

INFLUENCE OF TEACHER RELATED FACTORS ON THE IMPLEMENTATION OF PHYSICAL EDUCATION SYLLABUS IN PUBLIC PRIMARY SCHOOLS IN MANGA SUB COUNTY, KENYA

BY

Migosi Zipporah, Misia Kadenyi, Prof. and Paul Maithya, Ph.d.

Maasai Mara University

P.O. Box 861-20500, Narok, Kenya

Email:migosizipporah@gmail.com

ABSTRACT

Physical Education (PE) is an integral part of the school curriculum and in Kenya it is one of the compulsory subjects in secondary and primary schools. It is valued for its immense benefits to the learners in terms of their physical, intellectual, social, and emotional well-being. However, concerns have been raised over the implementation of Physical Education syllabus in schools. The purpose of this study was to establish the influence of teacher related factors on the implementation of Physical Education syllabus in primary schools in Manga Sub County, Kenya. The study adopted descriptive survey research design. The study involved a total of 28 headteachers, 138 teachers and 4 Zonal Quality Assurance and Standards Officers (ZQASOs) who were selected using simple random and purposive sampling techniques. Data was collected using questionnaire for headteachers and teachers, interview schedule for ZQASOs and an observation checklist. Both qualitative as well as quantitative data were generated. Qualitative data were organized according to the study themes and presented descriptively on the basis of the study objectives and research questions. Descriptive statistics was used to analyze quantitative data. The statistical Package for Social Sciences (SPSS) version 17.0 was used to process data and presented it using descriptive statistics such as frequency, description table percentages, graphs and charts. The findings of the study showed that majority of the teachers are not adequately prepared for the implementation of PE syllabus. Teachers were also of the view that PE is an important subject in the school curriculum but it is not implemented well in schools. . Based on the findings, it is recommended that the Ministry of Education Science and Technology should put in place mechanisms for enforcing regular supervision of the implementation of the PE syllabus in schools and sensitize teacher through in-service training on strategies for effective implementation of PE syllabus in schools.

KEY WORDS: Physical Education, implementation, syllabus, teachers' preparedness, teachers' perception.

INTRODUCTION

Physical Education is recognized as an integral part of the school curriculum. The United Nations Educational Scientific and Cultural Organization (UNESCO) conference in 1978 declared Physical Education (PE) as a basic human right and advocated for its inclusion in the school curriculum. It emphasized that one of the essential conditions for the effective exercise of human rights is that everyone should be free to develop and preserve his or her physical, intellectual and moral powers and access to PE and sports consequently be assured and guaranteed for every individual (UNESCO, 2005). It is on the basis of these benefits that many countries of the world have equally recognized the significance of incorporating the subject in their education systems. For instance, National Standards for Physical Education (NASPE, 2010), International Council of Sports Science and Physical Education (ICSSPE) and the National Association for Sport and Physical Education and American Heart Association (2010) all have endeavoured to support the need for Physical Education in schools. In respect to the emphasis on the need to promote quality PE in the education system, various countries have therefore, consistently explored and pursued more ardent ways of promoting the status of the subject. This has included development of relevant curricular, provision of needed resources and supervision of the teaching of the subject. These measures have been geared towards promoting the quality and quantity of PE (Mwisukha, Muhalia & Rintaugu, 2014).

Despite the immense benefits of Physical Education, it is ironic that PE continues to be a marginalized subject in school curriculum in many parts of the world (Wanyama, 2011). Research studies have highlighted constraints to the teaching of the subject such as negative attitude towards PE (Rintaugu & Mwisukha 2011), little attention and inadequate support in terms of provision of required facilities and equipment, as well as insufficient time allocation or teaching of PE particularly in many countries of Africa (Akiiki, 2009; Hardman, 2008; Shehu, 2009). For instance, in the United States of America (USA), the education policy stresses on accountability and academic achievement. This has led to the marginalization of PE in many states (Hardman, 2008). In Ghana, teachers are very prejudiced against the subject and most PE lessons are instead used for other activities (Ammah & Kwaw, 2005). The similar situation prevails in Nigeria where PE receives lukewarm attention compared to other academic subjects (Salokun, 2005).

In Kenya, P.E is recognized as an essential and integral part of the school curriculum. Following the introduction of the 8.4.4 system of education in 1985, PE was made a compulsory non examinable subject at primary and secondary school levels (Republic of Kenya, 1984). The policy requires that Physical Education should be timetabled and considered as one of the core and compulsory subjects in the primary school curriculum. That is, 5 lessons of 30 minutes in lower primary classes and 4 lessons of 35 minutes in upper classes per week (Ministry of Education (MoE), 2002). Like other subjects offered in the school system at primary level, the Ministry of Education Science and Technology works with the Kenya Institute of Curriculum Development (KICD) towards the implementation of the Physical Education syllabus in schools. For instance, KICD carries out research and develops resources to support syllabus implementation including books, teachers' guides, media programmes and other resources. However, given that PE is not examinable it tends to be given little attention compared to other academic subjects. For instance, according to the study by Wanyama (2011), some teachers tend to use the time allocated for PE to teach other subjects that are examinable. Considering that teachers play a key role in the implementation of any education curriculum, there was need to establish the influence of teacher related factors on the implementation of the PE syllabus in public primary schools.

Statement of the Problem

Physical Education is an integral part of the school curriculum because it leads to development of physical, emotional, intellectual, health and social aspects of the learner (NASPE, 2010). Like the case of other subjects offered in the school system at primary school level, The PE curriculum is centrally developed and regularly reviewed by the Kenya Institute of Curriculum Development (KICD). However, there remains a disparity between policy and the actual implementation of PE syllabus in primary schools. Research has shown that PE continues to be a marginalized subject in many schools in Kenya (Wanyama, 2011). For instance, the standards assessment conducted in primary schools in Manga Sub County, the assessment report showed that PE is not satisfactory implemented in schools (Manga Sub County Education Office, 2013). The PE syllabus in schools is implemented by teachers and its success also depends on how they perceive this factors. The study therefore was to establish the influence of teacher related factors on the implementation of Physical Education syllabus in primary schools in Manga Sub County, Kenya.

Research Questions

The study answered the following research questions:

- i) How adequate are teachers prepared for the implementation of the PE in primary schools?
- ii) What are the perceptions of teachers towards the implementation of PE syllabus in primary schools?

LITERATURE REVIEW**Implementation of Physical Education Curriculum in Schools**

Physical Education is perceived differently in different countries of the world. In a worldwide survey concerning the state and status of PE in schools, Marshall and Hardman (2000) noted that physical education has been pushed into a defensive position. It is suffering from decreasing curriculum time allocation, budgetary controls with inadequate financial, material and personnel resources, has low subject status and esteem, and is being evermore marginalized and undervalued by authorities. According to Hardman (2008) the gap between official policy and regulations and actual practice is geographically widespread and pervasive factors contributing to it are seen in devolvement of responsibilities for curriculum implementation, loss of time allocation in some cases because time is taken up by other competing prioritized subjects, lower importance of school PE in general, lack of official assessment, financial constraints, diversion of resources elsewhere, inadequate material resources, deficiencies in numbers of properly qualified personnel and attitudes of significant individuals such as head teachers.

In United States, the implementation of PE in schools reveals that despite the well publicized efforts by the United States government to promote PE in schools, the actual time students spend in PE as gone down in recent years (Mungai, Sang & Wamutitu 2014). Similarly, Marshall and Hardman (2000) report that although Australia is a renowned sporting country, Physical Education has been deemed to be a marginal subject in schools. The same study reports that Physical Education teacher preparation in the Australian state of Victoria is inadequate in light of the increasing perception that Victorian Universities have decreased the resources allocated to PE courses. In the Victorian context, Jenkinson and Benson (2010) identified both institutional and teacher-related barriers to the delivery of quality PE. While the institutional barriers were outside the teachers' control, the teacher-related barriers arose from the teachers' behavior. Teachers ranked the institutional barriers in order of importance from the most important to the least important. These barriers were: access to

facilities, access to suitable teaching spaces, access to equipment, timetabling, support from other staff, funding for the subject, support from management and administration, leadership from heads of department, and access to appropriate professional development. Teacher-related barriers included teachers undervaluing the subject. In Africa, diversity and contrasting variations prevails. In Ghana, for instance, while PE is assessed in schools internally, not much academic importance is attached to it.

According to Ammah and Kwaw (2005), PE is an integral part of the school curriculum with about 70% of Ghanaians acknowledging its importance. Unfortunately, school heads are very prejudiced against the subject and most PE periods are instead used for other activities. However, professional PE teachers endeavor to build the image of PE through campaigns via mass media. In Nigeria, PE is part of the core curriculum. However, while the government encouraged the development of PE as far back as the early 1960s, many school authorities still despise the subject due to an over-emphasis on academic subjects (Salokun, 2005). The growth of PE has been hit by a steady loss of interest and commitment among teachers coupled with a dearth of relevant up-to-date texts, journals and magazines. On the other hand, inadequate funding and deficiency of essential resources coupled with the perception of PE as a non-intellectual subject have seriously devalued its status in Botswana (Shehu, 2009). Additionally, school cultures have isolated PE teachers and deprived them of meaningful badly needed support systems necessary for professional learning. This is likely to influence the implementation of PE syllabus in primary schools.

PE in Kenya faces many problems, chief of which is failure of policy implementation (van Deventer, 2002). Since academic subjects are seen as key to a bright future, PE is regarded as a non-productive educational activity, a view that is shared by some teachers too (Marshall and Hardman, 2000). In fact while PE is compulsory in the curriculum, there is a big disparity between policy and implementation because head teachers timetable it only to satisfy school inspectors (Chapell, 2001). Though the education system recognizes the importance PE and especially the child's psychomotor domain, PE is not fully implemented in many of the Kenya's schools. This remains a vast difference between official policy and actual delivery of PE (Wanyama, 2011). A study by Mungai, Sang and Wamutitu (2014) found that, in Kenya teachers don't take PE seriously since it is a non examinable subject. PE lessons are used to compensate for academic subjects. Professionally qualified PE instructors in Kenya are also in short supply. Teachers also face challenges in implementing PE curriculum due to insufficient instructional resources and perceptions towards PE as a non examinable subject.

Akiiki (2009) carried out the study on the comparative assessment of syllabi and implementation of PE and sports programmes in primary and secondary schools in Kenya and Uganda. The findings of the study showed that no schemes of work and lesson plans are made by teachers for PE. The findings also confirm that PE is not given equal attention in schools as the academic subjects which are monitored more regularly. Further, it was also revealed that teachers' inability to teach practical PE was influenced by a number of factors; lack of adequate teaching space, facilities, equipment and PE books, inadequacy of apparatus and improper dress or absence of PE dress policy. It is against this background that the study sought to establish the influence of teacher related factors on the implementation of PE syllabus in primary schools.

Teacher preparation for the Implementation of Physical Education

The most important variable in implementing any curriculum is the classroom teacher. This is because the teacher is the one to interpret the intended objectives of the curriculum and do the actual implementation by teaching (Ankomah and Oduor, 2005). The success of any curriculum implementation depends on the input from the classroom teacher. Hence, the first step in preparing teachers for implementing is getting them have training and in-servicing in order to equip them with the necessary academic and professional competencies to be applied during the implementation of the curriculum. The realization of the in intended aims, goals and objectives of the curriculum depends on the teachers (UNESCO, 2005). Taylor (2012) adds that other than professional and academic competencies, is the preparation of professional documents which are used as a vehicle for policy makers and stakeholders to influence the way a curriculum is implemented in the school environment. These professional documents provide guidelines for teachers to assist in the preparation of classroom programmes.

Shehu (2009) posits that the extent to which learners engage creatively in PE and respond critically to PE depends substantially on the preparation of their teachers to teaching it. Petrie (2008) observes that the curriculum syllabus documents are designed to show teachers and schools how each subject should be taught. Despite this, studies have shown that some primary school teachers do not actively use the designed PE syllabus to implement the curriculum. The positive outcomes that are achieved as a result of PE must be clearly documented and made available to policy makers to ensure this subject remains a critical part of every child's education. Lynch (2007) asserts that the implementation of PE curriculum depends on range of factors including teachers' qualifications, experience in the learning area including knowledge of the syllabus documents, as well as teachers interest in physical education. In addition in-serviced teachers are more competent to implement the PE syllabus.

In Kenya, Physical Education is a compulsory subject in Teacher Training Colleges (TTCs) for primary school teaching. Therefore, all primary school teachers receive training in the subject and are expected to teach it (MoE, 2002). However, while primary schools may have many teachers with basic training in PE, these teachers do not be adequately teach it. Comparatively, the secondary school sector suffers an acute shortage of PE teachers. Most PE teachers in secondary schools are overburdened, as it is often the case that they single-handedly teach all PE lessons in their schools. This is compounded by the poor quality of some PE teachers, which negatively affects the quality of learning in schools. Secondary school teachers must have a four-year Bachelor of Education degree in order to be posted to schools.). Onwong'a (2005) notes that the success of any taught lesson, Physical Education included, solely depends on the competence of the teacher who has to promote learning and the general welfare of the learners. This can be achieved only if the teacher has the relevant required qualifications, plans and organizes his lessons well and maintain up-to-date required professional documents. Based on this observation, it was therefore imperative to establish teachers' preparedness for implementation PE syllabus in schools.

Teachers' Perceptions towards Physical Education

Taylor (2012) notes that teachers have a range of perceptions towards PE. Physical Education is perceived to be either positive or negative. Some teachers perceive PE to be enjoyable for learners and beneficial to their mental, emotional and social development whereas some accord it low status. Petrie (2008) observes that it is important to not only consider what is being taught in PE in schools, but also the perceptions teacher have towards this subject. This is because teachers' perceptions

towards PE influence their implementation in schools. Shamshoum (2003) notes that positive perception towards PE motivates learners to engage in physical activities which contribute to their development, not only physical but also emotionally, socially, mentally while negative perceptions on the other hand tend to hinder such developments. Benedict (2010) argues that what teachers and learners think about PE determines how well the subject is implemented in schools. Similarly, Hilma, Erickson and Kramer (2008) note that the perceptions teachers and learners have towards PE may influence their participation in PE at school as well as organized sports outside school.

In a worldwide survey concerning the state and status of PE in schools, Marshall and Hardman (2000) noted that PE is marginalized and undervalued by teachers who have negative attitude towards it. They perceive it to be lower than other school subjects. Tinning (2005) notes that implementation of PE curriculum is dependent on a range of factors including teacher's qualifications and perceptions. A study by Chan, (2010) on teachers' perception of the status of PE in Asia, the results showed that non-academic subjects, especially PE, are given very low status compared with other academic subjects in the school. In addition, with regard to the school internal assessment, learners' PE results are usually not included in the school year's final academic results which are related to level promotion. This implies that only learning related to academic subjects is really emphasized by schools. Therefore, the study investigated the influence of teacher related factors on the implementation of PE in primary schools.

Pangani (2008) investigated teachers' perceptions towards PE as an academic discipline in Tanzanian schools. It was revealed that teachers view the importance of PE in relation to learners' participation in PE for their mental and physical health. Physical education to them means sports, which takes a mere recreational for leisure. This perception of PE as a recreational programme for leisure reveals a significant gap between the intended and the implemented curriculum as perceived by its potential users. Consequently, this leads to an ineffective implementation of PE curriculum. It was further revealed in the findings on the study that both teachers and students had more negatives than positive perceptions on PE compared to other subjects which were perceived as core subjects such as Kiswahili, Maths and Sciences. The study also examined how headteachers made a difference between PE and sports. The findings showed that more than 50% of the school heads lacked understanding about PE, as they did not differentiate it from sports. Some school heads said they taught PE in sport-content because that was what their clients needed (the students and parents). Therefore, if school heads who represent educational administrators do not understand the actual meaning of PE or deliberately diverge the content of the subject for whatever reason, one should expect very little effort in the implementation of PE in schools (Pangani, 2008).

Mwisukha Muhalia and Rintaugu, (2014) examined teachers' perceptions on the basis of their responses to statements associated the importance or value of PE viz-a-viz other subjects in the school curriculum in Kenya. Responses on whether PE is an important subject in the school curriculum, majority of the respondents (95.14%) were of the view that PE is an important subject in the school curriculum with a smaller proportion of them (7.5%) viewed it otherwise. Results on whether PE is an important as other academic subjects, it was evident that majority of the respondents (94.48%) indicated that PE is an important subject as other academic subjects duly a smaller proportion (5.52%) disagreed. Regarding PE contributing to learners' better performance in other academic subjects, the highest proportion of the respondents (84.14%) was in agreement with the view that PE contributes to learners' better performance in other academic subjects. Responses on PE to be allocated annual financial budget for teaching-learning resources as that allocated to

each of the other academic subjects, indicated that most of the respondents (83.44%) agreed that PE should be allocated as much annual financial budget for teaching and learning resources as other subjects and only a smaller number of the respondents (7.6%) disagreed. PE to be allocated same number of lessons per week as those for other academic subjects and PE to be made examinable as other academic subjects, majority of the respondents (64.82%) and (67.59%) respectively supported the claims whereas (35.17%) and (32.41%) respectively were of the contrary view. This implies that teachers had positive perceptions towards PE, however; the disparity was on its actual implementation. It is on this background that the study was set out to establish perceptions of teachers towards the implementations of PE in primary schools.

RESEARCH METHODOLOGY

The study adopted a descriptive survey research design using both quantitative and qualitative approaches. Descriptive survey design attempts to describe characteristics of subjects or phenomena, opinions, attitudes, preferences and perceptions of persons of interest to the researcher (Mugenda & Mugenda, 2003). The respondents were headteachers, teachers and Zonal Quality Assurance and Standards Officers (ZQASOs) drawn from public primary schools in Manga Sub County, Kenya. The study involved a total of 28 headteachers, 138 teachers and 4 Zonal Quality Assurance and Standards Officers (ZQASOs) who were selected using simple random and purposive sampling techniques. Data was collected using the headteachers' and teachers questionnaire, interview schedule for ZQASOs and an observation checklist. Both qualitative as well as quantitative data were generated. Descriptive statistics was used to analyze quantitative data. The statistical Package for Social Sciences (SPSS) version 17.0 was used to process data and presented it using descriptive statistics such as frequency, description table percentages, graphs and charts. Qualitative data from interview schedule was reported using direct quotations from the respondents.

Findings and Discussion

Research questions 1

How adequate are teachers prepared for the implementation of the PE in primary schools?

Table 1: Headteachers' Responses on Whether PE is Timetabled in Schools

	Frequency	Percent
Yes	28	100.0
No	0	0
Total	28	100.0

From table 1, it is evident that in all primary schools sampled, Physical Education subject was timetabled. This is an indication that it is one of the subjects that is supposed to be taught regularly in schools and important in the child's holistic development. However, during an interview schedule one of the ZQASOs said that "Most of the headteachers ensure that PE is timetabled to suit their own interests but actually the subject is not taught in most schools". Another also asserted that "PE lessons are converted to cover content in core subjects such as Maths and English and in any case pupils are simply left alone during PE lessons". This concurs with the findings of the study by Chapell (2001) who noted that headteachers timetable PE only to satisfy school inspectors. In addition, Ammah and Kwaw (2005) found that school heads are very prejudiced against the subject and most PE periods are instead used to cover content in academic subjects or for other activities.

Table 2: Teachers' Preparation of Schemes of Work and Lesson Plans

	Frequency	Percent
Always	4	2.9
Sometimes	19	13.8
Rarely	29	21.0
Never	86	62.3
Total	138	100.0

From table 2, it is evident that majority (62.3%) of the teachers never prepare schemes of work and lesson plans while only 2.9 % of the teachers always to prepare schemes of work and lesson plans. The results further reveal that 13.8% and 21.0% of the teachers sometimes and rarely prepare schemes of work and PE lesson plans respectively. This findings, reveals that teachers' lack of seriousness on the professional procedures in the teaching of PE in the schools. To confirm this fear, headteachers were asked to give information about whether teachers prepare schemes of work and lesson plans for PE. The results are shown in Table 3

Table 3: Headteachers' Responses about whether Teachers prepare Schemes of Work and Lesson Plans for PE

	Frequency	Percent
Yes	3	10.7
No	25	89.3
Total	28	100.0

From Table 3, the result shows that majority (89.3%) of the teachers did not prepare schemes of work and lesson plans while only (10.7%) who did it. Further, analysis of data with regard to teachers' preparation of schemes of work and lesson plans, one of ZQASOs interviewed remarked that "Schemes of work, lesson plans and notes are rarely prepared by teachers except for teachers who are undergoing training". This concurs with the findings of a study by Onwong'a (2005) and Akiiki (2009) who found that most teachers do not prepare schemes of work and lesson plans for PE lessons.

Information with regard to teachers' preparedness for the implementation of PE syllabus, teachers were required to indicate whether they taught PE lessons. Their responses are summarized in figure 1 as follows.

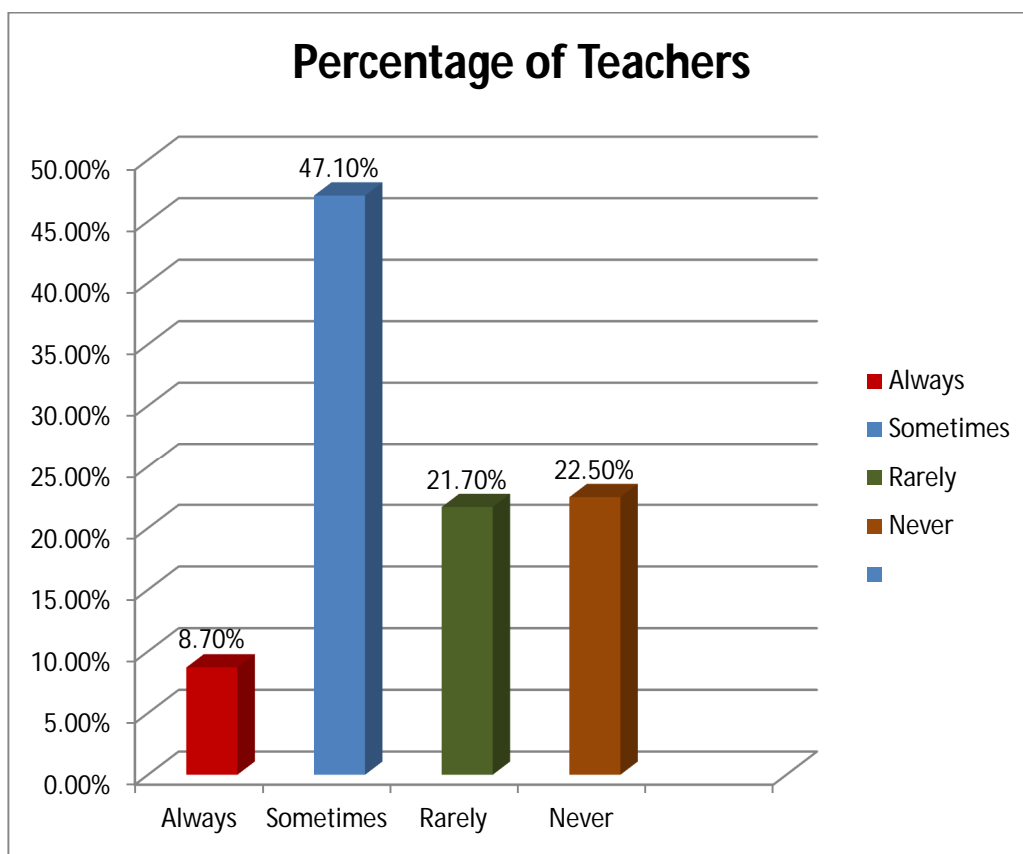


Figure 1: Teachers’ Responses on teaching PE Lessons

The results in figure 1 shows that majority (41.1%) of the teachers indicated that they sometimes teach PE lessons while only 8.7% of the teachers always teach PE lessons. The results further reveal that 22.5% and 21.7% of the teachers never and rarely teach PE lessons respectively. To confirm teachers’ responses about teaching PE lessons, headteachers gave their responses as shown in table 4

Table 4 : Headteachers’ Responses about Teaching of PE Lessons.

	Frequency	Percent
Strongly Agree	0.0	0.0
Agree	1	3.6
Undecided	4	14.3
Disagree	6	21.4
Strongly Disagree	17	60.7
Total	28	100.0

Findings in Table 4. shows that, headteachers’ responses confirmed those of the teachers’. Majority (60.7%) of headteachers strongly disagreed that teachers teach PE lessons while none strongly

agreed on the same. Only a small proportion (3.6%) agreed that teachers teach PE lesson while (4.3%) were undecided. The results are similar with Wanyama (2011) who found that teachers don't actually teach PE in schools.

Monitoring pupils' learning progress and keeping of their progressive records is one of the ingredients of teacher preparation for the implementation for any education programme. To this regard, respondents were asked to show whether they monitored pupils' progress in PE as well as use or maintaining of progressive records. Their responses are summarized in table 5 as follows.

Table 5: Teachers' responses about Monitoring Pupils' progress in PE and use of Progressive Records

	Frequency	Percent
Always	9	6.5
Sometimes	29	21.0
Rarely	24	17.4
Never	76	55.1
Total	138	100.0

From table 5, it is evident that majority (55.1%) of primary school teachers never monitor pupils' progress in PE subject while only 6.5 % of the teachers who regularly monitor pupils' in PE subject. The results further reveal that 21.0% and 17.4 % of the teachers sometimes and rarely monitor pupils' progress in PE subject respectively. This finding confirm that PE is given less attention in schools that other academic subjects which are monitored and recorded regularly in schools. It also implies that majority of the teachers do not obtain feedback on their pupils' progress in PE which would act as a measure for establishing policies and strategies for effective implementation of PE in schools. The findings in line with Akiiki (2009) who maintained that PE is not given equal attention in schools as other academic subjects which are regularly monitored.

Further, in determining teachers' preparedness for the implementation of PE syllabus, respondents were required to give information on whether they attended workshops and clinics for PE as part of their in-service training Their responses are shown as in table 6 as follows.

Table 6: Responses on Teachers attendance of Workshops and Clinics for in Service Training in PE

	Frequency	Percent
Always	1	0.7
Sometimes	15	10.9
Rarely	32	23.2
Never	90	65.2
Total	138	100.0

The result in table 6, shows that majority (65.2%) of teachers never attended PE workshops and clinics while only (0.7%) of the teachers who regularly attended PE workshops and clinics. The results further reveal that (10.9%) and (23.2%) of the teachers sometimes and rarely attend PE workshops and clinics respectively. Headteachers were also asked to give information on whether they sponsored their teachers for in service training in PE. Figure 2 presents their responses.

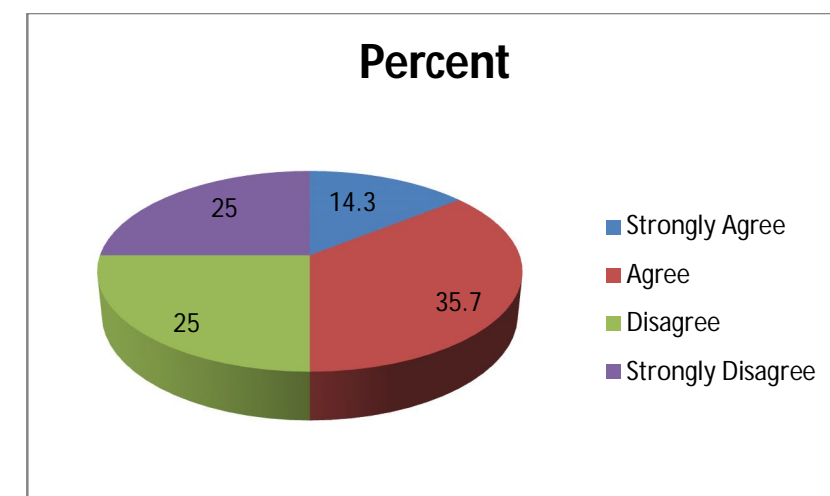


Figure 2: Responses on whether Headteachers sponsor Teachers for in- service training in PE

From the results, majority (60.7%) of the teachers who either disagreed or strongly disagreed that they sponsor teachers for in service training. If is only (39.3%) who either strongly agreed or agreed that they sponsor their teachers for in service training in PE. Based on this finding, it implies that majority of the teachers lack updated knowledge and skills on new methodologies of teaching PE subject. This fear was further confirmed during an interview session with the respondents. Responding to teachers' attendance of workshops and clinics for PE, one of the respondents remarked that "We do organize workshops and clinics for PE in the zone but it is only games teachers from schools who attend with the aim of preparing pupils for schools' sports competitions." Another also added that "Headteachers hardly sponsor teachers for PE workshops but only for workshops for academic subjects. This finding concurs with Hardman (2008) who found that majority of the teachers fail to implement the PE curriculum in schools because they are not regularly in-serviced.

Respondents were also required to give information about whether they supervised pupils during PE play activities as part of teacher preparedness for the implementation of the PE syllabus in schools. The teachers were required to indicate whether they supervised pupils during PE play activities. Their responses are shown in figure 3.

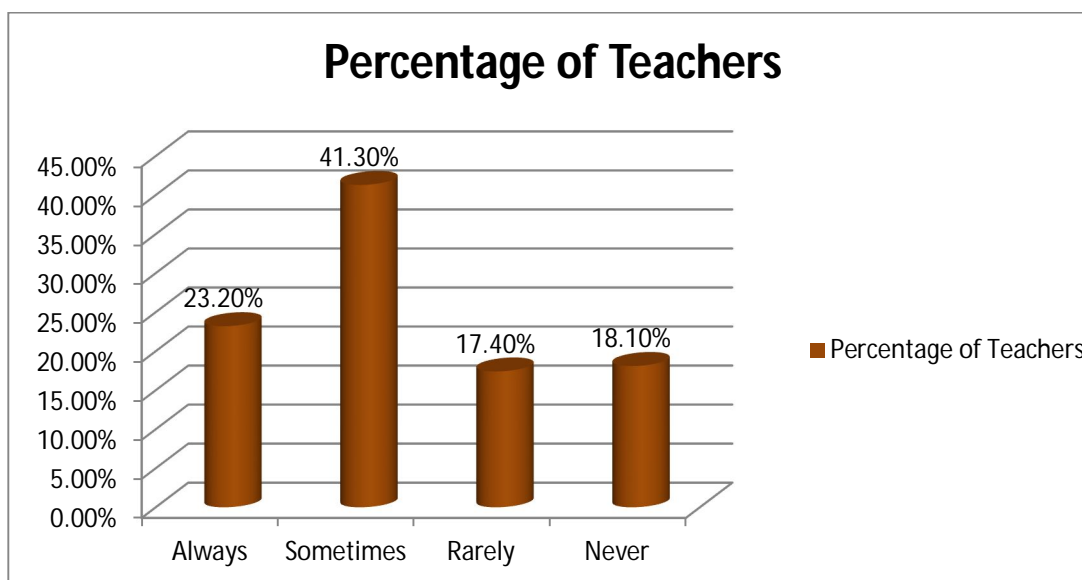


Figure 3: Teachers' Responses about supervising Pupils during PE play Activities

The results in figure 3, shows that majority (41.3%) of the teachers sometimes supervise pupils during PE activities and 23.7% of the teachers always supervise pupils during PE activities. The results further reveal that 17.4% and 18.1% of the teachers rarely and never supervise pupils during PE play activities respectively. This therefore indicates that majority of the teachers do not frequently supervise pupils during PE play activities which implies that pupils are left on their own. This is in line with the findings of the study by Mungai, Sang and Wamutitu (2014) which indicated that Kenyan teachers do not take PE seriously since it is a non-examinable subject and in any case learners are left on their own during PE lessons. Information was also sought on whether headteachers supervise teachers' attendance of PE lessons. The results are shown in table 7.

Table 7: Headteachers' Responses about Supervising Teachers Attendance of PE Lessons

	Frequency	Percent
Frequently	0.0	0.0
Sometimes	2	7.14
Rarely	7	25.0
Never	19	67.9
Total	28	100.0

From Table 7, it is evident that majority (67.9%) of the headteachers never supervise teachers' attendance of PE lessons in schools. It is only a small proportion (7.14%) who does it occasionally. This result suggests that headteachers of primary schools do not adequately perform their supervision roles with regard to the implementation of PE syllabus. Further, one of the interviewed ZQASOs commented that "I rarely carry out assessment on the implementation of PE syllabus in my zone. I do it once or twice in a school year". This concurs with Hardman (2008) who found that one of the factors affecting the implementation of PE in schools is lack of assessment or supervision policy.

The use of PE dress or sports kit during PE lessons is important for quality delivery programme. Appropriate PE dress contributes to easy movement, tidiness, safety and maximum involvement of learners in PE activity (Akiiki, 2009). In this study headteachers were asked to give their opinions on whether teachers and pupils dress properly for PE. Figure 4 presents their findings.

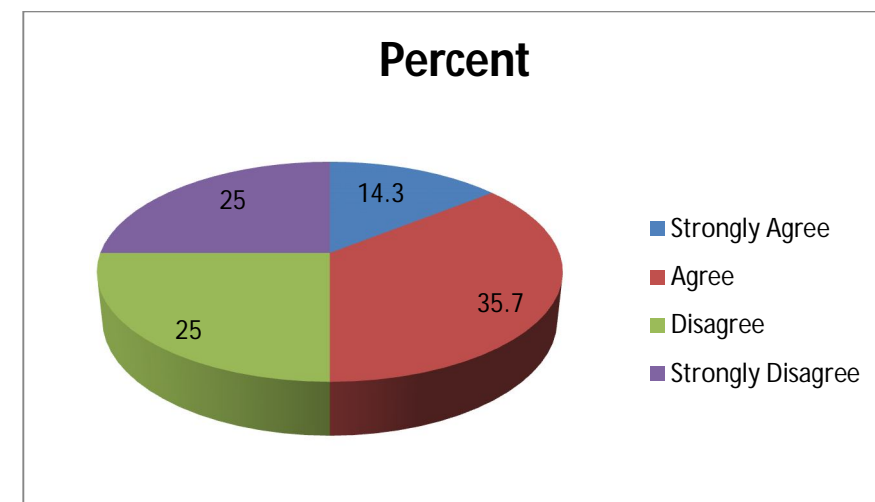


Figure 4: Headteachers’ responses about whether Teachers and Pupils Dress appropriately during PE Activities.

The results presented in Figure 4, shows that only a small proportion (14.3%) of the respondents were of a strong agreement that teachers and pupils dress appropriately for PE activities. Further analysis revealed that (50%) of the respondents either disagreed or strongly disagreed that teachers and pupils dress appropriately for PE activities. Based on the findings of study, it suggests that there is lack of sound dress policy during PE activities in (50%) of the schools. The results are in line with Akiiki (2009) who contented that some of the factors which partly influence teachers’ delivery of PE lessons include improper dressing and lack of PE dress policy in schools.

Research question 2

What are the perceptions of teachers towards the implementation of PE syllabus in primary schools?

Table 8: Perceptions of Teachers towards the Implementation of the PE Syllabus

Statement	The percentages of teachers with various responses					
	SA	A	UD	D	SD	
PE is an important subject as other academic subjects in the school curriculum	52.2	44.9	0.0	2.2	0.7	100
PE contributes to physical, social and intellectual development of pupils	73.2	25.4	0.7	0.0	0.7	100.0
PE contributes to pupils’ better performance in other academic subjects e.g. English and Maths	37.7	44.2	6.5	10.1	1.4	100.0

PE helps pupils to acquire self discipline and develop positive relationships with classmates.	63.8	29.0	2.2	5.1	0.0	100.0
PE contributes to the development of pupils' creativity in various physical activities.	55.8	42.8	0.7	0.7	0.0	100.0
PE should be allocated equal number of lessons per week as those for other academic subjects.	18.1	34.8	7.2	33.3	6.5	100.0
PE should be made examinable as other academic subjects	30.4	31.2	10.9	23.2	4.3	100.0
The results of pupils' achievement in PE should be included in the final academic report card like other subjects.	19.6	44.2	5.8	27.5	2.9	100.0
PE enhances self esteemed of pupils who are not good in academic subjects.	68.8	26.8	0.7	3.6	0.0	100.0

Based on the results in table 8, it is apparent that majority of the respondents (73.2%) strongly agreed that PE contributes to physical, social and intellectual development of pupils, while (0.7%) were of a contrary view. However, a small proportion of the respondents (18.1%) strongly agreed that PE should be allocated equal number of lessons per week as those for other academic subjects. This supports Wanyama (2011) who asserts that PE is a marginalized subject in the school curriculum

Further, in establishing teachers' perceptions towards the implementation of PE syllabus, the respondents were asked to indicate the position of PE in terms of their preferred teaching subjects of the school curriculum. Their findings are shown in figure 5 below.

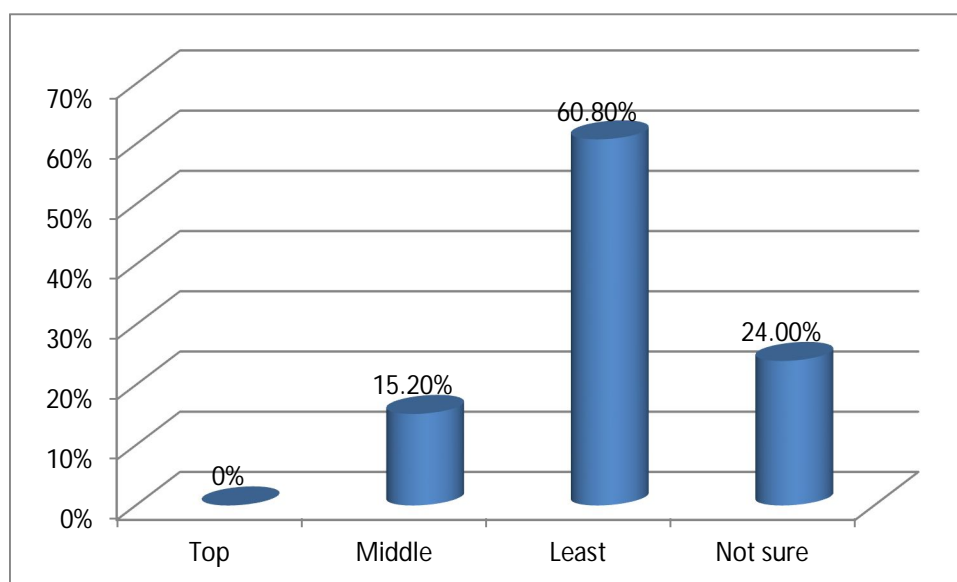


Figure 5: Teachers responses based on ranking PE in terms of their preferred teaching subjects

Results in figure 5, reveals that majority (60.8%) of the teachers ranked PE as one of the least preferred teaching subject while only a small proportion (15.2%) who ranked it at the middle position. Results showed that teachers perceived PE as one of the least preferred teaching subject among subjects offered in the school curriculum. This implies that PE is “marginalized” among the teaching subjects of the primary school curriculum and this can be one of the teacher factors influencing the implementation of the PE syllabus. As found by Pangani (2008) who maintains that in Tanzania subjects such as Maths, Kiswahili and Sciences were classified number one or as core subjects while the position of PE was viewed as a least important subject. To confirm this concern one of the respondents during an interview session asserted that “Teachers only recognize the value of PE during sports and matches competitions and most of them put little effort in teaching PE in schools.”

Conclusions

- (i) Teachers are not adequately prepared for the implementation of PE syllabus in schools. They do not frequently make schemes work, prepare lessons, assess pupils’ achievement and attend workshops and clinics to obtain insights on strategies of implementing PE syllabus in schools.
- (ii) Headteachers do not promptly sponsor their teachers for in-service training such as workshops and clinics for PE in order to equip them with necessary skills to be applied during the implementation of PE syllabus.
- (iii) Teachers perceive PE to be an important subject contributing to holistic development of the learner. However, they do not frequently actually teach PE lessons. They perceive PE as just subsidiary subject or activities that pupils need for recreation and not as an academic subject since it a non-examinable.

Recommendations

- (i) The Ministry of Education Science and Technology through the education officers as well as headteachers of schools should put in place mechanisms for enforcing regular supervision of the teaching of PE in schools
- (ii) In-service training should be facilitated through the Ministry of Education Science and Technology and Kenya Institute of Curriculum Development to sensitize teachers on strategies to implement the PE syllabus and headteachers on how to monitor and enhance quality provision of PE in schools.
- (iii) School management committees and school heads should consider PE in their budgetary allocation for provision of adequate facilities, equipment and textbooks for PE.

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