objectives of the study

The study was guided by the following objectives:-

- (i) To determine the extent to which secondary school P.E curriculum is effectively being implemented.
- (ii) To establish the factors that may influence effective implementation of secondary school P.E curriculum.
- (iii) To establish whether there exists a significant relationship between the teachers'/learners' demographic characteristics and their assessment on the effective implementation of the P.E. curriculum.

1.5 Research Questions

The study sought to answer the following questions:

- (i) To what extent has the secondary school P.E curriculum been effectively implemented?
- (ii) What factors influence the effectiveness in implementation of secondary school P.E Curriculum?
- (iii) Is there a relationship between the teachers'/learners' characteristics and their opinions on effectiveness of the implementation of P.E curriculum in public secondary schools in Makueni District.

1.6 Significance of the study

In most cases, the ultimate goal of many organizations is to produce a targeted successful end result. The results of this study reveal the extent to which P.E curriculum is being implemented. Any interested researcher may use the results to evaluate the strategies to ensure the society benefits maximumly from the study of P.E. The successes or failures registered in the implementation of the subject may assist the educational curriculum developers, Ministry of Education and school administrators in re-designing the curriculum and organizing for in-service or refresher courses since the results show that the P.E curriculum is not effectively being implemented. The results of the study require the P.E teachers to keep on refining their methodologies so as to register an improvement in implementation. This would impact the society at large and so, a study of this nature was not only vital and up to date but also desirable. It was worthy carrying it out.

1.7 Scope of the study

This study was mainly based on an analysis of responses from the students and P.E teachers in Makueni District. The analysis covered areas such as assessment criteria of the subject, teaching methods adopted by concerned teachers, time allocated to the subject and its management and teaching/learning resources available. The study was restricted to the District and Provincial secondary schools under the following categories: rural provincial schools, urban provincial schools, rural district schools and urban district schools.

1.8 Limitations of the study

As earlier stated, see (Section 1.7) this analysis of responses from students, P.E teachers and Head teachers is from one district. Therefore, the data obtained from this study may not wholly apply to other districts. This is due to the selection of sample from one district (Makueni). In addition, this study was conducted within a specified time frame. Generalization to a large region should be done with caution.

1.9 Assumptions of the study

It was assumed that the respondents to the questionnaire gave frank responses that indicated their perceptions, feelings and judgments on the effectiveness of implementation of the secondary school P.E curriculum.

1.10 Definition of terms

The following operational definitions of terms were pertinent to this study:-

Assessment:

Refers to judgment or decision on the value, quality or importance of P.E

Effectiveness in implementation of P.E curriculum:

This refers to the extent to which the P.E curriculum has been put into operation. In this study it refers to how well/ poorly P.E subject is handled in our secondary schools.

Gender:

This term is taken to mean sexual classification. In this study gender refers to differences in either a female or a male.

P.E Teacher (s):

Refers to trained instructors who impart knowledge on Physical Education as a subject in Kenyan Secondary Schools.

Stakeholders:

This refers to Principals, P.E teachers and students found in schools that were chosen for this study.

Urban Provincial/District schools

This refers to schools found within regions that can be said to be in areas under Town/Municipal councils within Makueni District.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews and summarizes the goals of P.E as a subject. It is aimed at preparing learners for challenges of the 21st Century by providing opportunities to attain skills and knowledge to be physically active as part of a healthy lifestyle. However, there seems to be lack of studies in Kenya on how effectively has been the implementation of the P.E curriculum. Secondly, the chapter also reviews and summarizes various issues that may have influenced the implementation of P.E curriculum. This will offer possible explanation as to why the P.E curriculum is effectively implemented or not.

2.2 Goals of Physical Education

Physical Education is aimed at occupying a significant position in the society. It is aimed at inculcating integrity in the society. This is done in different ways, for example, physical equipment such as balls' carrying messages such as 'Aids kills,' discourages dishonesty and unfaithfulness. Secondly, songs composed during dance lessons carry with them messages which advocate for strong moral principles. Other virtues enhanced by the subject include social responsibility, leadership, service to the community and positive attitude towards activity, peers and the society (KIE, 2002 a).

According to West Virginia Department of Education (2001) Physical Education ought to provide enjoyment, challenge, social opportunities and a greater opportunity for self expression and personal meaning. Knowledge of this subject also ought to make one to lead a physically active lifestyle, better health, higher educational achievement, better preparation for work and lower health costs. This Department continues to argue that secondary level Physical Education should reinforce basic skills thus enhancing critical thinking and offering challenging course material. In our current situation, critical thinking has proved helpful when it comes to problem, solving. One should be able to analyse data, draw conclusions and apply the information gathered in ones daily life. American Alliance for Health Education, Recreation and Dance, (AAHPERD), (2001) suggests that knowledge acquired from P.E is meant to make one understand injury prevention measures necessary when making use of technology. As far as self management is concerned, AAHPERD informs readers that P.E is aimed at promoting ones health and well being by engaging in health promoting behaviours. Therefore, one

should be able to manage stress, demonstrate good attendance and attentiveness patterns that lead to high productivity.

According to Kodzi (1986) and KIE (2002b) P.E is also aimed at helping in development of both locomotor and non-locomotor skills. Some of these locomotor skills include; running skipping, galloping, hopping etc. On the other hand, non-locomotor skills include; pushing, pulling, bending, twisting etc (WVDE 2001). Under this goal then, P.E students are expected to be able to practice and demonstrate say a progression of acquired skills in a variety of either individual, dual or team activities. On the same note, the subject enables students to interpret rules, strategies and terminologies for a variety of physical activities (Kodzi, 1986). Once the locomotor and non-locomotor skills have been developed, learners would perform efficiently and skillfully various movements through physical and mental co-ordination (KIE, 2002b)

Another goal of P.E is fostering the development of social skills whereby one is able to work co-operatively as a member of a given team. Some of the social skills that can be developed through the study of the subject include; fairness, respect, etiquette, self discipline and self-control (Kodzi 1986 & KIE 2002b). Some of these skills are helpful in self expression and even in averting situations that may lead to violence and resolving conflicts peacefully (WVDE, 2001)

P.E fosters a sense of good citizenship and national cohesiveness through sporting activities (KIE 2002b). The subject is meant to bring people of different backgrounds together. This in turn brings up team building and development of a sense of sportsmanship. Better understanding of the parties involved thus results (WVDE, 2001.) This is clearly seen when different countries come together and compete on a given event. In Kenya, we have different clubs from different backgrounds which also come together and compete on a given event.

The subject is also seen to act as a foundation of career development. It is meant to expose learners to a variety of courses that can be undertaken in ones life. It is also aimed at providing opportunities for ones fullest development of talents. Through the subject then, children develop their potential interests and abilities (KIE, 2002b). All over the

world and Kenya in particular, we have players who take sports as their careers. They have been earning for their living through sporting activities.

Learning of P.E is expected to promote various recreational skills and positive use of leisure among learners. The subject is meant to inculcate in the youth the value of good health. This helps in ensuring that they are not involved in drug taking and in other activities which may lead to physical and mental ill health (KIE, 2002b).

Through outdoor practice of physical education, learners are expected to explore and appreciate their environment. In this area, the subject is aimed at fostering positive attitude towards the environmental development and conservation. It is aimed at leading the youth to appreciate the need for a healthy environment (KIE, 2002b). KIE (2002b) continues to stress that P.E should enhance appreciation and participation in sports and dances so as to develop an understanding, respect and preservation of people way of life. The subject is thus meant to instill an understanding of the past and present cultures. The learners would then be able to blend the best of these values for a stable and modern society.

2.3 Factors influencing secondary school curriculum.

In the field of P.E, studies have shown that many factors from within and without the school environment affect the P.E curriculum. Some of the factors are as discussed in subsections 2.3.1 to 2.3.8.

2.3.1 Teaching of P.E in Secondary Schools

P.E is a highly beneficial subject to man's life. It affects both personal and national development as explained in section 1.1. It should therefore be given not only thorough but also scholarly consideration (Kelly & Lindsay, 1980). For the survival of the subject, Pease and Crase (as cited in Kelly and Lindsay 1980), suggest that teacher preparation should always be in touch with the changing world demands. This would greatly help in doing away with outdated practices. Reynolds, Teddie, Hopkins and Stringfield (2000) and Day (1999) are also in favour of an increased emphasis on consistent professional development on the part of the teachers. This would greatly help the teachers in giving them increased opportunities for relevant, focused, effective professional development which would in turn lead to school improvement (Department for Education and

Employment, (DfEE), 2001). As a matter of fact many researchers in the international professional research community (e.g. National Foundation for Educational Research (NFER), 2001; National Partnership for Excellence and Accountability (NPEAT), 1988) have argued that traditional styles of teacher preparations are largely ineffective in teaching / learning processes.

Riveness (1978) expects the P.E teachers to have an extensive and intensive knowledge of the subject matter. The teachers should be conversant with activities such as sport, play, dance, exercise etc. the Educator must know what they are, their causes, effects, characteristics and importance. Recent findings by Schempp (1993) and Ward and O'Sullivan (1998) showed that very few P.E educators if any read researches in the field of P.E. These teachers were found to have different reasons for becoming teachers; they also had different routes into teaching and different motivations and career paths into the profession. Moreover, the teaching styles they adopted were found to be haphazard with no discernible pattern, coherence or progression. No wonder, earlier on, Baley and Field, (1986) had argued that students who were not willing to be in the teaching profession should never be admitted for the same. For one to be admitted and be an effective teacher one should have an adequate background in sciences and humanities; possess good health, high level of sports skills, attractive personality and demonstrate potential for developing skills in speaking and writing.

To be able to grow professionally in this field, teachers ought to be reflective. Being reflective implies that one does not only teach and act but also asks many questions about what they are doing and why they are doing it. An effective teacher always has a clear idea of the task, practices his/her motor skills essential for developing and refining motor programme. He/She also know how to motivate particular skills (Rink, 1993).

As far as performance and teaching of Physical Education is concerned, it has been noted that there is a certain amount of risk to the safety and well being of students. In this situation of dynamic activities, the educator or coach should be in company of somebody. This would help in avoiding situations where one is making injury treatment decisions by recalling poorly the treatment situations he/she received when in school. It is therefore advisable that these educators or coaches should be in touch with the ever coming new

knowledge. This would make them more enlightened as observed by Ryan (in Kelly and Lindsay, 1980).

Bucher and Koenig (1974) reports that for a successful and effective teaching of P.E the following tasks must be accomplished; paying teachers salaries according to the role they play the educational process, nurturing healthy relationships between the educators and students, rightly regarding teaching profession as important, encouraging harmonious working relationships among the members of staff, making known new developments in special fields and reducing Physical Educators non teaching load. Duties such as monitoring of the lunch room, supervising buses etc should be eliminated from the Physical Educators routine so that one may fully turn to the task of implementing the curriculum.

2.3.2 Physical Education Programme

For the effective teaching/learning process of Physical Education, experienced personnel is required. On top of this, facilities and equipment should be readily available. This makes the P.E programme very expensive to start and maintain (Rink, 1993). In most cases, the facilities and equipment assist the P.E Educators in carrying out some of the complex movements involved in the subject. The educator is thus required to be innovative for effective performance. Also, the complex movement calls for classes of sufficient lengths so as to have meaningful participation on the scheduled activities (Bucher & Koenig, 1974).

The programme also requires meaningful evaluation and any necessary changes be instituted. This evaluation is essential in furnishing one with knowledge on performance. It would also help in error detection, inefficient use of time and development of self management skills (Rink, 1993; Bucher and Koenig, 1974). According to KIE (2002a) evaluation of the programme should be school-based. So the Kenya National Examination Council (KNEC) does not examine Physical Education along with the other subjects. This has an implication on the effective teaching of the subject.

P.E programmes when carried out in groups have been found to develop effective personal growth among the learners. As time goes by, the learners' identities and behaviours are modeled by the ever changing group norms. This group development has

proved to be very rewarding to the learners. The high level of social support and evolving group cohesion allows the learners to engage in higher exploration and developments (Maslow as cited by Neil, 2002).

For an effective P.E programme there ought to be an evident bias towards the practical sessions rather than the theoretical sessions of the programme. Learners would therefore fully develop their once hidden potentialities. At other times teachers should adjust the programme so as to give the pupils' longer periods to explore, select, repeat, practice and refine their skills (Tansin & Benn, 1993). P.E instructors (teachers) are very critical to many educational processes. The degree of effectiveness for a given instructor at times may vary widely between cultures, organizations, programmes and instructors themselves. Therefore, there is a need of standardized programmes which can qualify to be described as 'teacher-proof' as long as the teacher is competent and appropriately trained (Neill, 2003).

2.3.3 Status of the school

Status of the school has been found to greatly impact on the effectiveness of the implementation of the school curriculum. Wiest as cited by Morrison (2003) argues that well developed schools are capable of providing the best quality Physical Education. This is due to the fact that these schools have good facilities, and as a result, good instructional programs are offered. In addition to these, these schools offer a wide variety of programs based on lifetime activities and fitness. Thornton (as cited by Morrison 2003) also claims that high level schools are able to provide students with opportunities be active. By so doing these, students tend to acquire the self drive to healthy living, thus avoiding chronic illnesses. In these institutions also, programs are personalized for each student to the extent that they work with the teachers in making their own fitness program. This enables the subject to continue gaining respect as the Physical Educator apply what they can learn in day to day life. (Richard and Thornton as cited by Morrison, 2003).

In most cases, Physical Education is taken to be fitness based in developed schools. The learners actually read more about fitness before they begin the physical activities. Students ought to learn this so as to be able to apply the knowledge in their entire lifetimes. (Fry as cited by Morrison, 2003). Wiest as quoted by Morrison (2003) continues to say that developed schools are able to purchase various P.E equipment such

as heart monitors, fitness monitors etc. The school funds can also be used to revive the curriculum and for teacher training. Awareness thus created in student sends the message that, when they become adults, they shall understand how important lifelong fitness really is. Problems such as obesity would thus be greatly checked.

Many educators have quite often argued that inadequate supply of the required facilities have so far imposed restrictions on the practical activities designed to be undertaken by the secondary school syllabus. This unavailability of the essential teaching/learning facilities contributes to loss of teaching morale (Kodzi, 1986).

Research has also shown that, when new secondary schools are being constructed in U.S.A, physical facilities tend to become an issue of major concern for they are very expensive. In many cases, educators have urged for construction of Physical Education facilities that can be opened to community use when the school is not in session. Unfortunately, the communities have shown a negative attitude in paying for these expensive facilities (Bucher and Koenig, 1974).

Rivenes (1978) has also shown that where the teaching process is to be enhanced, the need for physical facilities should be considered. He has claimed that facilities need to be adequate and safe for a proper and efficient learning process. As far as safety is concerned Kodzi (1986) gives an example of a sports field and says that it should be flat, well marked and weeded. Broken bottles and stones should be kept far from these fields. All these would ensure that maximum and effective learning and performance of Physical Education is achieved. Inadequate facilities have adverse effects on the P.E programs as it has been pointed out by Updyke and Johnson (1970), Muniu (1987). Physical Educational demands a surrounding that maximizes the educational experience and promotes socialization process both of which are very vital to teenagers.

2.3.4 P.E Curriculum design

The P.E curriculum refers to the programme given by the Ministry of Education to be taught to students in a given education cycle. According to Armour (2002) P.E Curriculum has for long remained traditional. It is not reviewed occasionally so as to keep it ever challenging. Seminars majorly focusing on the P.E Curriculum are rarely heard of. Therefore teachers do not attend anything in the name of P.E refresher courses.

This has a long lasting impact than on effectiveness of implementation of the curriculum. If the curriculum can be organized so as to have its activities unfolding as a 'wave', then development in challenge would certainly occur. With each success, skills and self efficiency would increase thus leading to more complex activities (Martin & Lieberman as cited by Neill, 2002).

Rink (1993) puts forward the argument that in U.S.A. national curriculum for Physical Education does not exist. He continues to report that there exist only few local or regional curricula. This impacts on the effectiveness of the implementation of P.E curriculum because the Physical Educators are left to establish instructional programmes on their own. Due to the lack of accountability, diversity then results. Though this may be an advantage to a creative and mature teacher, it's also a disadvantage for it has brought forth many programmes- programmes that bear no relation to the staged goals. In conclusion, if Physical Education is to attain credibility, the relationships between the curriculum and instruction must clearly be defined and goals clearly set.

Ersing and Wheeler (as cited in Kelly and Lindsay, 1980) supports the view that the P.E curriculum needs an urgent change. Further still, institutions offering P.E professional programmes have been found to provide little in-depth study. Therefore, educators should not be taking long before they are re-evaluated (MC-Pherson as cited in Kelly and Lindsay, 1980) Suggestions have been put forward that Physical Education curriculum of the future must change to include objectives which give direction and innovate implementation.

2.3.5 Time Schedule

According to Kodzi (1986) time is an important element in Physical Education lessons and every teacher needs to be conscious of this. K.I.E (2002a) recommends that each class should be taught Physical Education once in a week for a period of 40 minutes. This is insufficient time and therefore planning and preparation of Physical Education lesson cannot be fully effected. So, these lessons are of inappropriate length for optimum learning. Kodzi (1986) continues to argue that some of the Physical Education aspects which require a lot of time are easy to provide individualized instruction. In a situation where physical and material resources are insufficient for the teaching of P.E, one would probably find children standing in long lines waiting for their turns to handle a single

ball. This would imply that in a lesson of 40 minutes nothing would be done other than just handling a ball. This automatically forces the teacher to look for new methods and plans to make maximum use of time.

2.3.6 School Administration

Bucher and Koenig (1974) advises Physical Educators to take the initiative of ensuring that new physical facilities bought by the administration are adequate and usable for many years in the future. Together with the administration, he should take an active part in the planning and designing of such facilities so that they can be beneficial to all. Tansin and Benn (1993) recommend that administrators must ensure that the P.E curriculum is fully implemented. The curriculum should not be just on little games and little dances for little people. It has been suggested that they (administrators) should not let the curriculum to be watered down by teachers who do not know the different needs of the different ages of pupils or students. Secondly, the administrators ought to ensure that there exists an in service courses for the benefit of the P.E teachers who would in turn be able to know and understand children's special needs.

On a different note, it has been found that administrators of secondary schools may not view the Physical Education with favour. They may harbour the feeling that the subject is rather expensive. This directly affects the effectiveness with which the subject is offered. Once the facilities have been bought the administration should also ensure that the equipment and other facilities are periodically checked to ensure that there is effective instruction and pupils' safety (Bucher and Koenig, 1974).

2.3.7 Student – teacher relationships

For effective instruction in Physical Education lesson, student-teacher relationships should be positive. Poor relationship between the teacher and the pupils leads to lack of interest in becoming involved in teacher- pupil planning. This has a negative impact on the part of the pupil. In an atmosphere of free and healthy relationships, when the teacher changes into something which is presentable and different from his school dress, it has been discovered that the pupils also change willingly. The pupils shall always entrust their belts, pin fasteners, watches e.t.c. to their teacher for a safe keeping during Physical Education demonstrations (Kodzi, 1986). Other relations also found to affect the

performance of Physical Education includes teacher- parent relationships and good staff relationships.

Neill (2002) adds that instructors with high standards accompanied by personal warmth and empathy may better results with participants. Dayson and Riggins as cited by Neill (2002) found a relationship between teacher expectations and students growth. When the teacher is having a high and yet attainable expectation of participants, a kind of self fulfilling prophecy is implanted on the participants. Therefore, the teacher should play a critical role of being a co-ordinator of what is expected from the pupils. Haltie et-al as cited by Neill (2002) also adds that when a teacher is accepting pupils and providing encouraging, non judgmental, clear, regular feedback fosters the pupils' growth.

2.3.8 Culture of the surrounding communities

Culture of the communities surrounding a school has been proved to have an effect on the P.E Curriculum (Morgan, 1974). Bucher and Koenig (1974) and Neill (2002) all agree that cultural differences affect Physical Education outdoor activities. Various outdoor activities have been found to enhance some cultural assumptions about the participants and the relative importance of the various programme elements and processes. Priest and Gass (as cited by Neill 2002) observe that attitudes towards risk, communicating feelings and relating to the natural environment greatly influences the outdoor education programmes. Culture also influences the length, location, difficult level of all these outdoor activities. Bucher and Koenig (1974) gives some examples on how peoples culture may affect the Secondary school curriculum. Some examples are as listed below:-

- (i) Some groups have been found to frown upon certain activities that the school endorses such as dancing, Saturday and Sunday athletic contests. Other groups prohibit athletics on a Sabbath day.
- (ii) Misplaced politics prevailing within the Board of Governors of given schools results in having teachers being hired and carelessly fired. This affects the learning programme.
- (iii) Wealthy communities are associated with a high quality education. If salaries are high, teachers are retained but if low, they look for greener pastures thus affecting the learning programme.
- (iv) A given community may be willing to see the progress of Physical Education. If the attitude is positive greater heights of success are attained.

2.4 Conceptual framework

From an economic point of view, a school can be described as an industry. This industry transforms a given quality of inputs into required outputs. In any given school, students have to be transformed into appropriate products whose quality cannot be judged from external appearance. In addition to these, Dewey (as cited by Neill 2002) supports the view that, in a classroom setting learners acquire and store experiences from whatever curriculum they are subjected to. The learners are thus able to make unique impacts on their surrounding environments through their interactive relationships. An effectively implemented school curriculum will be evident from the pupils' way of life. In other words, we can use education products to measure the success of the school curriculum (Simon 1965; Joyce & Weil, 1980).

The following sets of variables in relation to effective implementation of the P.E curriculum formed a structure of the conceptual framework for the study.

- (i) P.E curriculum implementation formed the independent variable of the study. Effective implementation was expected in areas such as; assessment criteria, Teaching/learning process, allocated time and teaching/learning resources.
- (ii) Stakeholders' assessment of effectiveness of P.E curriculum formed the dependent variable of the study.
- (iii) School category, locality and type of school, teachers' characteristics and learners characteristics formed the moderator variable of the study. As implementation process of the P.E curriculum is being carried on, this variable can influence the independent- dependent variable relationship.

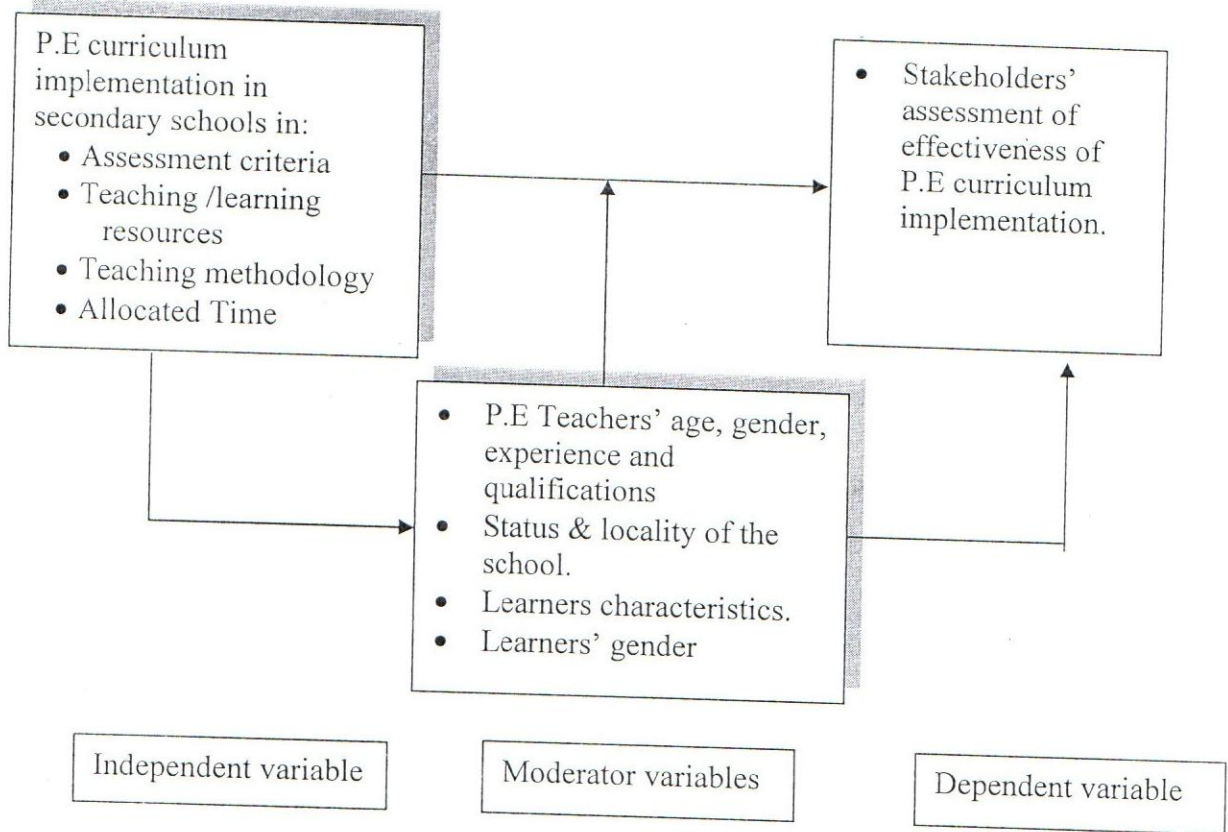


Figure 1: Conceptual framework on respondents' assessment on the effectiveness of the implementation of Secondary School P.E Curriculum in Kenya.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction.

This chapter outlines the strategy that was followed in conducting research. The procedures used in; getting the sample size, collecting data, testing the validity and reliability of the instruments data collection and analysis procedures have all been explained in their chapter.

3.2 Research design

The research design that was used in this study was descriptive survey. According to Mugenda & Mugenda (1999) descriptive survey design aims at exploring and describing the state of affairs as they are. The findings are then reported. Orodho (2002) suggests that this design involves fact finding, formulation of important principles of knowledge and solution to significant problems. In addition, this design was also aimed at establishing whether there could be any relationship between the respondents' judgments and various teacher/student characteristics (Cohen & Manion, 1994).

3.3 Location of the study

This study was carried out in Makueni District. The district was purposively selected since it had adequate representation of the schools required for the study. The district was also selected because the schools are accessible and familiar to the researcher. This helped in minimizing researcher's movements, hence saving time and costs.

3.4 Population of the study

The accessible population consisted of form 3 and 4 students, P.E. teachers and Head teachers in Makueni District. The form 3 and 4 group of students had been selected because they had been exposed to the secondary school P.E. curriculum for at least two years and therefore in a position to give reliable information. The district had a total of 176 secondary schools, 164 P.E. teachers and 9025 form 3 and 4 students (D.E.O., Makueni District personal communication, April 2005).

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Table 2:

A summary of the Distribution of P.E. Teachers and Students in Public Schools in Makueni District

Type of school	Number of teachers	Number of students
Provincial schools	46	4160
District schools	118	4865
Total	164	9025

Source: statistics from Makueni District Education Officer; April 2005

All schools were expected to have P.E. teachers since it was a subject that had to be taught (KIE 2002 a). According to Republic of Kenya (ROK) (1997/98) the district had no National school and therefore, the 164 teachers teach P.E. in different district and provincial public schools found within the district. All these teachers had the responsibility of implementing P.E. curriculum and therefore they were able to judge how effectively the implementation was. Out of these 164 teachers and 9025 students, 12 teachers and 1440 students were found in urban provincial schools, 34 teachers and 2720 students were found in rural provincial schools, 49 teachers and 2450 students were found in urban district schools and lastly 69 teachers and 2415 students were found in rural district schools.

Table 3:

Summary of distribution of P.E teachers and students in terms of school status and locality.

Type of school	Number of teachers	Number of students
Provincial schools in urban areas	12	1440
Provincial schools in rural areas	34	2720
District schools in urban areas	49	2450
District schools in rural areas	69	2415
Total	164	9025

Source: Makueni District Education Office

3.5 Sampling Procedures and Sample Size

Since the population of teachers and students was not homogenous in terms of characteristics required by the researcher, stratified random sampling was first adopted. Here, the teachers and students were grouped in terms of their schools status and locality. The sub-populations thus generated were as follows:-

- (i) Teachers and students in district schools in urban areas.
- (ii) Teachers and students in district schools in rural areas.
- (iii) Teachers and students in provincial schools in urban schools.
- (iv) Teachers and students in provincial schools in rural areas.

The generated subpopulations were now bound to have had some kind of homogeneity (Kathuri and Pals, 1993). The sub-populations proved to be very important in the sense that they ensured a proportional representation of each group in the sample.

From the above subpopulations, proportionate stratified random sampling was employed in determining the number of teachers and students in each stratum required for the study. Once this was done, simple random sampling was exercised within the sub-populations in order to give the specific P.E. teachers and students who participated in the study. Every P.E. teacher and student in these sub-populations had been assigned a number. Therefore, they had equal chances of being picked to participate in the study. The P.E. teachers and students corresponding to the numbers picked were then included in the sample.

3.5.1 Determination of the sample size

As earlier stated in section 3.4, there were approximately 176 secondary schools and 9025 students. The size of the sample (n) that was drawn from the students' body was given by the formula,

$$\text{Sample size, } n = \frac{z^2 \sigma^2}{d^2} \quad (\text{Mutai, 2000}).$$

Where

n = the desired sample size.

Z = the standard normal deviate at the required confidence level

$\sigma^2 = pq$; $q = 1 - p$

p = the proportion in the target population estimated to have the characteristics being measured.

d = the level of statistical significance set.

In this study $z = 1.96$, $p = 0.5$, $q = 0.5$, $d = 0.1$

$$\begin{aligned} \text{Therefore } n &= \frac{(1.96)^2 \times 0.5 \times 0.5}{(0.05)^2} \\ &= 384 \text{ students} \end{aligned}$$

In addition, a random sample of 96 secondary schools was drawn using the above explained formula which was developed in (Mutai, 2000, pp 133-135). In connection with this, all the sampled schools Head teachers, P.E. teachers and P.E. students were selected to be respondents in the study.

Under the same note, the sample size for each stratum was worked out by use of the formula (using proportionate allocation of sampling fraction)

$$N_i = n \cdot p_i \quad (\text{Kothari, 1990}).$$

Where n_i = sample size required for each stratum

n = total sample size

p_i = proportion of population included in stratum.

The sample sizes for different subpopulations were therefore as follows:-

P.E. teachers $n_1 = 96 \times \frac{12}{164} = 7$	Students $n_1 = 384 \times \frac{1440}{9025} = 61$
164	9025
$n_2 = 96 \times \frac{34}{164} = 20$	$n_2 = 384 \times \frac{1440}{9025} = 116$
164	9025
$n_3 = 96 \times \frac{49}{164} = 29$	$n_3 = 384 \times \frac{1440}{9025} = 104$
164	9025
$n_4 = 96 \times \frac{69}{164} = 40$	$n_4 = 384 \times \frac{1440}{9025} = 103$
164	9025
Total 96	Total 384

Table 4:
Summary of the sample size for each stratum

Status & locality of the school	No. of teachers	No. of students
Provincial school in urban areas	7	61
Provincial schools in rural areas	20	116
District schools in urban areas	29	104
District schools in rural areas	40	103
Total	96	384

Source: Researches own computations.

This high sample size of 96 P.E. teachers and 384 students is preferable because it would ensure high precision thus giving a small value of the standard error (Mutai, 2000). After identifying the number of P.E. teachers and students to participate in the study, the respondents were selected from their different sub-populations by use simple random sampling technique as explained in section 3.5.

3.6 Instrumentation

No single method of collecting data that can be described as perfect. Therefore, it is necessary to use more than one instrument (Mugenda & Mugenda, 1999). In order to achieve the objectives of the study, the research instruments used comprised of a questionnaire and an interview schedule. The questionnaire was used to collect information from a large sample size while interview was used to gather responses in-depth from a relatively smaller sample (Mugenda & Mugenda, 1999). The teachers sampled were the, P.E. teachers and therefore, they were regarded as conversant with the objectives of the P.E. curriculum. The researcher then used the judgments of the head teachers, P.E. teachers and students to determine the effectiveness of implementation of P.E curriculum.

3.6.1 Students' and P.E Teachers' questionnaire

The questionnaire used had two parts, that is, part A and B. Part A solicited personal information of the respondents while B solicited information concerning the judgments of the P.E teachers and students on the extent to which the P.E. curriculum is being implemented in order to achieve its stated objectives. This part also had twenty four structured items for the case of teachers' questionnaire and twenty items for the case of students' questionnaire. Each item addressed a specific task required for effective implementation of the P.E. curriculum. The broad areas that were addressed by the items in the questionnaires included: the subjects assessment criteria, teaching methodology, time allocation and teaching/earning resources. The questionnaire had statements on a 5-point likert scale and a score was obtained from the same to generate quantitative data. It was then sent to the sample school by hand at the time of data collection.

3.6.2 P.E. Teachers' and Head teachers' interview guide

The items in the P.E. Teacher Interview Guide were so constructed to solicit the teachers' views about effectiveness of implementation of the P.E. curriculum. It was based on their

experiences in teaching students in different areas and at different levels. It also focused on the difficulties faced in trying to implement the P.E curriculum. The Headteacher interview guide helped in providing information on how they had helped in ensuring that the P.E. curriculum was implemented effectively. The information collected here was aimed at improving the standard of our Kenyan secondary school P.E. curriculum implementation. These in return would lead to better realization of P.E. goals.

3.6.3 Validity and Reliability test of the instruments

The questionnaire was pilot tested in three schools in the district. The researcher then ensured that there was no chance for these schools of taking part in the study. The completed questionnaires were collected then the data was coded and rostered. The reliability was calculated for the items in the two different questionnaires using the Guttman split half test and the overall reliability coefficient was above 0.725. The formula is highly appropriate because it eliminates chance error due to differing test conditions response items (Mugenda & Mugenda, 1999). The content validity of the instrument was determined by the supervisors and other experts from the Faculty of Education and Community Studies in Egerton University. The instrument was forwarded to expert(s) for the perusal and approval before it was used for data collection. Recommendation made by the experts(s) were adopted accordingly.

3.7 Data collection procedures.

The researcher sought permission to carry on the study from the office of the President and the District Education Officer, Makueni. This was done through the Chairman, Department of Curriculum, Instruction and Educational Management and the Dean, Faculty of Education and Community Studies at Egerton University. A letter of introduction and explanation of the purpose of the study was sent to the participating schools prior to data collection. The researcher then distributed the questionnaires by hand. The respondents were left to respond to the items in the questionnaire independently. During this period, the researcher interviewed the schools' Headteachers while the P.E teachers were interviewed after completing their questionnaires. In order to give the respondents ample time to study and respond, the instruments were collected after one was through.

3.8 Data analysis

The data was coded, after which, it was rostered and entered in the computer for analysis. The SPSS programme was used to analyze the data. This generated both qualitative and quantitative data. Both descriptive (frequencies, and percentages) and inferential statistics (pearson product moment correlation coefficient) was used to analyze the data. Since the questionnaire was having closed items (five-point likert scale), each item was coded in order to give the magnitude of what was being measured with always being the highest and never being the lowest. This enabled the researcher to be in a position of getting frequencies, percentages and correlations of the students' and teachers' responses. Data that was obtained from the teachers' interview was analysed by use of descriptive statistics. Out of these, the main themes have been discussed in this report. The data was used to supplement the information from the questionnaires.

The specific objectives and research questions of the study were analyzed as follows:- Objective 1 to 2 and Research questions 1 to 2 were analyzed by use of frequencies, and percentages. Objective 3 and research question 3 was analysed by use of Pearson correlation coefficient.

Table 5:
Summary of data analysis procedures

Objectives	Independent variables	Dependent variables	Statistical test
1. To determine the extent to which secondary school P.E. curriculum had been effectively implemented.	Assessment criteria, Teaching/learning resources, Teaching methodology, Relative time weightage	Teachers' and students' responses.	Frequencies, percentages.
2. To establish the factors that influenced effective implementation of P.E. school curriculum.	Assessment criteria, Teaching/learning resources, Teaching methodology, Relative time weightage	Teachers' and students' responses.	Frequencies, percentages.
3. To establish whether there existed a significant relationship between the respondents' demographic characteristics and their assessment on the effective implementation of the P.E. curriculum.	Respondents' demographic characteristics	Teachers' and students' responses.	Frequencies, and Pearson Correlation.

The results of this study were displayed in the form of tables and pie charts which were summarizing the quantitative data from the Computer print out and qualitative data from the summary forms.

CHAPTER 4

RESULTS AND DISCUSSION

4.1 Introduction to data analysis

This chapter comprises of data analysis according to the questionnaires and objectives of the study. The data obtained was collected through questionnaires and interviews administered to students, P.E teachers and Headteachers. The data analysis presents items according to the manner in which they appear in the objectives and in both students' and P.E teachers' questionnaires.

4.2 Data analysis from the students' questionnaires.

The respondents were hereby requested to assess the effectiveness of the implementation of P.E. curriculum. The judgments of the respondents are as explained below.

4.2.1 Punctuality in attending P.E. lessons.

The respondents were asked to give their views on the extent to which punctuality in attending P.E lessons was observed. The results are shown in the table 6 below.

Table 6:
Extent to which punctuality is observed.

	Frequency	Percentage
Never	187	48.7
Rarely	69	18.0
Sometimes	71	18.5
Frequently	19	4.9
Always	38	9.9
Total	384	100

From table 6, responses from 187 students (48.7%) shows that punctuality in attending P.E. lessons is never observed. Students and teachers falling in this category had been found to concentrate majorly on externally examinable subjects leaving P.E behind because its exams are school-based. This group expressed no interest in the subject and view the subject as a waste of time. Responses from 69 students (18.0%) show that punctuality is rarely observed. Responses from 71 students (18.5%) show that

punctuality is sometimes observed while from 19 students (4.9%) show that punctuality is frequently observed. A total of 38 students (9.9%) claim that punctuality is always observed. In this group, prefects were found to be incharge of organizing for P.E. lessons. They would collect balls and direct the other students to the field. Teachers involved here were found to be a source of encouragement to the students and they closely used to monitor students progress in the field.

4.2.2 Use of examples/illustrations in explaining P.E principles and concepts.

The respondents were asked to give their views on the extent to which examples/illustrations were used in explaining P.E principles and concepts. The results are as shown in the table 7 below.

Table 7:

Extent to which examples/illustrations were used in explaining P.E principles and concepts.

	Frequency	Percentage
Never	220	57.3
Rarely	63	16.4
Sometimes	62	16.1
Frequently	22	5.7
Always	17	4.4
Total	384	100

From table 7, responses from 220 students (57.3%) show that examples/illustrations are never used in explaining P.E principles and concepts. Schools falling in this group were found to be lacking the necessary material resources relevant in guiding teachers. These resources includes text books and other basic P.E equipment. Without some these resources Wiest (as cited by Morrison, 2003) any given school may not offer quality physical education. The P.E teachers here were not trained on P.E and so they had little knowledge on how to handle the subject. Responses from 63 students (16.4%) show that examples/illustrations are rarely used while responses from 62 students (16.1%) show that examples/illustrations are sometimes used. Responses from a total of 22 students (5.7%) show that examples/illustrations are frequently used while responses from 17 students (4.4%) show that examples/illustrations are always used in explaining the P.E

principles and concepts. In this group, students and teachers claimed that they value the spirit of sportsmanship and national cohesiveness enhanced by the subject. They therefore try to offer the best services possible. Through the subject, the teachers try to tap talents and hidden potentials in the students so as to better the students' future life.

4.2.3 Students involvement in learning of P.E

The respondents were asked to give their views on the extent to which their P.E teachers involved them actively (through Questioning, answering questions, discussions) in learning of P.E. The results are shown in the table 8 below.

Table 8:

The degree of students involvement in learning of P.E

	Frequency	Percentage
Never	223	58.1
Rarely	56	14.6
Sometimes	53	13.8
Frequently	16	4.2
Always	36	9.4
Total	384	100

From table 8, responses from 223 students (58.1%) show that P.E teachers never actively involve their students through questioning, answering, and discussions in learning of P.E. From this group, lack of student involvement was as a result of failing to include the subject in the time table. This contrary to the expectations set by Ministry of Education where P.E lessons are supposed to be time-tabled and attended accordingly (KIE 2002c). Therefore, since there are no P.E lessons in the schools time table, there are no contact hours between teachers and students. Through practice has also found to be common in situations where the P.E lessons are used to teach other subjects at the expense of P.E subject. Only a small group of students (9.4%) that was found to be fully involved in learning of the subjects. The students are involved through question- answer technique, demonstrations of various skills such as locomotor skills, non locomotor skills and manipulative skills. At other times students are allowed to coach the less skilled students on certain issues. Responses from 56 students (14.6%) show that P.E teachers rarely involve their students in learning of P.E. It also clear that responses from 53 students

(13.8%) show that sometimes P.E teachers do involve their students in learning of the subject. Responses from 16 students (4.2%) show that P.E teachers frequently involve their students in learning of the subject.

4.2.4 Use of relevant teaching aids during P.E lessons

When the respondents were asked to give the extent to which relevant aids were used in teaching of P.E, the results are as shown in Table 9 below.

Table 9:

Use of relevant teaching aids during P.E lessons.

	Frequency	Percentage
Never	243	63.3
Rarely	60	15.6
Sometimes	51	13.3
Frequently	17	4.4
Always	13	3.4
Total	384	100

From table 9, it can be seen that responses from 243 students (63.3%) show that relevant teaching aids were never used in teaching of P.E. For effective teaching/learning process it is important that the teacher uses appropriate teaching aids. This makes the lesson captivating and less abstract, thus improving the understanding level of the learners (Kodzi, 1986). On this issue majority of the P.E teachers do not practice this. The reason behind this is lack of enough facilities for this purpose. In most of the schools the most common material resources that can be used as aids were the balls. Teachers have been found not willing to improvise claiming that this is unnecessary bother from a subject that does not count in K.C.S.E results. Only a small group (3.4%) that was found to be making use of aids in order to enhance learning. Responses from 60 students (15.6%) show that P.E. teaching aids were rarely used, while responses from 51 students (13.3%) show that sometimes these teaching aids are used. Also responses from 17 students (4.4%) show that relevant teaching aids are frequently used in teaching of the subject.

4.2.5 P.E Practicals

When the respondents were asked to rate the degree to which they carry out P.E practicals, the results obtained are as shown in table 10 below.

Table 10:

P.E Practicals

	Frequency	Percentage
Never	235	61.2
Rarely	47	12.2
Sometimes	54	14.4
Frequently	19	4.9
Always	29	7.6
Total	384	100

The data in table 10 shows that responses from 235 students (61.2%) claiming P.E practicals are never taken. It has not been easy to take P.E practicals because of scarcity of resource materials that show how a P.E practical session can be evaluated. This practicals have also been found to require somebody who is innovative in order to avoid unnecessary injuries. The practicals also involve complex movements which require proper co-ordination and as result the practical bit of P.E is avoided. A small percentage of 7.6% claim that P.E practicals are always taken. Taking of the practicals had been found to be a good way of spending ones leisure time and in the process one develops his/her hidden potential. Responses from 47 students (12.2%) shows that P.E practicals are rarely carried out while responses from 54 students (14.1%) show that sometimes the P.E practicals are taken. Also responses from 19 students (4.9%) show that P.E practicals are frequently taken.

4.2.6 Evaluation of P.E

When the respondents were asked whether they are evaluated a P.E subject, the results that were obtained are as shown in table 11.

Table 11:

A summary of P.E assessment criteria adopted by teachers.

Assessment Criteria	Never		Rarely		Sometimes		Frequently		Always	
	F	%	F	%	F	%	F	%	F	%
Administration of P.E Cats	317	82.6	30	7.8	20	5.2	10	2.6	7	1.8
Administration of end term exams	321	83.6	26	6.8	12	3.1	7	1.8	1.8	4.7
P.E written assignments	317	82.6	30	7.8	19	5.1	12	2.7	6	1.8
Inclusion of P.E results in students report cards	328	85.4	18	4.7	9	2.3	4	1.1	25	6.5
Revision of P.E cats & exams	306	79.9	27	7.0	23	6.0	10	2.6	18	4.7
Special tests and assessments for the disabled	318	82.8	18	4.7	19	4.9	7	1.8	22	5.7

Evaluation is an important exercise in teaching/learning situation to both teachers and students. The exercise helps the teachers in planning appropriately for the future learning of the students. This also helps the teachers with self appraisal of teaching skills and evaluation of the teaching strategies. The Ministry of Education recommends that P.E exams be fully school-based (KIE 2002c).

The results in table 11 above shows that, a large group of students is never evaluated in P.E. On the other hand a small group of almost 5.7% of students always sit for P.E exams. According to KIE (2002c). Some of the areas where students need to be evaluated include:-

- (i) Physical skills e.g. games, gymnastics etc
- (ii) Physical fitness e.g. flexibility, endurance etc
- (iii) Knowledge and understanding of concepts by method of observation written assignments etc
- (iv) Social skills (acceptable standards of behaviour)
- (v) Attitude and appreciation e.g. participation, effort etc

Most of the teachers have not been trained on the subject and therefore, giving a meaningful evaluation has not been an easy task for them. To evaluate the above listed skills requires specialists and not just any teacher hand picked to be incharge of the lessons. The few teachers who had been able to evaluate their learners' progress are trained professionals who are fully conversant with the subject matter.

From the table, it can also be seen that revision exercise of P.E exams has not been a common for schools that do not take the exams. Revision is useful in the sense that it enhances mastery of basic concepts and competencies including expected knowledge, skills and attitudes. This gives rise to more enlightened people who understand the importance of P.E (Armour, 2002).

4.2.7 Praising of students for good work

The respondents were asked to give extent to which their teachers praise them on doing a commendable work in P.E subject. The results obtained are as tabulated in table 12 below.

Table 12:
Recognition of students' good work

	Frequency	Percentage
Never	201	52.3
Rarely	35	9.1
Sometimes	63	16.4
Frequently	19	4.9
Always	66	17.2
Total	384	100

The data in table 12 shows that responses from 201 students (52.3%) were newer praised for the good work by their teachers. Even though a large percentage (52.3%) of students did not receive any recognition, it is important to note that, in teaching/learning process, recognition of students' good work is always necessary inorder to keep the learners highly motivated and ambitious to excel. So terms such as very good, excellent, keep it up serve as positive rewards to students. Recognition can also be by use of presents (Neill, 2002). According to KIE (2002c) it is not right to use the word poor in P.E.

Instead it is advisable to use the term weak. This implies that one can either improve on the same or is good in another area.

17.2% of students claimed that their teachers had always recognized the students good work in the following areas:-

- (i) Effort made by the students.
- (ii) Emotional / social development
- (iii) Knowledge acquired
- (iv) Skill acquisition and participation. Responses from 35 students (9.1%) show that teachers rarely praised their students for good work. Also responses from 63 students (16.4%) show that sometimes students got praised of their good work by their teachers. Responses from 19 students (4.9%) show teachers frequently praised their students for their good work.

4.2.8 Teaching materials

The respondents were asked to give their judgments on the availability and suitability of the teaching materials. The results obtained are as tabulated in table 13.

Table 13:

Availability and suitability of teaching materials

Assessment Criteria	Never		Rarely		Sometimes		Frequently		Always	
	F	%	F	%	F	%	F	%	F	%
Teaching materials suit students interests	211	54.9	48	12.9	53	13.8	24	6.3	48	12.5
Adequate P.E materials and equipment	217	56.5	65	16.9	39	10.2	26	6.8	37	9.7
Selection of curriculum materials depending on student's strengths and weaknesses	238	62.0	4.9	12.8	47	12.2	22	5.7	28	7.3

As shown in table 13 above, most of the teaching materials used were not found to suit students' interests. On the same note the available teaching materials are inadequate and not matching with students' strengths and weaknesses. The outstanding cause for this was that, these teaching materials are expensive and therefore not available in many

schools. Kodzi (1986) argues that inadequate supply of these facilities imposes restrictions on the teaching/learning of P.E which in turn leads to loss of teaching morale. Without the facilities then, it has not been possible to meet all the students' interests in terms of their strengths and weakness. The small groups which had been able to afford the teaching materials suiting students' interests and capabilities were found to share some of the resources with their neighbouring schools. At other instances these schools had to improvise in order to meet the needs of the students. According to KIE (2002c) improvisation leads to effective use of the available space for lessons and a variety of activities using a multi-purpose approach.

4.2.9 Use of older or more skilled students in guiding the young or less skilled students

When the respondents were asked whether the practice of using older or more skilled students in guiding the young or less students was carried on, the results obtained are as shown in table 14.

Table 14:

Use of older or more skilled students as resource personnel in guiding the less skilled ones.

	Frequency	Percentage
Never	224	58.3
Rarely	48	12.5
Sometimes	56	14.6
Frequently	20	5.2
Always	36	9.4
Total	384	100

From table 14, we can see that responses from 224 students (58.3%) show that the use of older or more skilled students as resource personnel never took place. In addition responses from 48 students (12.5%) show that use of older or more skilled students rarely took place. While responses from 56 students (14.6%) show that this practice was sometimes practiced. Responses from 20 students (5.2%) show that this practice was frequently carried out.

At times, learners can be used as resource persons. Other than just guiding the less skilled students, they can also be assigned projects to make simple and inexpensive equipment that may be used for Physical Education lessons (KIE 2002C). According to the table above, only a small percentage (9.4%) of students was found to be used as resource persons. Majority of the students 58.3% were not used as resource persons. It was suggested that in P.E there is a certain amount of risk to safety and well being of students. As a result, coaches must accompany the students and this minimized the chances of students acting as resource personnel. Due to lack of enough textbooks, some of the ideas required in P.E lesson are not known to the teachers and the same applied to the students, again reducing chances of students acting as resource persons.

4.2.10 Organization of tasks into small sequential steps

When respondents were requested to evaluate the degree to which their teachers organized tasks into small sequential steps which help in acquiring prescribed skills, the results are as shown in table 15 below.

Table 15:

Organization of tasks into small sequential steps.

	Frequency	Percentage
Never	221	57.6
Rarely	55	14.3
Sometimes	65	16.9
Frequently	19	4.9
Always	24	6.3
Total	384	100

From table 15, responses from 221 students (57.6%) show that P.E teachers never organized tasks into small sequential tasks to help in acquiring prescribed skills. For effective implementation of the curriculum, KIE (2002C) advises that tasks to be carried out by students be organized into small sequential steps. For example, a given P.E teacher can come up with the following guide for a term of say 13 weeks.

- Week 1- 2.....First Aid
- 3- 4.....Dance or tug of war
- 5 - 8.....Athletics

9-11...Ball games e.g. Rugby or soccer

12-13...Schools examinations

This organization was found not to be common in most schools because the subject is never taught. Untrained teachers in the subject also lack the technical know how and therefore it has not been possible for somebody to plan for what he/she does not know. Responses from 55 students (14.3%) show that P.E teachers rarely carried out the task of organizing their teaching contents into small sequential steps in order to help learners in acquiring prescribed skills. Responses from 65 students (16.9%) show that P.E teachers occasionally carried out this practice. While responses from 19 students (4.9%) show that P.E teachers frequently carried out this. Also responses from 24 students (6.3%) show that P.E teachers always carried out this practice.

4.2.11 Syllabus coverage

Here, respondents were asked whether they had been able to cover the P.E syllabus at the end of every year without skipping materials considered useful. The results are as shown in table 16.

Table 16:

Syllabus coverage at the end of every year

	Frequency	Percentage
Never	295	76.8
Rarely	35	9.1
Sometimes	32	8.3
Frequently	5	1.3
Always	17	4.4
Total	384	100

From table 16, responses from 295 students (76.8%) show that P.E syllabus is never covered. Poor time management has been the root cause for all this. Kodzi (1986) advises teacher to make effective use of time allocated by careful planning and managing of class activities. From the small group of 4.4% that was found to cover the syllabus, it was found that the teachers were always ready to supplement for the teaching time allocated by perfecting skills taught in the course of the lesson during co-curricular (after

class) games and sports activities. By so doing, they had been able to exhaustively cover the syllabus. Also responses from 35 students (9.1%) show that P.E syllabus was rarely covered. While responses from 32 students (8.3%) show that sometimes the P.E syllabus was covered. Responses from 5 students (1.3%) show that the P.E syllabus was frequently covered.

4.2.12 Assistance to slow learners

When respondents were requested to rate the extent to which their P.E teachers assist the slow learners, the results are shown in the table 17 below.

Table 17:

P.E teachers helping slow learners in attaining the desired skill levels

	Frequency	Percentage
Never	223	58.1
Rarely	26	6.8
Sometimes	66	17.2
Frequently	21	12.5
Always	48	12.5
Total	384	100

The data in table 17 show that most of the teachers did not help the slow learners in attaining the desired skills. Only a small percentage (12.5%) of teachers were found to do this. As far as the syllabus is, it is designed in such a way that mastery of basic Physical Education and sport competencies including the expected knowledge, skills and attitudes can be achieved easily (KIE 2002b). Mastery of the competencies brings forth enlightened students who understand the importance of P.E and participates regularly in physical activities. So when a group of 58.1% of students failed to be assisted, it implied that the students did not master the competencies and the benefits which accrue from the mastery of competencies.

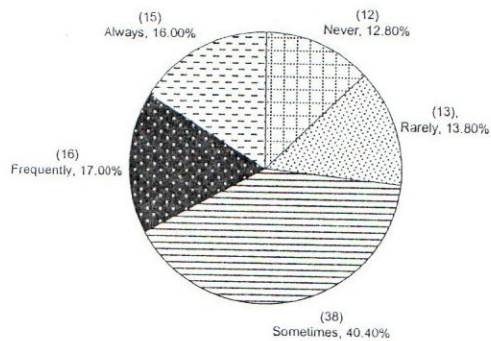
4.3.0 DATA ANALYSIS FROM THE TEACHERS' QUESTIONNAIRES.

The respondents were hereby required to assess the effectiveness of the implementation of the P.E curriculum. The judgments of the respondents are as explained below.

4.3.1 Monitoring and recording students progress

The respondents were asked to give the extent to which they use observation method to continuously monitor and record students' progress. The results are as shown in Fig 2 below.

Fig 2: Use of observation method to monitor and record students' progress.



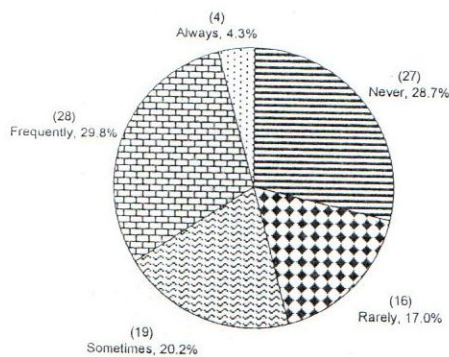
From Fig 2, only a small group of teachers (16%) was found to be carrying out his practice. In this area, the teachers were expected to be observing and recording learners' progress in skill acquisition and application in areas such as games athletics, dance and many others. Other areas which require observation include health related parts of fitness (eg reaction time, agility etc) (KIE, 2002c). The observations in the above mentioned areas can be done through the use push ups, sit ups, rope jumping, trunk extension, balance boards etc (Kodzi 1986). Another group (17%) of teachers frequently carried out the exercise.

Responses from 12 P.E teachers (12.8%) show that the use of observation method to continuously monitor the progress of students and record performance was never used. Responses from 13 P.E teachers (13.8%) show that this practice was rarely carried out while responses from 38 P.E teachers (40.4%) show that the practice was sometimes carried out.

4.3.2 Use of written assignments and tests

The respondents were asked whether they give written assignments and tests in order to determine the knowledge and understanding of P.E concepts. The results are as shown in Fig. 3 below.

Fig 3: Use of written assignments and tests



From fig. 3, a group of 28.7% of teachers never practiced this. The written assignment and tests are meant to provide a record of progress which can help teachers in a number of ways such as:-

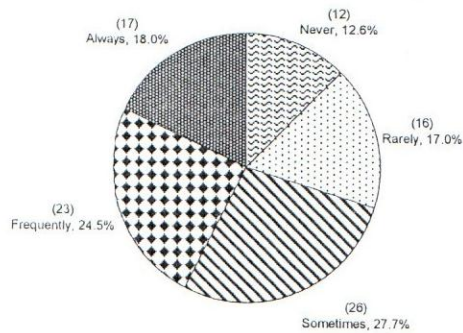
- (i) Planning appropriate future learning for students and the teaching of similar groups.
- (ii) Communicate and provide information for other teachers, parents and administrators.
- (iii) Provide information to facilitate interphase and interschool continuity (WVDE, 2001).

Other areas where written assignments and tests are helpful include self appraisal of teaching skills, evaluation of teaching strategies and provision of a focus for teacher observation. (KIE, 2002c). So, with the 28.7% who never carry out this practice together with 17% of teachers who rarely exercised this practice miss the benefits of these assessments.

4.3.3 Establishing the present level of functioning of each student.

Here, the respondents were requested to rate the extent to which they collect information to establish the present level of functioning of each student. The results are as shown in Fig. 4 below.

Fig. 4: Collecting information to establish the present level of functioning of students.

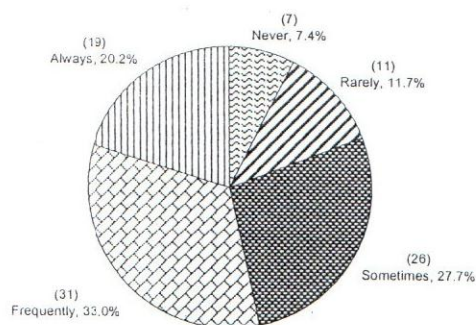


From fig. 4, 12.8% of teachers never carried out the exercise while 18% of teachers carried out this as expected by the ministry. This exercise is aimed at providing teachers with a background information of what the students already know. This in turn helps the teachers in knowing what and how to teach the learners. With this information at hand, then the effectiveness of implementation of P.E curriculum improves. Also responses from 16 P.E teachers (17.0%) show that the practice was rarely done while responses from 26 P.E teachers (27.7%) show that the practice was sometimes carried out. It can also be seen that, responses from 23 P.E teachers (24.5%) show that the practice was frequently taken.

4.3.4 Quantifying skill and health related parts of fitness.

The respondents were asked to give the extent to which they use observation method to quantify both skill and health related parts of fitness. The results are as shown in fig. 5 below.

Fig. 5: Quantifying skill and health related parts of fitness



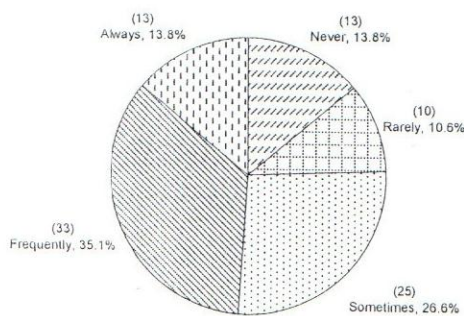
From fig. 5, a group of 20.2% and 33% of teachers have been found to exercise this. Most of these teachers were also found to be incharge of co-curricular activities and were

very conversant with this exercise. It is an exercise that proves to be useful in selection of school teams when time comes for a given sports activity. Other teachers who never carry out the exercise (7.4%) and 11.7% who rarely carried out the exercise were found to lack essential physical facilities such as adequate playing fields. Some of the schools were found to be having small pieces of land which were not enough for sporting activities. Only schools with good facilities have been able to offer this, they offer a wide variety of programmes and provide students with opportunities to be active. Teachers are thus able to quantify skill and health related parts of fitness.

4.3.5 Placing learners in appropriate instructional levels.

When the respondents were asked to give their views on the extent to which they place learners in appropriate instructional levels depending on their performance, the results obtained are as shown in fig. 6.

Fig. 6. Placing learners in appropriate instructional levels depending on their performance.

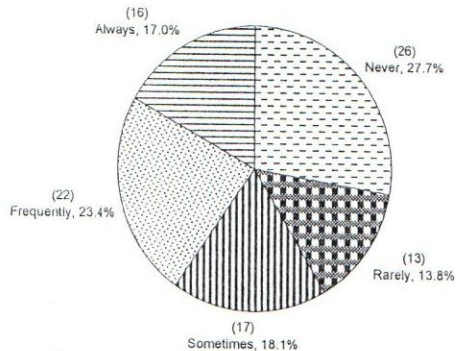


From fig. 6 above, 13.8% of teachers were found to be always placing learners in appropriate instructional levels depending on their performance while 35.1% frequently carried out this exercise. The practice is highly recommended so as to cater for both quick and slow learners. If slow learners were to be combined with quick learners, in most cases this category of learners would not be able to grasp concepts fast thus being dragged by the others. Some of the teachers have been found to group their students depending on their body sizes when it comes to activities like playing rugby and basket ball. This ensured that students who were small in size were not injured by the strongly built ones. Other groups of teachers never carried out this because they do not teach the subject, they use P.E lesson to teach other subjects.

4.3.6 Use of resource persons and other professionals

When the respondents were asked whether they make use of resource persons and other professionals to enhance learning of students, below are the results obtained in fig. 7.

Fig. 7: Use of resource persons to enhance learning

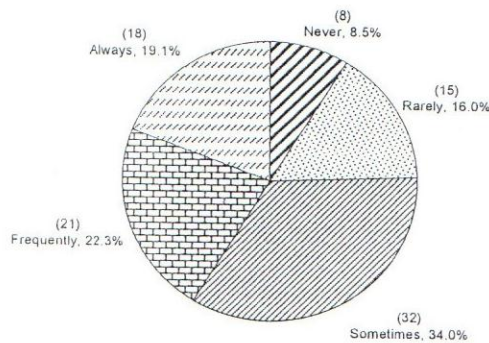


From fig. 7, responses from 26 P.E teachers (27.7%) show that, the practice of using resource persons and consulting with other professionals to enhance learning of students in class was never exercise. One of the main reasons why this is the case is because the subject lacks adequate trained personnel. The few trained personnel we have charge their services highly such that most of the schools would not wish to risk that amount. A small percentage of teachers (17%) who carried out this practice at times were found to make use of more skilled students as resource persons. They helped in training the less skilled ones. These resource persons bring in new ideas which are at times in touch with the changing world demands (Day, 1999). Responses from 13 P.E teachers (13.8%) show that the exercise was rarely carried out while responses from 17 P.E teachers (18.1%) show that use of resource person was sometimes carried out. Responses from 22 P.E teachers (23.4%) show that the practice was frequently carried out.

4.3.7 Encouraging Cooperative interaction among students.

The respondents were asked whether they encourage co-operative interaction among students through discussion with individuals or group activity. The results obtained are as shown in fig. 8 below.

Fig. 8: Encouraging co-operative interaction among students.

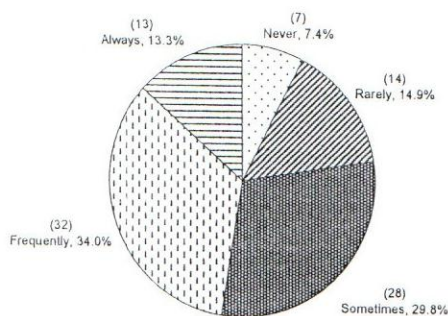


From fig. 8, responses from 8 P.E teachers (8.5%) show that the practice of encouraging co-operative interaction among students through the use of discussion with individuals or group activity never happened. Responses from 15 P.E teachers (16.0%) show that the practice rarely happened while responses from 32 P.E teachers (34%) show that the practice sometimes took place. As mentioned earlier, P.E is aimed at fostering development of social skills and out of this one is able to work co-operatively with others (Kodzi, 1986). Social skills such as respect and self discipline can be best learnt through interaction. From the study carried, it was found out that 19.1% carried out this practice while 22.3% of teachers frequently did this. This skill is best taught by assigning groups of students' tasks to carry out.

4.3.8 Provision of adequate instruction and instruction for students' skill development

When the respondents were asked whether they provide adequate instruction coupled with appropriate practice for each student's skill development, the responses are as shown in fig. 9 below.

Fig. 9. Provision of adequate instruction and instruction for students' skill development

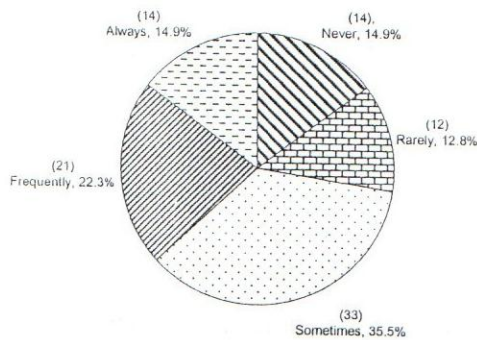


From fig. 9, responses from 13.3% of teachers provided adequate instruction coupled with appropriate practice for each student. 34% of teachers carried out the practice. Some of the skills which require teacher's instruction are locomotor skills, non-locomotor skills and manipulative skills (WVDE, 2001). When the right instructions are given learners develop from one level to another. According to Noland (2005) instructions offered equip learners with techniques of creative manipulative skills. Teachers who carry out this were found to be eager to have their students develop proficiency in various skills. Another group of 7.4% of teachers never carried out this while 14.9% rarely carried out the exercise. Teachers in these groups were found to be more concerned with other subjects they have been trained on at the expense of P.E subject.

4.3.9 Reinforcing students' learning by provision of frequent feedback.

The respondents were asked to rate the extent to which they provide frequent feedback for the purpose of reinforcing students' learning. The results obtained are shown in fig. 10 below.

Fig. 10: Reinforcing students' learning by provision of frequent feedbacks.

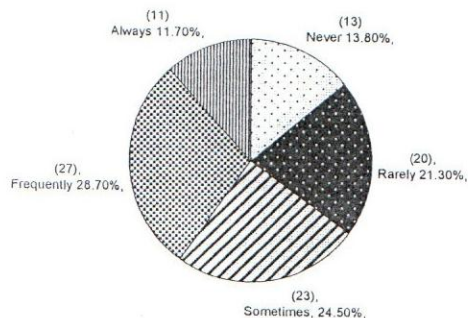


From fig. 10, A small group of teachers (14.9%) always reinforced students learning by provision of frequent feedback, while 22.3% frequently carried out the exercise. This practice is essential for it provides learners with extensive and intensive knowledge on the subject matter. The practice provides students with a clear idea of the task or practice expected from him/her (Rink, 1993). The practice was found to be exercised mostly during P.E practical lessons. The same does not exist for theory work. On the other hand 14.9% of teachers never exercised this while 12.8% rarely carried out the practice. This was found to be common in schools where the subject was not taught. The subject was seen as a waste of time for its not examinable.

4.3.10 Provision of equal time duration for both P.E theory and practicals.

The respondents were asked whether they provided equal time duration for both P.E theory and practicals. Figure 11 below shows the results obtained.

Fig. 11: Provision of equal time duration for both P.E theory and practicals.



From fig. 11, above 13.8% of teachers conducted in this research did not balance the time for both P.E theory and practical sessions, 21.3% rarely carried out the practice. It was established that practical sessions took most of the time. This is because they were less demanding in preparation especially on the part of the teacher. In most cases, students would simply go to the field during P.E lessons. The students would make use of balls to keep them busy in the fields. At other instances prefects would be left incharge of the practical sessions. Though the practical sessions are very important, the theory sessions are equally important because learners would learn topics such as:

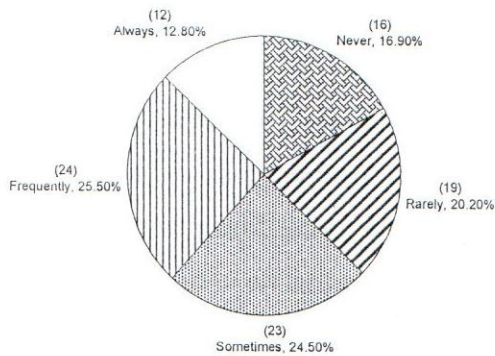
- (i) History of physical education.
- (ii) First Aid
- (iii) Benefits of P.E
- (iv) Components of physical fitness and sport injuries.

Knowledge from these topics is essential in mans life for it would enhance life time fitness (KIE 2002c; WVDE, 1991).

4.3.11 Use of students' interests and capabilities as a criterion in selecting teaching materials.

When the respondents were asked whether they use students' interests and capabilities as a criterion in selecting teaching materials, the results obtained are as shown in fig. 12.

Fig. 12: Use of students' interests and capabilities as a criterion in selecting teaching materials.



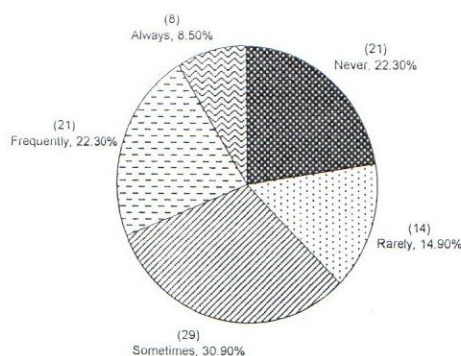
From fig. 12 above, 12.8% of teachers were found to use student interests and capabilities as a criterion in selecting teaching materials. 25.5% of P.E teachers were frequently found to be carrying out this practice. This was found to be common in schools with adequate facilities. The students were found to be able to access freely various materials such as volleyballs, footballs, rugby and table-tennis balls.

On the other hand, 16.9% of teachers never exercised this while 20.2% of teachers rarely did this. The schools here were found to have a serious shortage of facilities. In most schools, the students come from different areas and as a result they have had different interests. Other students, who were physically disabled had interests and needs not met.

4.3.12 Leaving out content materials considered useful.

In this area, the respondents were asked whether they leave some of the content materials considered useful, the responses are as shown in figure 13.

Fig. 13: Leaving out content materials considered useful



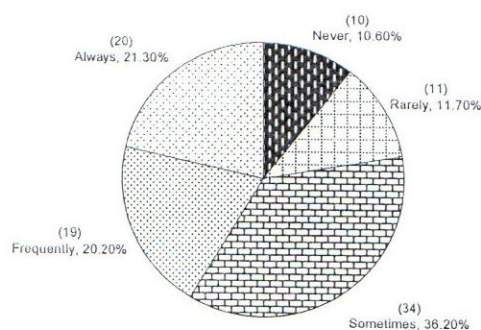
From fig. 13, responses from 21 P.E teachers (22.3%) shows that the P.E teachers never left any content materials that may be considered useful. It can also be seen that, responses from 14 P.E teachers (14.9%), the P.E teachers rarely leave out content

materials considered useful. Also responses from 29 P.E teachers (30.9%) show that , this practice of leaving out content materials is sometimes practiced. A group of 8.5% and 22.3% of teachers always and frequently leave out content materials that at times may be useful to the students. From this group of teachers, it was established that the schools had no facilities especially course books. Even in some of the schools, the teachers were not aware whether there exist P.E textbooks. In these schools, emphasis was laid on the examinable subjects. Scoring of good K.C.S.E results would give joy to the teachers and students than an excellent performance in games.

4.3.13 Active involvement of students through questioning, answering and discussion.

Under this area, the respondents were asked to give the extent to which they involved students actively through questioning, answering and discussion during learning/teaching of P.E lessons. The responses obtained are as tabulated in figure 14 below.

Fig. 14: Involving students actively through questioning, answering and discussions.

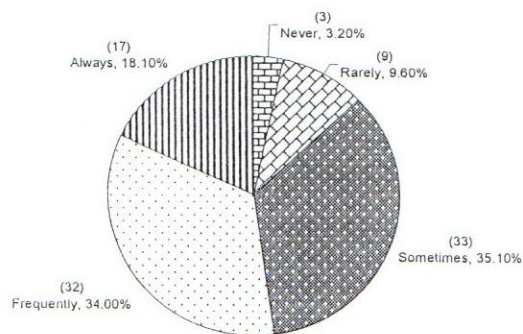


From fig. 14, it can be seen from 10 P.E teachers (106%) students are never involved actively through questioning, answering and discussions in the learning of P.E . Responses from 11 P.E teachers (11.7%) show that this practice of involving students in discussions was rarely taken. This situation was found to exist in schools where the subject was not being taught. 21.3% of the teachers were found to carry out this practice. The exercise is mainly exercised during P.E practical sessions and at games time. As far as P.E theory work is concerned, the practice was not commonly exercised. In any activity where students are involved, concepts learnt are clearly understood. This inturn enhances a long term memory of the content learnt (Kodzi, 1986).

4.3.14 Improvement of activities and games by the provision of P.E equipment

Here, the respondents were required to rate the extent to which they try in improving activities and games by providing enough P.E equipment to encourage student with varying abilities and interests to participate. The results obtained are shown in figure 15.

Fig. 15: Improvements of activities and games by providing enough P.E equipment

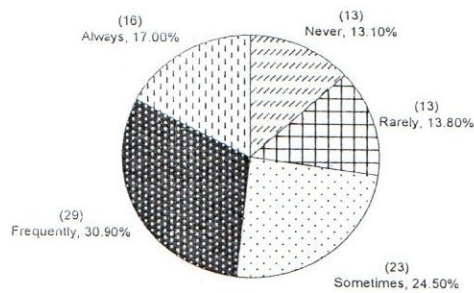


Most teachers have been found to strive tirelessly for improvement of activities by providing enough P.E equipment. 18.1% of teachers always did this while 34% of teachers frequently do this. A number of teachers were found to be very keen on providing enough P.E/Games uniforms for students. Other necessary and affordable materials and games equipment are also bought. Kiganjo (1987) claims that if teaching process is to be enhanced, the issue of physical facilities should be improved. A good example is whereby, a sportsfield is flattened, well marked and weeded. Broken bottles and stones should be kept for from the sports field for effective performance. A very small percentage of teachers 3.2% never made any improvement in provision of P.E equipment while 9.6% of teachers rarely did this. Some of these schools rely on parents to provide their children with sports uniform.

4.3.15 Instructional strategies

Here, the respondents were asked to rate the extent to which they adopted instructional strategies corresponding to each learners strengths and weaknesses. The results obtained are as shown in figure 16.

Fig. 16. Adoption of instructional strategies



From fig. 16, responses from 13 P.E teachers (13.8%) show that the practice of adopting instructional strategies corresponding to each learners' strengths and weaknesses was never carried out. Responses from also another group of 13 P.E teachers (13.8%) show that the practice was rarely carried out. This practice goes hand in hand with the use of the relevant teaching aids in order to facilitate progressive skill learning (WVDE, 2001). This group of teachers did not use either demonstration or practical approach in handling P.E lessons. This had an implication that they did not meet each learners' strengths and weaknesses. Some of the teaching aids that can be used in some of these strategies or approaches include balls, multi media facilities among others. These teaching aids enhance good instructional programmes (Thornton as cited by Morrison, 2003). Absence of teaching aids and poor instructional strategies makes the lessons abstract (Kodzi, 1986).

4.3.16 Organization of tasks into small sequential steps.

The respondents were hereby requested to give the extent to which they used to organize tasks into small sequential steps in order to help learners in acquiring prescribed skills. The results are as shown in figure 17 below.

Fig. 17. Organization of tasks into small sequential steps aimed at helping learners to acquire prescribed skills.

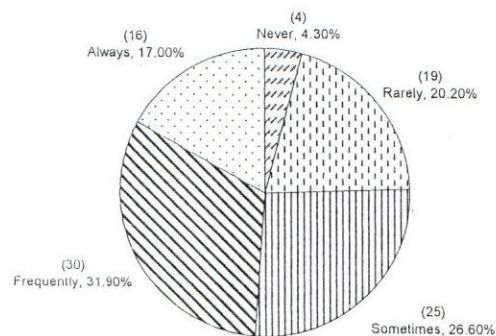


Fig. 17 above shows that 17% of teachers always organized tasks into small sequential steps while 31.9% of teachers frequently carried out the exercise. A good order of activities was found to be in place, yearly activities had been carefully planned such that they unfold as a wave. In term one of every year the following activities have been found to take place:

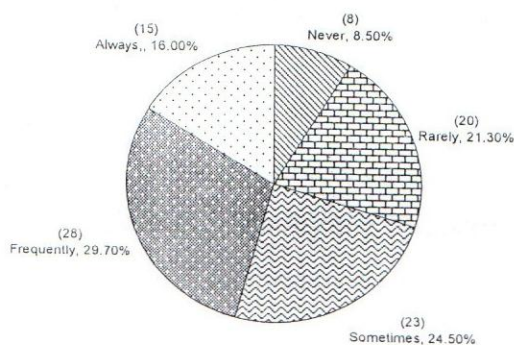
- (i) Handball
- (ii) Basket ball
- (iii) Rugby

In term II of every year, the activities in place include; Heptathlon, decathlon, athletics and ball games. According to KIE (2002c), there should be a bias towards co-curricular on going activities when selecting topics to teach in a given term. So, planning of these activities is quite okay with the Ministry of Education.

4.3.17 Organizing and planning jointly with other resource personnel.

The respondents were asked whether they organized and planed jointly with other resource personnel on how to meet needs of each student. The results collected are as shown below in figure 18.

Fig. 18: Organizing and planning jointly with other resource personnel.



From fig. 18, responses from 8 P.E teachers (8.5%) show that the practice of organizing and planning jointly with other resource personnel on how to meet needs of each student is never exercised. Responses from 20 P.E teachers (21.3%) show that the practice was rarely exercised while responses from 23 P.E teachers (24.5%) show that this practice is sometimes carried out. It can also be seen that, from 28 P.E teachers (29.7%) the practice was frequently carried out and responses from 15 P.E teachers (16.0%) show that the practice was always carried out.

Organizing and planning with other resource persons makes one open minded, new ideas are gathered and ways of incorporating emerging issues such as Aids on the existing curriculum are discussed (KIE 2002c). The 8.5% of teachers who do not practice this tend to avoid the huge costs involved in hiring resources persons. This group also showed that it was not aware that even the skilled students can act as resource persons to the less skilled students. So, this group had not seen it wise in incurring huge costs on non-examinable subjects, instead they opted to leave it alone.

4.3.18 Use of standardized tests

When the respondents were asked whether they make use of standardized measurements tests that would tell the strengths and weakness of each student, the following results were obtained as shown in figure 19.

Fig. 19: Making use of standardized measurement tests

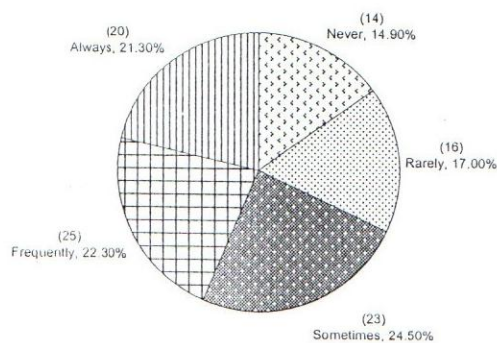


Fig. 19 show that 21.3% if teachers always made use of standardized tests while a group of 22.3% frequently practiced this. The evaluation process was done by the school as per the regulations given by the Ministry of Education (KIE, 2002c). These exams provide knowledge of performance in relation the expected outcome. Out of the knowledge acquired, teachers use the information to modify or continue with a given skill. A group of 14.9% of teachers never made use of the standardized tests while 17% of the teachers rarely carried out the practice. From these group, the subject was not taught, or was only seen as a waste of time.

4.4. DISCUSSION OF RESULTS

The research findings already tabulated cover the following areas:-

- Assessment criteria of P.E subject.
- Teaching/Learning methodology commonly used.
- Relative time weightage

- Learning/teaching resources available

The discussion on the above mentioned areas is as follows:

4.4.1 Assessment Criteria

In P.E, the syllabus emphasizes on school-based assessment as one of the ways to enhance learning. Particular emphasis has been laid on continuous assessment within daily lessons, end of the term and end of year (KIE 2002c). Therefore, at the end of the term every student is supposed to be given a grade. According to the Ministry of Education this grade should be from an average of three continuous assessment tests and the end term exam.

According to the results obtained 83.6% of students who participated in this research did not take end term exams in P.E, 82.6% did not take P.E cats and written assignments. This results shows that evaluation of the subject is very poor. The evaluation falls short of the standard set by the Ministry of Education. Some of the key areas which require evaluation include physical skills, physical fitness, knowledge and understanding of concepts by method of observation or written assignment, social skills, attitude and appreciation.

Evaluation of the subject has been poor because most of the P.E teachers have not been trained on the subject. This implies that, these teachers do not know what to test in physical skills, physical fitness, social skills etc. Therefore, these teachers cannot give a meaningful exam. To evaluate the above listed skills require a specialists and not just any teacher picked to be incharge of the P.E lessons.

4.4.2 Teaching/Learning methodology

Just like the other subjects in the curriculum, P.E should be taught. The P.E lessons should never be substituted for teaching any other subject. The subject has inherent benefits to the learner and therefore it should be treated seriously like the other subjects. Failing to teach the subject would imply that one is denying the learners a chance to achieve the physical, social, mental and emotional objectives that enables them to develop into whole human beings (KIE 2002c). For effective teaching of the subject, better teaching/learning methods need to be adopted. From the research findings collected, 67.2% of students who participated did not take P.E practicals. Only 7.6% were

found to take the practicals. On the same note, 63.3% of the students claim that teaching aids were never used. It is only a group of 3.4% of the students which was said to be constantly making use of the teaching aids. A group of 57.3% of the students did not use illustrations in explaining P.E principles and concepts while 4.4% used the illustrations. On the part of the teachers the percentages of teachers using the given methodologies are very low e.g. Only 19.1% of teachers were found to encourage co-operative interaction. On the same issue, only 19.1% of teachers were found to involve students through questioning, answering and discussion.

Generally, some of the teaching/learning methodologies that are greatly helpful to secondary school students include: discussion, demonstration, question and answer approach, use of resource persons etc. These approaches are aimed at enabling learners to develop skills such as creative and critical thinking, asking and answering questions, making notes, synthesizing ideas etc (KIE 2002b). All these approaches have not been effectively made use of. Some of the teachers said that the subject is not examinable and because of this they are not seriously involved in the teaching of the subject. The subject also lacks enough trained personnel and as a result there are minimal chances of getting resource persons. In case one hires a resource person, the charges are very high. This discourages the use of resource persons.

4.4.3 Relative time weightage

The Ministry of Education occasionally reviews time allocation for the different subjects in the secondary school curriculum. P.E is supposed to be taught once in a week in both Form 1 and 2 classes. For the other classes the subject is supposed to be taught twice. Each lesson has a time duration of 40 minutes (KIE, 2002c). The Ministry has always been advising teachers to make effective use of the time allocated by careful planning and managing the activities. It also recommends that the skills taught during teaching time should be supplemented during co-curricular activities.

Research findings show that the P.E time is not effectively and efficiently used. From the data collected, it was found that 48.7% of the students did not observe punctuality when it comes to attending of P.E lessons. Also, when teachers were asked how often they teach the subject, 82% of them were found not to be teaching the subject. Since the subject is not taught in most of the schools, the time allocated for the lesson was found to

be enough for the subject. Addition of more lessons to the subject would only lead to more time wastage. Therefore, the feelings of the teachers were that it is better to have a single lesson getting wasted than to have several lessons getting wasted.

4.4.4 Availability of learning/teaching resources

Physical Education programmes can be at times very expensive. In order to help schools in addressing the issue, schools need to show the need of improvisation. Under this aspect, locally available materials are used to make teaching and learning resources. Neighbouring schools can also share facilities such as play fields and other necessary resources which are not available in their institutions. Purchase of inexpensive equipment for use in the teaching of physical education lesson is also another way of trying to solve the problem of unavailability of resources. On the side of teachers, only 19.1% of the teachers have been found to use relevant teaching aids to facilitate progressive skill learning. Another group of only 18.1% of the teachers have been found to make improvement of activities and games by providing enough P.E equipment. The unavailability of these resources has led to poor implementation of the P.E curriculum. In some schools, the teachers and students were found not to be aware that there exists P.E course books for forms 1- 4.

4.4.5 Factors influencing effective implementation of the P.E curriculum

In trying to establish the factors that influence the effectiveness of implementation of the secondary school P.E curriculum, the following results were obtained and tabulated in the table below.

Table 18:

A summary of the factors influencing effective implementation of P.E curriculum

	P.E TEACHERS		HEADTEACHERS	
	N	%	N	%
Wide gap between secondary and college/university curriculum	82	85%	78	81%
Lack of trained P.E teachers	94	98%	90	94%
Negative attitude towards the subject	76	79%	62	65%
Negligence from quality assurance and standards officers	78	81%	71	74%
Mode of examination	94	98%	92	96%
Limited physical material and financial resources	88	92%	90	94%

From table 18 above, 85% and 81% of P.E teachers and Headteachers respectively suggested that effectiveness of implementation of P.E curriculum is affected by its design. The curriculum has been designed in such a way that there exists a wide gap on what goes on in colleges/universities and secondary schools. To avoid this gap there needs to be a national curriculum which is organized in such way that its activities unfold as a 'wave'. According to Martin and Lieberman (as cited by Neil, 2002) a national curriculum would ensure that there exists a smooth transition from one level of education to the other.

The results also show that 98% and 94% of P.E teachers and Headteachers respectively, claimed that lack of trained P.E teachers also affects the implementation of the curriculum. Most of the universities do not train P.E teachers, some of the P.E teachers found in the field though very few, were from middle level colleges i.e. Kagumo teacher training college, Kenya Science and Kenya technical teacher training colleges. Due to inadequate supply of the necessary human resources, the P.E lessons are usually taken by teachers with fewer lessons. In some other cases, the P.E lessons are handled by class teachers regardless of whether the teacher is trained or not. This problem has been worsened by the fact that the government does not advertise P.E vacancies neither does it employ teachers who have trained say on double P.E. As Riveness (1978) suggests, the

subject requires trained professionals who have an extensive and intensive knowledge on the subject matter. This would lead to effectiveness in implementation of the curriculum for the teachers would be having clear ideas of the tasks or practices to be undertaken.

Thirdly, 79% and 65% of P.E teachers and Headteachers respectively were found to have a negative attitude towards the subject. This attitude has been facilitated by lack of material resources, especially, relevant course books for different classes. Some of the Headteachers see the subject as rather expensive and because of this; they do not encourage it for its cost implications. The P.E teachers also claim that the subject demands complex movements to be displayed. These require innovative ideas and proper co-ordination and thus, the subject is viewed as rather taxing.

On another note, negligence from QUASO scored 81% from P.E teachers and 71% from the Headteachers. It was established that Education Officers from Quality Assurance and Standards department do not bother to find out what goes on during P.E lessons once they visit schools. They give the subject no recognition thus leading to neglect of the subject. In this kind of situation, the P.E curriculum is not 'teacher-proof'. Each teacher therefore comes up with his/her own instructional programmes thus bringing in diversity in the P.E curriculum. (Rink, 1993).

A group of 98% of the P.E teachers and 96% of the Headteachers said the mode of examining also affects the effectiveness of implementation of the curriculum. According to KIE (2002c) the PE syllabus emphasizes on school-based assessment in order to enhance learning. Particular emphasis has been laid on continuous assessment within daily lesson, end of term and year. The feelings of the teachers were, the subject is a waste of time and resources since it is not examinable by K.N.E.C. Therefore, some of the teachers said that the subject was not important not unless it is made examinable.

Lastly, 88% and 94% of P.E teachers and Headteachers respectively suggested that limited physical materials and financial resources also influence the implementation of P.E curriculum. Availability of adequate facilities in any given school implies that good instructional programmes are being undertaken. If the facilities are inadequate, then there are restrictions on practical activities designed to be undertaken. The unavailability of the essential learning resources contributes to loss of teaching morale (Morrison, 2003).

Variable	Type of school	School category	Location of school	Gender
Punctuality in attending P.E Lessons	0.064	-0.069	-0.222	0.033
Use of examples/illustrations in explaining P.E principles and concepts	-0.034	0.012	-0.173	0.111
Teacher involving students actively in learning P.E lessons	0.003	0.004	-0.163	0.082
Use of relevant teaching aids in teaching P.E	-0.081	-0.004	-0.075	0.173
Carrying out P.E practicals	-0.059	0.053	-0.118	0.070
Sitting for P.E cats every term	-0.083	0.004	0.115	0.175
Sitting for P.E Exams every term	-0.123	0.044	0.115	0.175
Taking P.E written assignments	-0.053	-0.034	0.075	0.141
Inclusion of P.E results in students' report cards	0.000	-0.080	-0.023	0.080
Revision of P.E cats and exams	-0.041	-0.046	0.004	0.152
Teacher praising good work	-0.022	-0.035	-0.068	0.073
Use of teaching materials which suit students' interests	0.000	-0.025	-0.183	0.041
Adequacy of P.E teaching equipment	-0.030	0.016	-0.137	0.050
Use of skilled/older students in guiding the young/less skilled students	0.059	-0.106	-0.142	0.080
Organization of tasks into small sequential steps	0.003	-0.086	-0.131	0.106
Selection of curriculum materials depending on students strengths and weakness	0.009	-0.085	-0.101	0.048
P.E syllabus coverage for each class every year	0.007	-0.015	-0.061	0.112
Leaving behind of materials considered useful	0.139	-0.103	-0.140	0.032
Teacher helping slow learners in attaining desired skill levels	0.095	-0.121	-0.208	0.004
Giving of disabled students special tests and exams	0.081	-0.125	-0.061	-0.032

Table 19: Pearson product moment correlation coefficients between students' characteristics and indicators of effectiveness of implementation

In order to determine the degree of relation between the indicators of effectiveness of implementation of P.E curriculum and various students' characteristics, Pearson product moment correlation was used. This analysis helped in determining the co-linearity among the given variables.

4.4.6 Relationship between students' characteristics and indicators of effectiveness of P.E curriculum

Most of the physical and material resources have been said to be very expensive and as a result schools cannot afford. At other instances, P.E teachers displayed a serious lack of touch with what is available. Majority of the teachers admitted that they have never seen P.E textbooks for forms 1-4 and yet these books are common in most of the bookshops.

As illustrated in table 19 there is zero correlation between use of teaching materials which suit students' interests and type of school. The same relationship has been found to exist between inclusion of P.E results in students' report cards and type of the school. This is a clear indicator of no linear relationship between these variables.

From the data, there is no strongly correlated variables, the highest positive correlation coefficient, $r=0.175$ has been found to exist between taking of cats/exams every term and gender. On the other hand' there is a low negative correlation, $r = -0.222$ between punctuality in observing P.E lessons and location of the school.

Evident also in table 19, is some kind of inter-correlations (both negative and positive) between the variables but the coefficients are Marjory very small. This is a clear indicator of low degree of co-linearity between the variables.

4.4.7 Relationship between the teachers' characteristics and indicators of effectiveness of implementation of P.E curriculum.

Pearson Product Moment correlation coefficient was used to establish the relationship between the indicators of effectiveness of implementation of P.E curriculum and various teachers' characteristics. This analysis helped in determining the co-linearity among the given variables.

professional qualifications and age. Most of the inter-correlations coefficients are small in value and this is an indicator of low degree of co-linearity between the variables.

From the table there is negative correlation between provision of feedback to reinforce students learning with type of school ($r = 0.470$). There is also a negative correlation between the use of resource persons to enhance learning with the type of school ($r = -0.372$). On the other hand there is a positive correlation between joint planning and organization with other resource personnel with gender ($r = 0.254$). A positive correlation also exists between provision of feedback to reinforce learning with school category ($r = 0.232$). This is an indicator of some linear relationship between the given variables.

CHAPTER 5

SUMMARY OF MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This research was aimed at assessing the effectiveness of the implementation of the P.E curriculum. The study was carried out, based on its objectives. The instruments used in the study were questionnaires and interviews.

This being a survey, of an accessible population of 9025 students, 176 Head teachers and 164 P.E teachers, a sample of 384 students and 96 P.E teachers and Head teachers was made use of. Data relating to the objectives of the study was collected and analyzed and the findings are presented in chapter 4. This chapter therefore presents the major findings of the study, conclusions and recommendations.

5.1 Summary of major findings

On the basis of the data analysis presented in chapter 4, the following are the major findings arising from the study.

P.E is not examined in most schools as it is stipulated by the Ministry of Education. Therefore, pupils are not graded on the subject. Schools tend to concentrate more on the other subjects examined by KNEC.

In most schools the subject is not taught. In most cases, P.E lessons are used for teaching other subjects or at other times the students are left by themselves to carry out private studies. In other schools the subject is not time tabled even though the Ministry of Education demands that it should be time tabled and attended.

The time allocated to P.E subject is poorly managed, teachers do not use the time allocated in teaching the subject. The time is seen as a waste of resource and interviews from the teachers had it that the lessons are not necessary not unless the subject is made examinable.

Teaching/learning resources have been found to be scarce. These resources are expensive and most of the schools cannot afford. Some of the Headteachers were found to have negative attitude towards the subject due to its expensive equipment and materials.

There are a number of factors that have been found to be responsible for this poor implementation. First and foremost, it has been found that there exists a wide gap on what goes in colleges/universities and secondary schools as far as P.E curriculum is concerned. In addition, most of the universities do not train P.E teachers and as result, there are very few trained P.E trained teachers in the secondary schools. This impacts the effectiveness of implementation of the P.E curriculum.

Due to lack of trained P.E teachers, this study has found out that, P.E lessons are usually taken by teachers with fewer lessons from the other subjects. In some cases, P.E lessons are taken by class teachers regardless of whether the teacher is trained or not. It has also been established that teachers who train on double P.E are never posted to secondary schools. Currently, as the government advertises vacancies in the teaching profession, no advertisement is ever done on P.E as a subject. This again leads to inadequate supply of trained P.E teachers in secondary schools.

Majority of the Headteachers and P.E teachers have been found to have a negative attitude towards the subject. This attitude has been facilitated by lack of material resources especially relevant course books for different classes. This has left the concerned teachers in darkness of what to teach and at which class. In addition to this problem, the Headteachers interviewed said that Education Officers from Quality Assurance and Standards department do not try to establish what goes on P.E once they visit schools. They give the subject no recognition thus leading to neglect of the subject. The negative attitude also arises due to time loss that has been found to occur when the time comes for the students to change to P.E uniform. This loss of time leaves the teacher with very few minutes for the lesson. At times, the practical bit of P.E leaves the students too tired to concentrate in the succeeding lessons.

The mode of examining P.E subject has been found to greatly impact the effectiveness of implementation of the P.E curriculum. K.N.E.C does not examine the subject; instead its

exams are wholly school based. From this research, the students have shown that they are never given P.E written assignments, P.E continuous assessment tests and exams. Because of this, then the subject is never recorded in students' report cards. The feelings of the teachers are that not unless it is made examinable the subject does not need to be in the time table.

Though some moderator variable involving students' and teachers' characteristics have been taken into account while conducting the research, none of the variables has been found to pose any major impact on the effectiveness of implementation. As mentioned in Section 4.4.1 some of these variables even have zero correlations with the indicators of effectiveness of implementation of P.E curriculum. In others, most of the correlation coefficients are very low signifying that there exists a low degree of co-linearity between the variables.

5.2 Conclusions

The first conclusion that can be drawn relates to the first objective that P.E is not being treated with the seriousness it deserves. Some of the P.E teachers see the subject as a waste of time due to the much time required when the students are expected to change to the P.E uniform.

Secondly, majority of the teachers handling the subject are not trained on the subject. The subject has been allocated to these teachers simply because they were either class teachers or had fewer lessons than the other teachers. From the interviews with these teachers, it has been confirmed that the teachers do not attend the lessons allocated to the subject. Instead the lesson is used in teaching other subjects such as Mathematics and other science subjects. At other times, it has been found that the students are left on their own, either to go to the field or to remain in class.

Moderator variables such as type of the school, school category, locality of the school, gender, age, teacher qualifications e.t.c have not been found to influence the effectiveness with which the subject is implemented. In conclusion, the effectiveness of implementation of the P.E curriculum has remained short of the Ministry's standards regardless of the variable in question.

5.3 Recommendations

P.E is a subject which incorporates ones mental and physical facilities. To a certain extent, it also influences ones social way of life. Since the subject has a direct link with ones health, it will be wise to be organizing courses and seminars to sensitize teachers on the importance of P.E. Adoption of this recommendation would ensure that serious teaching/learning activities start taking place in our classrooms. Bodies such as Kenya Literature Bureau (K.L.B) should come up relevant course books for every class. This would curb the problem of inadequate reference materials.

The government should ensure that P.E teachers are trained and as the government advertises for jobs of other subjects like mathematics, English, Kiswahili e.t.c the same should apply to P.E subject. Once trained teachers are employed, the implementation of P.E curriculum would then be able to take off as expected by the Ministry of Education. Employing P.E teachers would be a way of enhancing individual development on the part of the teacher thus in turn fostering national development. Another alternative that can be adopted is to ensure that every teacher takes some courses in P.E instead of having the trainee specializing on only two subjects in universities, we can have three, the third one being P.E. This would enhance positive attitude towards the subject.

The K.I.E should ensure that the P.E syllabus is carefully designed such that there is smooth transition from one level of education to another. This would assist in helping the learners discover their talents and skills early. This would also create room for any person interested in pursuing P.E as an area of specialization to do so. In addition, school Principals together with Quality Assurance and Standards Officers should ensure that the P.E curriculum is effectively implemented. The principals should often consult with the P.E teachers in order to select and buy the appropriate teaching /learning resources for the teaching of the subject. During school inspection periods QUASO should ensure that they find out what really happens on the ground as far as the implementation of the subject is concerned.

From this research, the researcher has noted with a lot of concern that majority of the schools do not have physical resources which can be used during the P.E practical sessions. I would therefore like to recommend well-wishers to assist in the provision of some of these resources. For example, the Ministry of Local Government and other bodies owning large tracks of land can assist schools by providing standard fields for

various activities. These fields can be opened to both schools and the surrounding communities. This would be of great benefit to less developed schools in their efforts to effectively implement the curriculum.

Lastly, it is worthy noting that human brain makes only a small percentage of human body, the rest of the body makes a far greater percentage than the one of brain. Therefore, teachers being a part and a parcel of curriculum implementers should focus on enriching both the brain and the rest of the body. It would not be wise for teachers to concentrate on the brain at the expense of other body parts. The brain and the rest of the body work hand in hand and if the body becomes lazy then the brain is automatically affected. So P.E being the only subject that facilitates for the physical exercise of the body and mind for proper co-ordination should be upheld.

5.4 Suggestions for further study

It is important to consider researching on a larger population and sample like a province and with adequate time, it can give a better view on the effectiveness of implementation of P.E curriculum.

Further study can also be carried out on the evaluation of the practical teaching approach as it is supposed to be practiced in secondary schools.

Another topic worthy researching on, would involve an analysis on instructional problems experienced every now and then by the P.E teachers and how they relate to say the teaching competency of the concerned teachers.

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APPENDIX A

STUDENTS' QUESTIONNAIRE

INSTRUCTIONS

- i. This is not a test and there are no correct or wrong choices
- ii. Kindly be honest and give a sincere response
- iii. All answers will be treated with confidentiality

PART 'A' PERSONAL INFORMATION

Please tick /fill in the spaces appropriately

- i. Type of your school; Girls Boys Mixed
- ii. Category of your school; District Provincial Private
- iii. Location of your school: Rural Urban
- iv. Please indicate your gender; Male Female

PART B

Instructions

- i. You are expected to assess the effectiveness of the implementation of P.E curriculum
- ii. For each item circle the choice which represents your judgment on what goes on in learning P.E
- iii. The choices are 1= Never, 2= Rarely, 3= Sometimes, 4= Frequently, 5= Always

ITEMS

1. Punctuality in attending P.E Lesson is observed 1 2 3 4 5.
2. Examples/illustrations are used to explain P.E Principles and concepts 1 2 3 4 5
3. Teacher involves students actively (through questioning, answering, Discussions) in learning or P.E 1 2 3 4 5
4. Relevant teaching aids are made use in teaching P.E 1 2 3 4 5
5. We carry out P.E practical 1 2 3 4 5
6. We take P.E continuous assessment tests (C.A.T.S) every tem 1 2 3 4 5
7. We take P.E exams every term 1 2 3 4 5
8. We take P.E written assignments 1 2 3 4 5
9. P.E results (C.A.T and Exam) are indicated in the report form/report Card at the end of every term 1 2 3 4 5
10. We revise the P.E CATS and Exams 1 2 3 4 5
11. Teacher praises us for good work 1 2 3 4 5
12. Teaching materials used by our teacher suit students' interests 1 2 3 4 5
13. There is adequate P.E equipment for teaching P.E in our school 1 2 3 4 5
14. Use of older or more skilled students to guide the young or less skilled Students is made use of 1 2 3 4 5
15. Teacher organizes tasks into small sequential steps which help in acquiring prescribed skills 1 2 3 4 5
16. Curriculum materials selected are based on strength and weaknesses of Of students 1 2 3 4 5
17. We are able to cover the P.E syllabus at the end of each year 1 2 3 4 5
18. Teacher leaves behind some materials (Topics) that consider useful 1 2 3 4 5
19. Teacher helps the slow learners in attaining the desired skill levels 1 2 3 4 5
20. The disabled students are given special tests and assessments 1 2 3 4 5

APPENDIX B

P.E TEACHERS' QUESTIONNAIRE

INSTRUCTIONS

1. This is not a test and there are no correct or wrong choices
2. It is important that you give your honest view
3. All answers will be treated with confidentiality

PART 'A' PERSONAL INFORMATION

Please tick/fill in the spaces appropriately

- (i) Type of your school; Girls Boys Mixed
- (ii) Category of your school; District Provincial Private
- (iii) Location of your school; Rural Urban
- (iv) Please indicate your gender; Male Female
- (v) Please indicate your professional qualifications; untrained teacher Graduate
Master Degree ATS
- (vi) Age; under 40 years Over 40 years

PART B

INSTRUCTIONS

- (i) Read the items carefully and understand before choosing what truly reflects your contribution in teaching and evaluating P.E subject.
- (ii) Please circle the choice to which you feel best represents your contribution in implementing P.E curriculum
- (iii) The choices are 1= Never, 2= Rarely, 3= Sometimes, 4= Frequently, 5= Always

ITEMS

1. Using observation method to continuously monitor the progress of students and recording their performance 1,2,3,4,5
2. Using written assignment or test to determine the knowledge and Understanding of concepts 1, 2,3,4,5
3. Observing and noting the students acquisition of the required social skills 1,2,3,4,5
4. Collecting information to establish the present level of functioning of each student 1,2,3,4,5
5. Using observation method to quantify both skill and health related parts of fitness 1,2,3,4,5
6. Placing learners at appropriate instructional levels depending on their performance 1,2,3,4,5

7. Using resource persons to enhance the learning of the students in the class 1,2,3,4,5
8. Encouraging cooperative interaction among students through the use of discussion with individuals or group activity 1,2,3,4,5
9. Provision of adequate instruction coupled with appropriate practice for each student for skill development 1,2,3,4,5
10. Provision of frequent feedback for the purpose of reinforcing students learning 1,2,3,4,5
11. Provision of equal time duration for both P.E theory and practicals 1,2,3,4,5
12. Using students interests as a criterion in selecting teaching materials 1,2,3,4,5
13. Leaving out material that you consider useful 1,2,3,4,5
14. Involving students actively (through questioning, answering, discussions etc) 1,2,3,4,5
15. Using relevant teaching aids to facilitate progressive skill learning 1,2,3,4,5
16. Improving activities and games by provision of enough P.E equipment to encourage students with varying abilities and interests to participate 1,2,3,4,5
17. Selecting curriculum materials based on strengths and weakness of individual learners 1,2,3,4,5
18. Provision of more adequate materials and opportunities for learners who have not attained the desired skill level to practice the skills in other settings 1,2,3,4,5
19. Adopting instructional strategies corresponding to each learners strengths and weakness 1,2,3,4,5
20. Organizing tasks into small sequential steps in order to help learners in acquiring prescribed skills 1,2,3,4,5
21. Consulting with other professionals on how to better meet the needs of each child 1,2,3,4,5
22. Organizing and planning jointly with other resource personnel on how to meet the needs of each student 1,2,3,4,5
23. Making use of older or more skilled children on guiding the young or less skilled 1,2,3,4,5
24. Making use of standardized measurement tests that would tell the strengths and weakness of each student 1,2,3,4,5

APPENDIX C

P.E TEACHERS INTERVIEW GUIDE

P.E being one of the subjects in our Kenyan Secondary School curriculum:

1. What specific instructional arrangements should be put in place so as to continue improving the implementation of P.E curriculum?
2. What are some of the unique stereotyped features do you experience in implementing the P.E curriculum?
3. How would you rate the degree to which your training has prepared you to handle the P.E subject?
4. How would you rate the support you receive from your school administration and other resource persons in implementing the P.E curriculum?
5. How often do you teach P.E?
6. What difficulties do you face in trying to implement the P.E curriculum?

MINISTRY OF EDUCATION



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P.O BOX 41,
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MAKUENI.

REPUBLIC OF KENYA

FAX 044-33317

MKN/ADM/3/28/69

25th March, 2008

Principals,
Secondary Schools,
MAKUENI DISTRICT.

RE: RESAERCH AUTHORIZATION.

The person named below is currently pursuing his masters of Education at Egerton University. He has been authorized to visit your school and collect data which may assist him write his dissertation.

Name: Mr. C.D.Kyalo
Reg.No: EM 15/0812/03

Kindly accord him necessary assistance.

OLOO F.O,
FOR: DISTRICT EDUCATION OFFICER,
MAKUENI.

for DISTRICT EDUCATION OFFICER
MAKUENI

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