ASSESSMENT OF THE TEACHING RESOURCES FOR IMPLEMENTATION OF PHYSICAL EDUCATION CURRICULUM IN PUBLIC SECONDARY SCHOOLS IN KISII COUNTY-KENYA

BY

OBUNGU GIKENYI DAVID (B.ED ARTS)
H108/11780/2007

DEPARTMENT OF PHYSICAL AND HEALTH EDUCATION

A RESEARCH PROPOSAL SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF SCIENCE IN PHYSICAL AND HEALTH EDUCATION IN THE SCHOOL OF APPLIED HUMAN SCIENCES OF KENYATTA UNIVERSITY

SEPTEMBER, 2014
DECLARATION

This proposal is my original work and has not been presented for a Degree in any other university.

Signature: ________________________________ Date: ________________________________

Obungu Gikenyi David
H108/OL/11780/2007

This proposal has been submitted for review with our approval as university supervisors:

Signature: ________________________________ Date: ________________________________

Andanje Mwisukha, PhD.
Department of Recreation Management and Sport Science,
Kenyatta University.

Signature: ________________________________ Date: ________________________________

Muniu Robert, PhD.
Department of Physical and Health Education,
Kenyatta University.
# TABLE OF CONTENTS

DECLARATION ........................................................................................................... ii  
TABLE OF CONTENTS ................................................................................................. iii  
LIST OF FIGURES ........................................................................................................ v  
LIST OF ACRONYMS AND ABBREVIATIONS .......................................................... vi  
OPERATIONAL DEFINITION OF TERMS ............................................................... vii  
ABSTRACT ......................................................................................................................... ix  
CHAPTER ONE: INTRODUCTION ........................................................................... 1  
1.1 Background of the Study ................................................................................. 1  
1.2 Statement of the Problem .............................................................................. 3  
1.3 Purpose of the Study ..................................................................................... 4  
1.4 Objectives of the Study .................................................................................. 4  
1.5 Research Questions ....................................................................................... 5  
1.6 Hypotheses of the Study ............................................................................... 5  
1.7 Significance of the Study .............................................................................. 5  
1.8 Delimitations of the Study ............................................................................ 6  
1.9 Limitations of the Study ................................................................................ 6  
1.10 Assumptions of the Study ............................................................................ 6  
1.11 Theoretical Framework ............................................................................... 6  
1.12 Conceptual Framework ............................................................................... 9  
CHAPTER TWO: LITERATURE REVIEW ............................................................... 10  
2.1 Physical Education as an Academic Subject ............................................. 10  
2.2 PE Facilities and Equipment ...................................................................... 11  
2.3 Qualified PE Teaching Personnel ................................................................. 12  
2.4 Time-Tabling of PE .................................................................................... 13  
2.5 Summary of Reviewed Literature ................................................................. 14  
CHAPTER THREE: RESEARCH METHODOLOGY ............................................ 15  
3.1 Research Design .......................................................................................... 15  
3.2 Measurements of variables ....................................................................... 15  
3.3 Study Area ................................................................................................. 15  
3.4 Target Population ....................................................................................... 15
LIST OF FIGURES

Figure 1.1: Theoretical Framework ..................................................... 13
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAHPHERD</td>
<td>American Alliance for Health Physical Education Recreation and Dance</td>
</tr>
<tr>
<td>AHKC</td>
<td>Healthy Active Kids Canada</td>
</tr>
<tr>
<td>EACEA</td>
<td>Education Audiovisual and Culture Executive Agency</td>
</tr>
<tr>
<td>FPE</td>
<td>Free Primary Education</td>
</tr>
<tr>
<td>FSE</td>
<td>Free Secondary Education</td>
</tr>
<tr>
<td>HAKK</td>
<td>Healthy Active Kids Kenya</td>
</tr>
<tr>
<td>HHS</td>
<td>Department of Health and Human Services.</td>
</tr>
<tr>
<td>ISCOLE</td>
<td>International Study of Childhood Obesity, Lifestyle, and the Environment</td>
</tr>
<tr>
<td>JKF</td>
<td>Jomo Kenyatta Foundation</td>
</tr>
<tr>
<td>KCSE</td>
<td>Kenya Certificate of Secondary Education</td>
</tr>
<tr>
<td>KICD</td>
<td>Kenya Institute of Curriculum Development.</td>
</tr>
<tr>
<td>KISE</td>
<td>Kenya Institute of Special Education</td>
</tr>
<tr>
<td>KNEC</td>
<td>Kenya National Examination Council</td>
</tr>
<tr>
<td>KTTC</td>
<td>Kenya Technical Teachers College</td>
</tr>
<tr>
<td>MEd</td>
<td>Master of Education</td>
</tr>
<tr>
<td>NASPE</td>
<td>National Association for Sport and Physical Education</td>
</tr>
<tr>
<td>NARC</td>
<td>National Rainbow Coalition</td>
</tr>
<tr>
<td>PE</td>
<td>Physical Education</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
</tr>
<tr>
<td>TSC</td>
<td>Teachers Service Commission</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational Scientific and Cultural Organization</td>
</tr>
<tr>
<td>WHO</td>
<td>World Health Organization</td>
</tr>
</tbody>
</table>
OPERATIONAL DEFINITION OF TERMS

Curriculum: Refers to everything a student is supposed to encounter or practice during PE lessons as outlined by the Ministry of Education in Kenya.

Curriculum Implementation: Refers to the process of helping the secondary school learners acquire knowledge and experience during PE lessons.

Implementation: Refers to carrying out of the prescribed PE curriculum in public secondary schools.

Time-Tabling: This is the allocation of physical education lessons in the weekly school schedule of teaching or time-table.

Student Assessment: Students’ assessment refers to the testing to what extent learners have learnt skills, attitudes and beliefs in physical education classes.

Supplies: This refers to materials that are expendable and have to be replaced at frequent intervals e.g. shuttle corks tennis balls and football balls.

Equipment: This refers to items that are not considered expendable but are used for a period of years such as volleyball stands, soccer goals and parallel bars.

Qualified PE Teachers: Refers to teachers who have been trained to teach physical education at Diploma or Degree level.

Teaching Facilities: These are permanent structures like soccer fields, netball courts, rugby pitches, and gymnasium.

Type of School: Refers to the various categories of schools, either National County or District schools.

Public School: This is a school supported and maintained by public funds.
Professional PE teacher's documents: Refers to various documents prepared and kept by the PE teacher to help in teaching, monitoring and assessment. They include: schemes of work, lesson plans, lesson notes, record of work taught and assessment records of students. The documents are compulsory for all teachers in Kenyan public secondary schools.
The ministry of education in Kenya recognizes Physical Education (PE) as an integral part of the secondary education process as attested in the Preamble of PE syllabus for secondary schools (K.I.E 2002). The purpose of this study is to investigate the provision of teaching resources for PE in public secondary schools in Kisii County-Kenya. This is due to the fact that PE is largely a practical subject and for effective teaching, learning resources have to be availed. The study aims to find out if there are enough facilities, equipment, supplies, text books, qualified PE personnel and allocation of recommended curriculum time in school time tables to implement the secondary PE curriculum in public secondary schools in Kisii County. The study will adopt the descriptive survey design. Head teachers and PE teachers in 306 public secondary schools in the county will be the target population. Stratified and simple random samplings procedures will be used to attain a sample of 41 head teachers and 41 Physical Education teachers which represents 30% of the population for National and County schools and 10% for district schools who will be respondents in the study. A questionnaire and an observation check list will be used to collect the data from the respondents. After collecting the data it will be coded and organized for analysis using SPSS version 17.0 Descriptive statistics will be computed using charts, graphs, frequency distribution tables and percentages. The hypotheses of the study will be tested using chi-square test of significance. The study findings will be used by all stake holders involved in the development of PE (School inspectors, curriculum developers, head teachers, teachers, parents, and the academia) to ensure full implementation of the PE curriculum in Public Secondary Schools in Kenya. This will enhance correct acquisition of skills in various sports for both leisure and competitive purposes.