

**CHALLENGES FACING THE TEACHING AND LEARNING OF
PHYSICAL EDUCATION IN PRIMARY SCHOOLS IN
BWIRI/NANGUBA ZONE, SAMIA SUB-COUNTY, KENYA**

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REG.NO: E55/CE/22882/2010

**A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF
EDUCATION IN PARTIAL FULFILLMENT OF THE
REQUIREMENT FOR THE AWARD OF DEGREE OF MASTERS IN
EDUCATION OF KENYATTA UNIVERSITY**

JULY 2015

DEDICATION

To my dear wife Maggy, my daughters and sons “Love wisdom and she will make you great. Embrace her and she will bring you honor”. Proverbs 4:8.

ACKNOWLEDGEMENT

In preparing this project, I am greatly indebted to my supervisors Dr. Wilfrida Itolondo and Dr. Levi Libese, who found time to assess my work and provide necessary guidance and Kenyatta University's Department of Educational Management, Policy and Curriculum studies, for nurturing my vision in this project and in many cases putting their valuable time and other resources at my disposal.

Special thanks go to Jeff who typed, printed and bound this work. Lastly, I would like to record my sincere appreciation to my dear wife Maggy, daughters and sons for their understanding and perseverance during the research.

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ABBREVIATIONS AND ACRONYMS

D.E.O	District Education Officer
EFA	Education for All
ICSSPE	International Council of Sport Science and Physical Education
IOC	International Olympic Committee
ITE	Initial Teacher Education
KCPE	Kenya Certificate of Primary Education
K.I.C.D	Kenya Institute of Curriculum Development
KLA	Key Learning Area
NCST	National Council for Science and Technology
NGO	Non-Governmental Organization
PE	Physical Education
PES	Physical Education and Sports
QASO	Quality Assurance and Standards Officer
SMC	School Management Committee
SPSS	Statistical Package for Social Scientists
U.K	The United Kingdom
UNESCO	United Nations Education, Science and Cultural Organization
UPE	Universal Primary Education
U.S.A	The United States of America
WHO	World Health Organization

ABSTRACT

Despite the fact that the Ministry of Education provides Free Primary Education (FPE) funds and formulates policies, the Kenya Institute of Curriculum Development (KICD) incorporates P.E in the school curriculum and the Teachers' Service Commission (T.S.C) recruits and staffs public schools with P.E teachers. The central problem of this study was to identify the challenges facing the teaching and learning of physical education with a view of coming up with recommendations that can positively enhance the effective teaching and learning of the subject. The objectives were to; identify the challenges related to resources in the teaching and learning of physical education, find out the attitudes of teachers and pupils towards physical education and determine teachers' preparedness in handling physical education lessons. This study utilized a descriptive survey design. The descriptive survey provided qualitative information from a representative sample of the sampling frame by the use of an interview guide, observation checklist and questionnaires. The study was carried out in public primary schools of Bwiri/Nanguba Zone in Funyula, Busia County. The targeted respondents were the; eighteen (18) head teachers, one hundred and seventy-six (176) teachers and two thousand nine hundred and forty six (2,946) pupils in primary schools in Bwiri/Nanguba Zone. Fifteen (15) sampled schools took part in the study. The head teacher of each sampled school was interviewed; two (2) teachers and twenty (20) pupils from each sampled school filled a questionnaire. Interview schedules were used since they frequently give very high response rates. Both questionnaires and observation checklist were also used during the study. Through questionnaires, there is greater consistency therefore greater compatibility in the response. The checklist was used to ascertain the availability of the resources and the challenges therein. The research instruments were piloted in two (2) public primary schools from Bwiri/Nanguba Zone. The two (2) schools were not included in the study. Test-retest method was used to test the reliability of the questionnaire and Spearman rank order correlations were employed to compute the correlation coefficient. A correlation coefficient of 0.72 was obtained. Descriptive statistics were used to analyze quantitative data with the aid of Statistical Package for Social Sciences (SPSS) software. The results were presented using frequency tables, pie charts and bar graphs. Both quantitative and qualitative findings were reported based on the objectives of the study. The findings of the study indicated that the major challenge facing teaching and learning of PE was lack of enough facilities that could facilitate learning process. It is evident that majority of teachers had negative attitude towards teaching PE. Majority of teachers did not prepare PE professional documents hence PE programs inadequately handled towards improving learners' education and health since majority of teachers were not prepared to enhance teaching and learning of PE. The study concluded that teachers should collaborate and share information on how to improve and strengthen the delivery of PE programs in primary schools. The study recommended that head teachers should ensure that PE is taught in accordance to the ministry guidelines whose reinforcement should start immediately learners join the school in standard one.

CHAPTER ONE

BACKGROUND INFORMATION

1.1 Introduction

This chapter describes the background of the study, the statement of the problem, the purpose of the study, objectives of the study, research questions, significance of the study, assumptions of the study, limitations, delimitations, theoretical framework, conceptual framework and definitions of central terms.

1.2 Background of the Study

According to Bailey (2006), Physical Education and Sport (PES) have numerous advantages linked with active participation. Talbot (1999) notes that physical education helps children to develop self-respect, helps in integrating social, cognitive and physical growth, develops knowledge of the function of aerobic and anaerobic physical programs in health, positively improves self-esteem, and enhances social, affective and cognitive development (Talbot, 1999). Physical activity maintains healthy joints and muscles so that one can undertake their daily activities and be physically fit.

Allender et al. (2006), in their research, argue that doing aerobic, muscle-strengthening and bone-strengthening physical activity of at least a moderately-intense level can slow the loss of bone density that comes with age. Regular physical activity reduces the risk of developing type 2 diabetes and metabolic syndrome-a condition in which one has some combination of too much fat around the waist, high blood pressure, low HDL cholesterol, high triglycerides, or high blood sugar (Allender et al., 2006). Research indicates that lower rates of these conditions are

seen with 120 to 150 minutes a week of at least moderate intensity aerobic activity (Allender et al., 2006). Physical activity minimizes obesity rates among children attending pre-schools (Russell et al., 2004). Bailey (2006) indicates that the results of PES can be understood in terms of children's development in five domains: physical, life style, social, affective and cognitive development.

1.2.1 Physical Development

According to Bailey (2006), school is the social institution for the growth of physical skills and the provision of physical activity in children and young people. Regular physical activity is associated with the enrichment of reduced risk of a variety of diseases. Evidence noted by Bailey (2006) suggest a correlation in physical programs and other health related factors like diabetes and blood pressure.

1.2.2 Life Style Development

Bailey (2006) proposes that several factors enhance the development of physical activity as a constituent of a healthy standard of living. Evidence suggests health-related habits acquired in childhood are maintained into maturity. The effectiveness of PES influence on physical activity and health is greatest when PE programs merge classroom study with activity, when the students' are given freedom to determine their course of action in PE (Bailey, 2006).

1.2.3 Affective Development

From evidence, regular activity can have a useful effect upon the emotional well-being of children and young people (Bailey, 2006). With regard to children's self-confidence, the evidence is strong. Other benefits of regular activity that have been cited include; reduced stress, anxiety and depression. It has been noted that self-

esteem is affected by an individual's perception of success, and that of the growing interest in the relationship between PES and students, general attitude towards school (Bailey, 2006).

1.2.4 Social Development

According to Bailey (2006), the idea that PES positively affects people's social growth and pro-social characters goes back many years. Physical Education and Sport (PES) environment is considered an exciting situation since both natural and unnatural social relations mostly occur and because the public nature of learners makes both socially good and bad habits evident (Bailey, 2008). Numerous studies have illustrated that the growth of pro-social habits can even fight anti-social and juvenile disorders (Bailey, 2008).

1.2.5 Cognitive Development

Bailey (2006) noted that according to researchers, Physical Education and Sport (PES) enhances academic achievement by increasing the blood flow to the brain, enhancing mood, increasing mental alertness, and improving self-esteem. An earlier case study carried out in France in early 1950s based on the relationship between PES and the school general achievement showed that if academic curriculum time is reduced by 26% and replaced by PES, academic results improve, fewer discipline problems are incurred and the rate of truancy among learners reduce (Bailey, 2006).

Curry (2012) writes that PE needs to be looked upon with the same perspective as any other subject. Curry (2012) emphasizes that PE has the potential to improve learners' lives through sporting experiences, developing their skills and identifying students with possibly hidden talents or those in need of further support. She further

states that PE enables students to improve social-affective skills and provides opportunities for teamwork. In the World Summit on PE (1999), international researchers highlighted case study evidence concerning the benefits of PE around the world and its health benefits to children (Hardman, 1999). Some of these benefits are; improving self-esteem and reducing risky habits; reducing the chances of early sexual activity among girls and teenage negative attitudes toward school and dropout rate; giving knowledge of abstract-critical thinking and preventing health hazard injuries.

Kirui and Too (2012) further cement the great benefits derived from Physical Education. Apart from the afore-mentioned benefits, there is improving school, encouraging attitudes of fairness, respect for others and valuing unity in diversity. According to the Kenya Institute of Curriculum Development (KICD), Primary syllabus (2002), Physical Education enables learners to learn new skills, acquire knowledge and develop positive attitude through movement. Through PE, learners develop physical and neuromuscular skills and perform skillful and efficient movement through physical and mental co-ordination. Furthermore, through PE, learners use movement as a medium of expression and take part in developing both national; and international sport dance for preservation of own and other cultures (KICD Primary syllabus, 2002).

A report by Parliamentary Office of Science and Technology, titled *Health Benefits of Physical Exercise*(2001), states that, PE is linked with many health benefits such as reducing the risk of positive disorders. For example, an effectively planned and implemented programme helps in sustaining long-term weight loss by burning

excess calories and metabolizing body fat while retaining lean mass and improving metabolic rates. From the statistics of NAO, the majority of men and women in Britain are over-weight. This development involves a reduction in PE and a rise in sedentary habits. NAO estimates the cost of managing obesity and related disease as 0.5 billion Euros to the NHS. Regular physical programs also maintain effective structure and function of muscles, bones, joints and the cardiovascular system, therefore, improving quality life (Health Benefits of Physical Exercise, 2001). This maybe essential in older people, as research shows that physical activity improves dexterity, balance and strength and hence reduces falls and fractures. According to the National Audit Office of UK, there is evidence that PE relieves signs of despair and anxiety, improves disposition, raises self-esteem and reduces the risk of developing depression.

According to Gettman (1996), benefit/cost ratio is the most widely used yardstick of economic benefits of physical activity programs. Gettman (1996) argues that physical programme is a part of healthy lifestyle, which may also include health danger evaluation and habits modification plans for nutrition and obesity control, stress management, stopping smoking and hypertension control.

Some studies based on cost-benefit ratios advocated that broad health support programs are effectively advantageous and thus the merits of health support outweigh the costs of the program (Gettman, 1996).

According to the document presented by the International Council of Sport Science and Physical Education, some national governments have either scrapped off PE from the curricular or reduced curriculum time allocation (Hardman, 1999).

Mackedrick M. O, Head of the Canadian Association for Health and Physical Education (CAHPE) in 1996, stated that PE was not a main concern in 1990s. As well, generalist teachers with modest skills in PE methods frequently teach PE.

A study carried out by Wanyama (2011) comparing the challenges faced by teachers teaching PE in Kenya and Victoria in Australia identified that the challenges are alike across countries and that teachers from both Kenya and Victoria feel PE is marginalized compared to other traditional curriculum subjects. However, PE in Victoria is a key Learning Area (KLA) and is thus given more prominence.

In Bwiri/Nanguba Zone, it is rare to find fully-fledged PE activities either in the classroom or sport field. Instead, in most, if not all primary schools, the PE lessons are used in the teaching and learning of the examinable subjects. Thus, there is need to investigate and identify challenges facing the teaching and learning PE in public primary schools in Bwiri/Nanguba Zone with the purpose of finding a solution. The study would determine challenges related to resources, teachers and learners' attitudes and teachers' preparedness for physical education.

1.3 Statement of the Problem

Physical Education (PE), according to Bailey (2006), is an integral subject in the holistic development of a learner. The impact of PE to the empowerment of learners can be attested by the physical, social, affective and cognitive development of the learners (Bailey, 2006).The correlation between PE and examinable academic subjects is great, in that learners become active participants in the process of learning. Despite the fact that the Ministry of Education provides Free Primary

Education (FPE) funds and formulates policies, the Kenya Institute of Curriculum Development (KICD) incorporates P.E in the school curriculum and the Teachers` Service Commission (T.S.C) recruits and staffs public schools with P.E teachers.

The challenges facing the effective teaching and learning of PE in public primary schools in Bwiri/Nanguba zone reflect the state of PE teaching and learning in Kenya and the world in general. The challenges can be attributed to various factors that hinder the effective teaching and learning of PE in Bwiri/Nanguba zone.

1.4 Purpose of the Study

The purpose of this study is to investigate the challenges facing the teaching and learning of PE in public primary schools in Bwiri/Nanguba Zone, with a view of positively enhancing the effective teaching and learning of the subject.

1.5 Objectives of the Study

This study was guided by the following objectives:

- (i) Identify the challenges related to resources in the teaching and learning of physical education.
- (ii) Determine teachers and learners' attitudes towards PE.
- (iii) Determine the teacher's preparedness in handling physical education lessons.

1.6 Research Questions

The study sought to answer the following research questions:

- i. What are the challenges related to resources in the teaching and learning of physical education?
- ii. What are the attitudes of teachers and learners in the teaching and learning of physical education?

- iii. What is the level of teachers' preparedness in handling physical education lessons in school?

1.7 Significance of the Study

The findings of the study are expected to contribute to the advancement of knowledge about physical education curriculum development in Kenya. It would also seek to find solutions to the poor preparation for physical education by instructors, lack of resources, and negative attitudes towards physical education, among other challenges that face the teaching and learning of physical education. Practically, the study may lead to the improvement and efficient enhancement of strategies of teaching and learning of the physical education subject. The study may be of immediate benefits to quality assurance and standards stakeholders in the formulation of future physical education policies and curriculum aspects.

1.8 Assumptions of the Study

The study was carried out on the assumption that all the respondents had a lot of knowledge on the topic and gave honest and truthful responses to the questionnaire and interview schedule. Furthermore, the researcher banked on the assumption that participants would be co-operative and present consistent responses.

1.9 Limitations of the Study

The descriptive research design was employed during the study. The main weakness of descriptive design was confidentiality. Both pupils and teachers identified this during the filling of questionnaires. The participants failed to give truthful answers to questions they thought to be personal. The possibility of subjectivity in responses

by the participants in the descriptive research was noted. For example, the questions of the researcher were predetermined and prescriptive in nature.

1.10 Delimitations of the Study

The study focused on challenges facing the teaching and learning of PE in public primary schools in Bwiri/Nanguba Zone, Samia Sub-County. PE Teachers' and pupils of this Zone were considered. The headteachers of the 15 sampled schools would participate in the study thus leaving out other headteachers of schools due to logistical resources and limited time.

1.11 Theoretical Framework

This research study was guided by Piaget's Theory of Human Intellectual Development. According to Piaget's theory, physical development precedes cognitive development. Theoretical knowledge is constructed from experience gained through physical aspects of the human being adapting to the environment. The child or adult does not receive information passively and thoughts are not simply the products of direct teaching by or imitation of others. Neither is cognitive progress seen as primarily a product of maturation of the brain. Knowledge is acquired through active interaction with the environment and thinking processes become more complex and efficient as a consequence of the maturing child's interactions with the world. Human beings seek contact and interpret events. Children and adults continue to construct and reconstruct their understanding of the world, trying to make sense of knowledge and most important, interpret events (Conger et al. 1984; and Drive, 1983).

Piaget's work emphasizes the skills, processes or logical structure thought to describe children's intellectual operation (Dibentley and Watts, 1992). He claims that in all development, experience and maturation are necessary components. Thus, like any other process, or skill, the development of the skill of prediction and hypothesizing depend on experience and maturation level of an individual. In tandem with Piaget's Theory of Human Intellectual Development, physical education has many benefits to both the teacher and the learner. Kenya Institute of Curriculum Development (2002) syllabus of primary schools highlights some of the benefits of physical education in relation to Jean Piaget's Theory.

Apart from learning new skills, acquisition of knowledge and development of positive attitude through movement, through P.E learners use movement as a medium of expression, mentally co-ordinate, appreciate and enjoy movement for its own sake with and without apparatus. As well, learners appreciate, participate in and other cultures, develop inter- personal and social skill through physical activities, establish self-discipline through the understanding and application of rules and regulations and sport and explore and appreciate the environment. In all these PE activities, the learners develop all the three (3) domains of learning which are cognitive, psychomotor and affective dimension as advocated by Jean Piaget's Theory of the Human Intellectual Development.

1.12 Conceptual Framework

The significance of physical education can be illustrated thus in figure 1 below.

Independent Variables

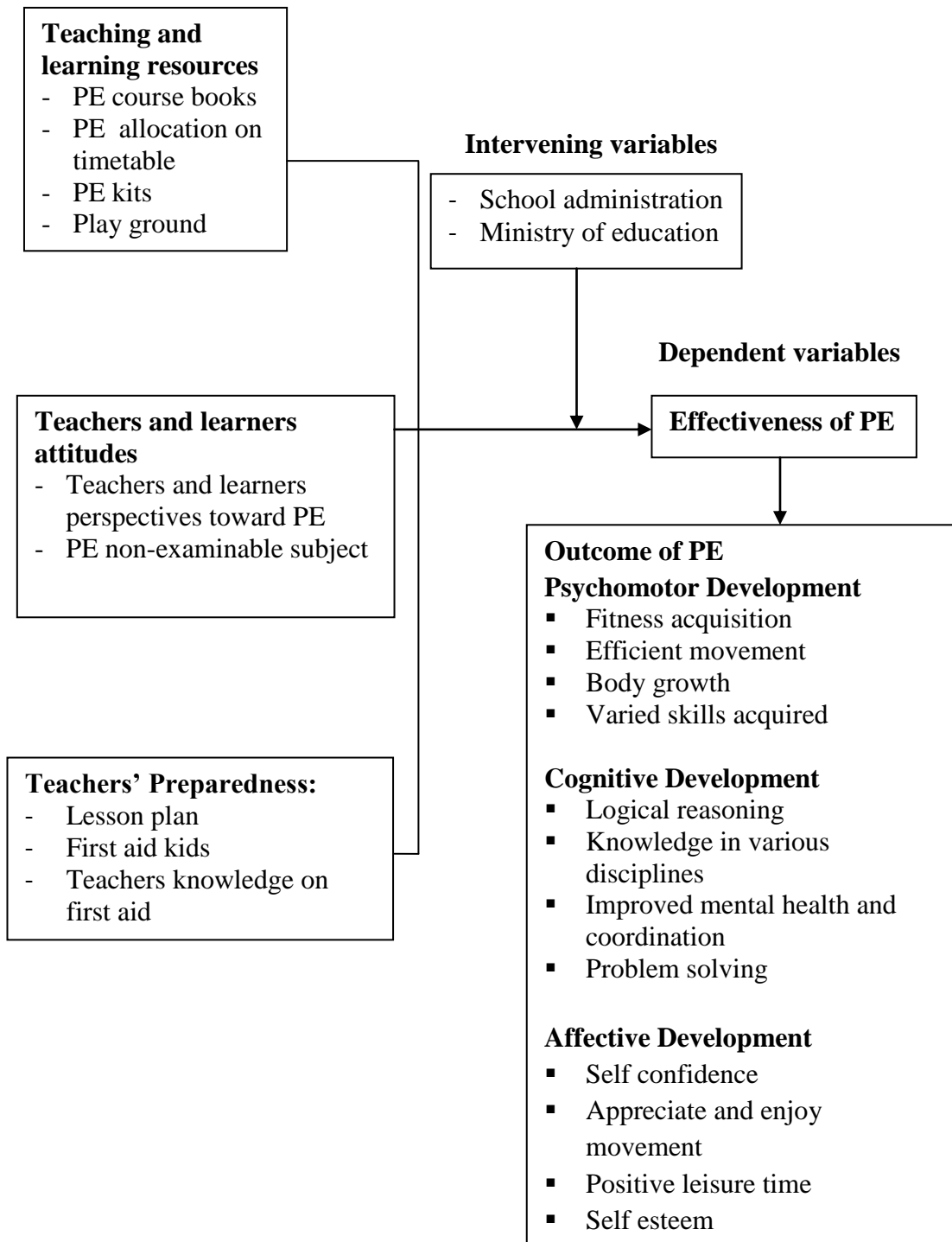


Figure 1.1: Conceptual Framework

Source: Researcher's own work

Benefits of physical education include psychomotor development, cognitive development and affective development. Psychomotor development involves fitness acquisition, efficient movement, body growth and development of varied skills. Cognitive development involves logical reasoning, knowledge in various disciplines, improved mental health and coordination, and problem solving skills. Affective development involves appreciation for movement, self-confidence, positive leisure time and self-esteem.

1.13 Operational Definitions of Terms

Challenges: barriers/ problems affecting positive outcomes.

Convenience technique: sampling and administering questionnaire to teachers who are present.

Correlation: a connection or similarity of ideas or factors in subjects.

Curriculum: The learning activities carried out in a school

Effective teaching and learning- the extent to which the set goals or objectives of a school programme are accomplished.

Empowerment- giving learners more control over their life and situation.

Holistic development: the whole educational growth aspects of a learner e.g. social, moral, mental, physical.

Impact- the outcome/effect or influence in teaching.

Public primary schools: schools supported by the public funds from the government, parents/communities.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents a review of related literature under such sub-topics such as, the global and national status of challenges related to resources in PE, global and national status of teachers and learners' attitudes, and teachers' preparedness in handling PE.

2.2 Challenges Related to Resources in Physical Education

In spite of the devastating scientific proof of the benefits of physical programme and the fact that the 1948 UNESCO chapter enshrined PE as a fundamental human right, PE is in a dangerous situation worldwide. Mackendrick (1996) notes that PE is mostly taught by generalist teachers with modest knowledge or with no PE education methods. Hardman (1999) of Manchester University, in his research to the critical status of physical education (Berlin, November 1999) showed the essential status of PE around the globe, in spite of the social and economic class. One of the main issues identified by Hardman (1999) is resources. According to the audit report, the reduction of funding compromises the quality and quantity of physical education programs in schools. The provision of amenities and their maintenance are insufficient in many schools across the globe. Besides, worldwide, only 31% of countries have enough amenities. In the poor countries, there are major challenges in providing a full variety of amenities: But even in countries with more recognized systems of physical education programs, there were cases of poor maintenance and loss of amenities noted (Hardman, 1999).

In an Australian journal of teacher education presented by Jenkinson and Benson (2009), the challenges to physical education and physical activities are stated. The barriers can be institutional and teacher related. Dwyer et al. (2003) reported that PE is allocated lower status and priority in learning institutions, lack of achievement measures for PE and physical activity and inadequate infrastructure.

According to a study by Hardman and Marshall (2000) on the condition of Physical Education in Schools, absence of policies for national PE, programme is stated but not fully carried out, PE tutors are not specialists, lack of government's support, inadequate structures and facilities and lack of time for teaching were the major obstacles of PE in most primary schools (Hardman and Marshall, 2000). Within the broad education system, a greater part of countries has legal necessities for physical education in schools for at least some part of the mandatory schooling years. Together with states where there is no mandatory prerequisite for physical education but where it is usually practiced, PE programme achievements rises. Physical education is neither mandatory nor might it be offered for girls (Hardman and Marshall, 2000).

Hardman and Marshall (2000) noted that due to educational reform, PE is fused with health education, which result to the decrease in the teaching and learning time of physical programs. According to Hardman and Marshall (2000), for the last decade, many states have reformed their education systems. Whilst it is encouraging that physical education has remained or become mandatory in a great majority of countries, since 2000, it has lost its compulsory position in 6% of countries (Hardman and Marshall, 2000).

According to Hardman and Marshall (2000), Physical Education is not mostly taught in many learning institutions even though it is a compulsory subject in the school curriculum, thus denying learners the opportunity of developing their skills and knowledge in physical education.

The study of Hardman and Marshall (2000) continues that, more governments are squeezing physical education out of the education system and adding more compulsory academic courses, which hold little benefit, compared to PE. Hardman and Marshall, (2000) suggested the development of national policy to inculcate and implement policies and structures to control time of PE allocation in the curriculum.

According to Hardman & Marshall (2000), in the primary school cycle, there is an average 94 minutes ranging between 30 – 180 minutes (Hardman and Marshall, 2000). European regions vary in time allocation for primary schools and secondary schools. Central and Latin America schools also vary in time allocation in both primary and secondary schools. Physical education curriculum allocation has increased in the period between 2000-2005.

In Kenya, the challenges of physical education resources are enormous. The availability of resources is pegged on the social and economic status of the institution. The highly endowed institutions have better physical education resources. Coombs (1970) asserts that scarcity of textbooks, Libraries and physical education amenities will limit educational system from responding completely to new demands. In order to improve education based on quality, better learning materials and resources are needed. Almond (1997) emphasized the significance of

having suitable human resources, plan and provide enough instructional materials and physical amenities to sustain educational efforts.

Resources required for effective physical educational activities in most Kenyan public primary schools are insufficient. Lack of space like play fields are very common in most schools found in slum areas. Inadequate funding from the government has compounded the lack of physical education resources in public primary schools in Kenya. Stakeholders who would have supplemented the government efforts in providing physical education have not responded positively to this problem. In a nutshell, there is need for support to enhance the availability of physical education resources for quality teaching and learning in our schools.

Kirui and Too (2012), allude to the fact that there ought to be a commitment to work dynamically so that the position of PE, inside and outside education system is both completely acknowledged and developed- through measures to improve the curriculum, sport amenities and equipment, the position of physical education and the initial in-service training of tutors.

According to a study by Marshall and Hardman (2000), PE is allocated very few hours and both teachers and learners look down upon the status of PE as compared to other examinable subjects. A study by Sparkes et al (1990), also allude to the findings of Marshall (2000) that teachers and other stakeholders ignored and accorded low status to PE. (Marshall and Hardman, 2000, Sparkes, Templin & Schempp, 1990) suggested that the 'overloaded curriculum' restricts teachers from scheduling and implementing PE, designing discourses about the state of affairs of

children's health. Consequently, the requirement for more physical activity, and the appointment of physical activity experts.

A study by Ministry of Education (2007) in New Zealand on healthy and confident kids suggests alignment of current PE activities in primary schools with precedent PE credentials. The report advocates for programs, which are relevant and useful to modern children. Gatman (2005) in his research suggests that primary schools PE teachers should continuously update themselves on PE teaching activities, which are future focused.

2.3 Teachers' and Learner' Attitudes towards Physical Education

Mc Cullum et al. (2005), Decoby et al. (2005), and Dewyer et al. (2003), have reported of teacher-associated barriers in the primary schools curriculum. The obstacles include, Teachers lack of confidence or interest in handling PE activities; teachers not planning PE documents, having had personal negative knowledge in PE and absence of training, understanding, skill and prerequisites to provide PE as cited by Xiang et al. (2002).

An article by Gourneau (2005) on five attitudes of effective teachers, states that pre-service teachers are interrogated about their teaching profession, they always respond that they want to make a positive difference in the lives of learners. Further, teachers say that they have a chance to be better teachers than the teachers they personally experienced. However, according to Frank (1990) and Halas et.al (2005), teachers usually teach the way they were taught.

Arabaci (2009) in the article – attitudes towards physical education activities and class inclinations of Turkish school students, note that, many studies have acknowledged family influence and support as an importance factor. Sports participation in pre- adolescent girls and adolescents' attitudes are associated with parents' participation (Colley et al. 1992; Gregson and Colley, 1986). Peers also influence pleasure by providing companionship and acknowledgment of achievements, (Duncan, 1993).

Furthermore, Boyle et al., (2008) in the Australian journal of teacher education depicts that teachers feel that students are lured by the greater accessibility of inactive opportunities. Therefore, suggesting that lower physical capability in learners might be affecting both delivery and involvement in PE and physical activities (Boyle et al., 2008).

According to an article-physical Education and Sports policy for schools (2011), Motor skills and physical fitness development begins in the initial years of primary school. During the period, the students are physically and academically competent of benefiting from instruction in PE and are greatly motivated to learn. However, right through the school life, age-suitable training must be provided during PE (Physical Education and Sport and Sport Policy for Schools, 2011). With these ideas in mind, people can well plan for the growth of our young persons arising from a number of deliberations, explanation, experiences and events.

A study carried out by Gitonga et al. (2011) of teacher-trainee attitude towards PE has been noted in Kenyan primary schools. Njoroge affirms that in all the teachers colleges, PE is mandatory for every teacher learner and must be taken in spite of

interest, gender, age or physical environment. Therefore, students and teachers appear to correlate the subject with little esteem. The negative attitude factors developed by the trainee-teachers are carried to schools they are posted to after training.

Sakwa et al. (2003) investigated secondary school learners' attitudes towards participation in physical education programs, and the students' attitudes and their performance. Sakwa et al. (2003) found that students have positive attitudes towards participation in physical education and that their performance is significantly above average. Practices of the precedent are also clear in the methodologies used in the delivery of PE lessons.

2.4 Teachers' Preparedness in Conducting Physical Education

This is another aspect that determines the quality of physical education and activity prepared and delivered by the teachers in schools. The general primary school-based result reflects not only the absence of research across the secondary grades in schools, but could probably be accredited to both secondary and specialist primary school teachers having committed PE unit as part of their training (Barroso et al., 2005; Decorby et al; Dwyer et al, 2003; Morgan and Hansen, 2008; Morgan and Bourke, 2005; and Xiang et al, 2002). This specialization should prepare teachers with the skills to overcome challenges effortlessly and enable them to plan and apply programs accordingly. Katherine et al, (2011) in their manuscript of physical education assets, class management, and learner physical activity levels, empirically appraise a proposed mock-up of physical education (PE) programs excellence in grained in the Donabedian (2003) organization – progression- result approach to

presentation monitoring. Structure indicators of excellence include human (e.g. student to teacher ratio, accessibility of tutors completely listening carefully on PE), curricular (e.g. accessibility of curricula and lesson preparation resources associated with best practices in PE), and material (e.g. right to use amenities and apparatus) resources that contain the circumstances below which P.E is provided.

In addition, Katherine (2011) noted that learners who are present at schools with a sufficient number of tutors who completely provide PE coaching (specialist teachers) receive more PE knowledge and skills per week. Furthermore, the increasing generally experience to PE lesson time, the accessibility of dedicated PE teachers raised learners understanding of physical health and activity levels during class.

A research article titled, promoting better health for teenage people during physical action programs and sports highlight, 'the importance of qualified and appropriately trained physical education tutors. Sorry to say, most schools in Kenya do not have skilled professionals teaching physical education programs. In the United States of America (USA), only seven states were taught physical education by specialist teachers in all grades.

According to Curry (2012), the study shows that compared with classroom teachers, physical education tutors teach longer and top quality classes in which learners use extra time being physically energetic. In another research article by Curry (2012), primary teachers frequently skip the compulsory P.E. hours from their week because of emotion pressured by the scope of the curriculum and their absence experience

and capability to teach the sensible component of the Personal growth, Health and Physical Education program of study.

The aspect of teachers' preparedness to teach physical education can to some extent influence the attitude of teachers in handling physical education in schools. According to Kirui and Ahmed, (2012), a successful student teaching experience is the key stone of pre- service teacher preparation. As envisioned, one of the main challenges of effective curriculum instruction in physical education in schools is the nature of supervision of teachers during training. In addition, if the preparation of teachers is not done well, the result will be disparities between the promises and realities in schools in the implementation of innovation or even existing curriculum policies as in the case of physical education in primary schools. Primary school teachers undergo PI teachers' certificate course for two (2) years. Physical Education is one of the subjects taught in the colleges. In fact, the tutor trainees should have taught PE in the primary schools for the duration of the teaching practicum. After college, PE becomes a non- examinable subject in primary and secondary schools.

This aspect contributes very much to the poor attitude and poor quality of teaching physical education programs both primary and secondary schools in Kenya. Lack of specialist P.E teachers is a major undoing in primary schools in Kenya thus affecting the attitude and quality of PE programs in the learning institution.

The effective rolling out of the HPE curriculum is reliant on its recognition by practising PE teachers (Culpan, 1996). This would need teachers to acquire and gain knowledge on HPE curriculum, and make knowledgeable decision as to the benefits

and weaknesses of the document. (Pétrie, Jones, & McKim, 2007) noted that, seven years after it was made public, teachers had little knowledge of the 1999 HPE curriculum.

PE in primary schools examined, appears to be primarily delivered all the way through teacher-directed approaches, mostly given that teacher-directed approaches come out less widespread in other curriculum areas. Many teachers reported to continue using a conservative lesson progression, involving a warm-up, ability-teaching practice, game, and warm-down movement when teaching PE (Petrie, Jones & McKim, 2007).

(Petrie, Jones, and McKim, 2007) note that content implementation of PE in some New Zealand primary schools was held back before rolling out of the 1999 HPE curriculum. Several factors could elaborate the limited changes to practice in primary school PE. The research acknowledged three main areas that deserve further deliberation; the role of pre- and in-service teacher training, the function of the Ministry of Education, and school environment.

According to a research article by Crum (1990) and Stuart et al (2000) potential teachers do not come in ITE programs with a clear conscience of their beliefs about PE as their conceptions are already bent by their experiences in PE classes and involvement in 'exercise', 'participate', and 'game'.

From the study of PE (Morgan, Bourke, & Thompson, 2001), PE teachers have great pressure on an individual's choices, practices and routine as future teachers of PE. Morgan et al (2001) state that trainee teachers learn ITE by means of preconceived

knowledge linking to the practices of PE. To negate these preconceptions of PE and to increase more dependable ideas concurrent with curriculum assistance; enough time is to be specified for PE.

The current PE reduction in terms of hours allocated to PE inside ITE courses is of great concern to the stakeholders (Morgan, Bourke & Thompson, 2001). According to the study by Timperley et al, (2007) experienced teachers are to be given chance to take part in regular in-service focused on PE.

2.5 Summary of Review of Related Literature

The literature review highlighted the challenges facing the teaching and learning of physical education in schools. It has led to physical education not enjoying the high status it deserves despite the benefits that are derived from teaching and learning it. Some of the major importance of physical education and sports are depicted in physical, way of life, emotional, communal and cognitive domains in children. One gap identified is that PE environment varies from country to country in that some countries had adequate playing grounds but lacked PE kits required. Another gap identified was that in Kenya the government provides funding through Free Primary Education (FPE), which can be used to purchase PE teaching and learning materials but school administrators do not see the need of purchasing PE resources. Another gap illustrated is that despite the negative attitudes attributed to some teachers of PE there are those ones who are committed to effectively teach PE but lack resources and motivation from school administration. In addition, another gap is that studies on challenges facing physical education have not been carried out in Bwiri/Nanguba Zone.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the description of strategies and procedures that were used in the study. The section focuses on research design, study- locale, sample and sampling procedures, data collection techniques, research instruments, administration of research instruments as well as data analysis.

3.2 Research Design

This research study adopted a descriptive survey research design. Lockesh (1984) notes that descriptive studies are designed to attain applicable and preserve information concerning the position of phenomena and whenever possible to draw valid general conclusion for the data discovered. The study adopted a description survey to investigate the challenges facing the teaching and learning of physical education programs in primary schools in Bwiri/Nanguba Zone. The researcher interviewed the headteachers while the teachers and learners filled questionnaires. The researcher used an observation checklist to verify the information given.

3.3 Study Locale

The research study was carried out in public primary schools in Bwiri/Nanguba Zone, Funyula Division, Samia Sub- County of Busia County. The main economic activity is agriculture; producing domestic animals products, maize, cassava, millet, sweet potatoes and beans for small markets. The economic activities, which are normally subsistence, do not allow the parents to provide the necessary resources for Physical Education activities. The researcher chose Bwiri/Nanguba Zone because he

is familiar with the area and is interested in the educational development in the area. Most schools in Bwiri/Nanguba Zone have adequate playing grounds that can cater for physical education and sports activities but it is rare to see students engaging in outdoor activities. In addition, no similar study, to the best awareness of the researcher, has been conducted in the area.

3.4 Target Population

The target population for the study was all the eighteen (18) primary schools in Bwiri/Nanguba Zone. The targeted respondents were all the eighteen (18) head teachers, one hundred and seventy-six (176) PE teachers and two thousand nine hundred and forty six (2,946) pupils from Standard 4-8 in primary schools in Bwiri/Nanguba Zone in Funyula, Busia County since an effective Physical Education must involve all the parties facilitating learning in the school. Head teachers were necessary in the study to provide essential information concerning resource-based challenges facing the school as far as Physical Education is concerned. PE teachers were necessary to give information based on practice; perception and preparedness in conducting PE activities in school, while pupils were crucial since they enabled the researcher configure their attitudes towards implementation of Physical Education in public primary schools. This gave a total population of three thousand one hundred and forty (3,140) respondents.

3.5 Sample Size and Sampling Procedure

Simple random sampling was used to pick 15 schools from the Zone. A purposive sampling was applied to select 15 head teachers and 30 teachers of Physical Education. Simple random sampling technique was used to select 20 pupils from

each of the sampled schools yielding a sample size of 300 respondents. This translated to 10.18% of the target population. The percentage of the sample size gives the minimum size since the population is very large. This concurs with the concept of Best and Kaln (2006) who argue that the ideal sample of a large population should be small enough to be selected economically. Five (classes 4-8) classes were used in the study where an equal number of four (4) pupils were selected through raffle/ folding of papers, which were labeled Yes and No. The pupils who picked all those with Yes were included in the study from each of the five classes; implying 20 pupils, two (2) teachers of Physical Education and a headteacher from each school participated in the study. The following table describes the population and sample size of the study.

Table 3.1: Population and Sampling

Subjects	Target Population	Sample	Percentage (%)
Head teachers	18	15	83.33
Teachers of Physical Education	176	30	17.05
Pupils	2,946	300	10.18
Total	3,140	345	11.0

3.6 Research Instruments

In the study, interview schedule, questionnaire and observation checklist were used

3.6.1 Teacher's and Pupil's Questionnaire

The researcher used both open and closed questionnaires to get the required information from teachers and pupils. Through questionnaires, there is greater consistency therefore greater compatibility in the responses. Orodho (2009) opines that a questionnaire allows dimension for or beside a particular viewpoint and that questionnaire has the capability to gather a great amount of information in a reasonably short time. The questionnaire was chosen since it is easy to manage and the researcher can concurrently collect information from the respondents therefore saving time (Mugenda & Mugenda, 2004). The questionnaires were administered to teachers and pupils. The questionnaire was divided into four sections: section A acquired the general information from teachers and learners; section B sought for the challenges of teaching PE based on the availability of PE instructional materials and their mobilization; section C sought for perceptions and attitudes of teachers/pupils; and lastly section D acquired information related to teachers' preparedness based on teaching/learning PE in primary schools.

3.6.2 The interview Schedule

Using the interview schedules, the researcher got answers from headteachers of sampled schools. Interview schedules were used since they frequently give very high response rates. Thomas (2009) points out that an enormous deal is provided by this personal contact, since the interviewees take action to the interviewer in bodily presence, unlike how they would react to the questionnaire. It allows the interviewer have the liberty to follow up points if needed. This was administered on the head teachers of the sampled schools, to get data on challenges related to resources in teaching and learning of Physical Education, because they might be having modest

time for filling the questionnaire. The interview schedule was mainly for the mobilization level of PE teaching/learning, challenges, and ways towards curbing the challenges facing the implementation of PE in primary schools.

3.6.3 Observation Checklist

Observations were guided by the research questions. Therefore, the observations are conscious and planned. The researcher used observation checklist to ascertain the availability of resources and challenges therein. This technique was advantageous since it gave accurate data from direct observation.

3.7 Piloting of Research Instruments

According to Wiersma (1985), it is necessary that the research instrument be piloted as a way of finalizing them. The purpose of piloting according to Frankel and Wallen (2000) is to detect any problem for remedial before the actual study. The research instruments were piloted in two (2) public primary schools from Bwiri/Nanguba Zone. The two pilot schools were not included in the study. Two (2) head teachers, four (4) teachers, and eight (8) pupils were used to pre test the data collection tools. Ambiguous statements were rephrased and unnecessary ones deleted to enhance the validity of the data collection tools before the actual study is carried out.

3.7.1 Validity of research instruments

The questionnaires, interview guides and the observation schedules were based on the conceptual framework of the study. The instruments were content validated by the supervisors at Kenyatta University to determine whether the instruments will adequately reflect the concerns of the study, Huck (2000). A pilot study was

undertaken involving two (2) public primary schools. Four (4) teachers and four (4) pupils from each school filled the questionnaire while the head teacher of each school answered questions from the interview guide. The purpose of the pilot was to detect shortcomings in the face validity in terms of structured questions in relation to their level of understanding. Content validity determined the appropriateness of the questions in relation to coverage and full representation.

3.7.2 Reliability of Research Instruments

Test-retest method was used to experiment the reliability of the questionnaire for teachers and learners, and the interview guide for head teachers after the pilot. The researchers choose a school in the Zone and administered questionnaires to teachers and pupils and interview schedule for the headteacher. The research instruments were administered twice within a one-week interval between the first and second tests. Spearman rank order correlations was employed to calculate the correlation coefficient in rank to establish the extent to which the contents of the questionnaires are reliable in eliciting the same responses, each time the instruments were administered. A correlation coefficient of 0.72 was obtained. Therefore, the research tools were considered reliable.

3.8 Administration of the Research Instrument

Before visiting the identified schools, the researcher sought permits from the relevant authorities. A permit was obtained from the National Council for Science and Technology (NCST), Busia County Commissioner, Samia District Education Officer and Kenyatta University and the head teachers of the fifteen (15) sampled schools.

The researcher ensured that all the interview guides, questionnaires and the observation checklists were ready, legible and sufficient for the respondents. A work plan was also prepared, giving a period for accomplishing various phases of the research study. The researcher administered the interview guide to the head teachers and questionnaires to the selected physical education teachers and pupils in public primary schools for the purpose of collecting data.

3.9 Data Analysis

Orodho (2009) proposed that data analysis is the lifeline of a research and the method of analysis is the backbone and conduit wire. Descriptive statistics were used to analyze quantitative data with the help of Statistical Package for Social Sciences (SPSS) software. Qualitative data were reduced by condensing the material systematically, and then structured into themes and patterns for effective analysis. The results were presented using frequency tables, pie charts and bar graphs. Both quantitative and qualitative findings were reported based on the objectives of the study and conclusions and recommendations made based on study findings.

3.10 Logistical and Ethical Considerations

A research authorization permit was obtained from Kenyatta University and National Commission for Science, Technology and Innovation, and a copy submitted to the District Education Officer and Bwiri/Nanguba Zonal Education Officer, Samia Sub-County. Sampled schools were pre-visited to establish rapport with the respondents. Informed consent for participation was sought before administering the research instruments. Respondents' identity anonymity was assured to uphold their privacy and confidentiality of the data that they gave.

CHAPTER FOUR

DATA PRESENTATIONS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter presents data collected, results and discussion of the study findings on challenges facing the teaching and learning of physical education in primary schools in Bwiri/Nanguba Zone, with a view of positively enhancing the effective teaching and learning of the subject. The findings of the study were guided by research questions as indicated in chapter one as shown:

- i) To identify the challenges related to resources in the teaching and learning of physical education.
- ii) To determine the attitudes of teachers and learners towards physical education.
- iii) To determine the teacher's preparedness in handling physical education lessons.

The data was analyzed based on research questions with the support of Statistical Package for Social Sciences (SPSS). The data was presented and discussed under related sub headings using descriptive statistics such as percentages, frequencies and tables.

4.2 Response Rate

The study intended to collect information from 345 respondents. However, out of 386 research tools that were administered to the respondents, 300 questionnaires were returned from the study. This translated to a response rate of 86.96 %, which was considered to give commonsense results. The response rate was summarized in Table 4.1.

Table 4.1: Response Rate

Subjects	Sample		Percentage (%)
	Proposed	Final	
Head teachers	15	15	100.0
Teachers of Physical Education	30	30	100.0
Pupils	300	255	85.00
Total	345	300	86.96

4.3 Demographic Information

The study sought to establish demographic information of the respondents based on the educational level of PE teachers and Head teachers' experience in order to evaluate their suitability and skills in PE.

4.3.1 Education Level of Teachers

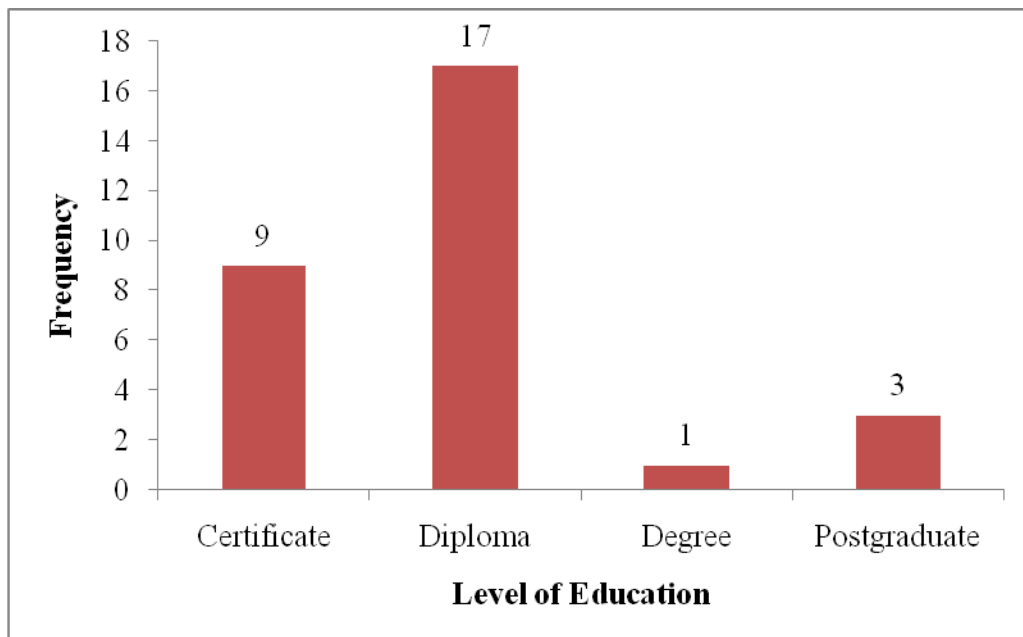


Figure 4.1: Distribution of Teachers by Level of Education

Source: Teachers' Questionnaire

The results of the study indicated that majority 17 out of 30 (56.67%) of the teachers were diploma holders. However only 1 out of 30 (3.33%) were degree holders. The results show that majority of teachers were trained and thus enough skills for effective implementation of PE in the primary schools.

4.3.2 Teaching Experience of Head teachers

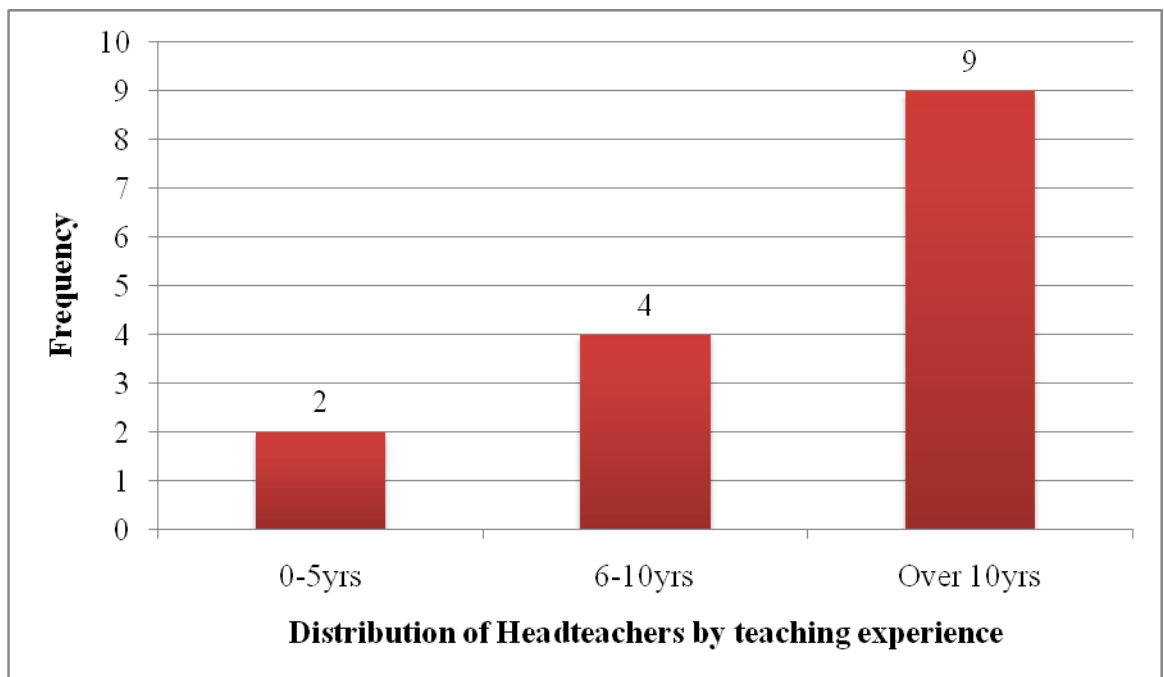


Figure 4.2: Distribution of Head teachers by Teaching Experience

Source: Teachers' Questionnaire

The results of the study showed that majority 9 out of 15 (60%) of the Head teachers had teaching experience of over 10 years; an indication that many head teachers were old enough in their workstations and could effectively develop ways of enhancing Physical Education activities in their schools.

4.4 Challenges Related to Resources in the Teaching and Learning of Physical Education

The first objective was to identify challenges related to resources in the teaching and learning of physical education. The teacher respondents were asked to indicate the main challenge they faced in teaching and learning PE. The results were presented in tables and figures below.

Table 4.2: Challenges facing Teaching and Learning of PE as Reported by Teachers

Variable	Frequency	Valid Percent
Inadequate facilities	14	46.7
Inadequate PE resource books	3	10.0
Lack of P.E Kits	5	16.7
Lack of enough time	7	23.3
Lack of playground	1	3.3
Total	30	100.0

The results indicated that the major challenge facing teaching and learning of PE was lack of enough facilities that could facilitate learning process, as reported by 14 out of 30 (46.7%). Other challenges reported by teachers include; lack of enough time by 7 out of 30 (23.3%), lack of P.E Kits by 5 out of 30 (16.7%), lack of resource books by 3 out of 30 (10.0%) and lack of playground by 1 out of 30 (3.3%). The findings from the interview schedule revealed that majority of schools had inadequate teaching/learning resources for PE as reported by the majority 14 out of 30 (46.7%) of teachers. This implies that resources were not mobilized and properly allocated for the subject in majority of primary schools in Bwiri/Nanguba Zone.

Teachers were further asked to state how PE was performed by teachers in schools in. Table 4.3 describes the results.

4.4.1 Frequency of Conducting PE in Schools

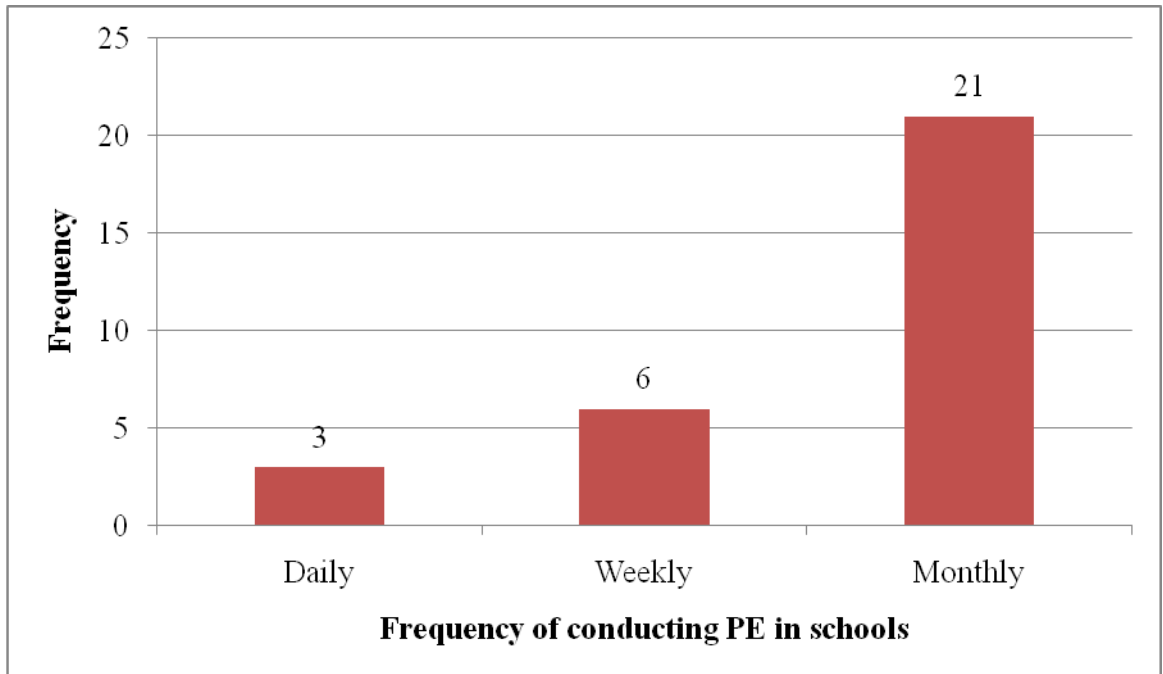


Figure 4.3: Ways of conducting PE in Schools as Reported by Teachers

The results revealed that majority of schools conducted P.E monthly as reported by majority 21 out of 30 (70%) of teachers. This implies that PE had not been effectively implemented in most of primary schools in Bwiri/Nanguba Zone. However, only 3 out of 30 (10%) of teachers reported that they daily conducted PE in their schools.

4.4.2 Availability of Resources of P.E in school

Table 4.3: Resources for Teaching and Learning P.E found in school as reported by teachers

Material	Frequency	Percentage
Balls	10	33.33
Nets	7	23.33
P.E course books	5	16.67
Syllabus	4	13.33
P.E kits	3	10.0
Tyres	1	3.33
Mats	0	0
Total	30	100.0

The findings indicated that majority of teachers reported that they had balls during PE. These were represented by a frequency level of 10 out of 30 (33.33%). However, such learning resources as nets, PE course books, syllabus, PE kits, tyres and mats were inadequate in majority of the schools. Hence, it was too difficult for teachers to conduct PE due to lack of such essential PE facilities.

Pupils were further asked to identify whether such resources as balls, nets, PE kits, tyres and mates were provided during PE activities. The results were summarized in table 4.4

Table 4.4: Resources for Teaching and Learning P.E found in school as reported by pupils

Resources	Frequency	Percentage
Balls	150	58.82
Nets	75	29.41
P.E kits	15	5.88
Tyres	9	3.14
Mats	6	2.35
Total	255	100.00

It is evident that balls were the major resources used for PE in most schools as reported by majority 150 out of 255 (58.82%) of the pupils. PE kits were inadequate in majority of schools as only 15 out of 255 (5.88 %) of the pupils reported that the kits were available in their schools. These findings agree with the findings from teachers in table 4.3, which revealed that PE kits were most lacking resources by majority of schools. This discouraged majority of learners from participating in PE due to lack of such essential PE facilities.

A list of basic facilities for PE was checked in order to investigate whether teaching and learning resources of PE were available. Table 4.5 gives the results.

Table 4.5: Findings on Availability of PE Facilities from Observation Checklist

Item	Number of schools (n=15)	Percentage (%)
1. Playfield	14	93.33
2. Time Tabled P.E Periods	9	60.0
3. Out of class PE Programs.	7	46.67
4. Peer support	2	13.33
5. PE Kits storage	3	20.0

It was observed that even though majority 14 out of 15 (93.33%) of the public primary schools had playfields for carrying out PE activities, peer support and PE kits storage were inadequate; as reported by response rates of 13.33% and 20.0% respectively. Thus, PE was not fully implemented in majority of public primary schools in Bwiri/Nanguba Zone.

These findings are supported by the findings of Hardman (1999). One of the key issues identified by Hardman (1999) is resources. According to the audit report, funding for physical education is being reduced. The government departments and schools have to suffer the consequences of inadequate fund resulting to poor planning and implementation of PE programs. Both the stipulation of amenities and their upholding are inadequate in many schools worldwide. Morgan and Hansen (2008) classified the institutional barriers as the budget constraints, scarce resources, and reduction in the time provisions in the curriculum.

4.4.3 Teachers' Commitment in conducting P.E lessons

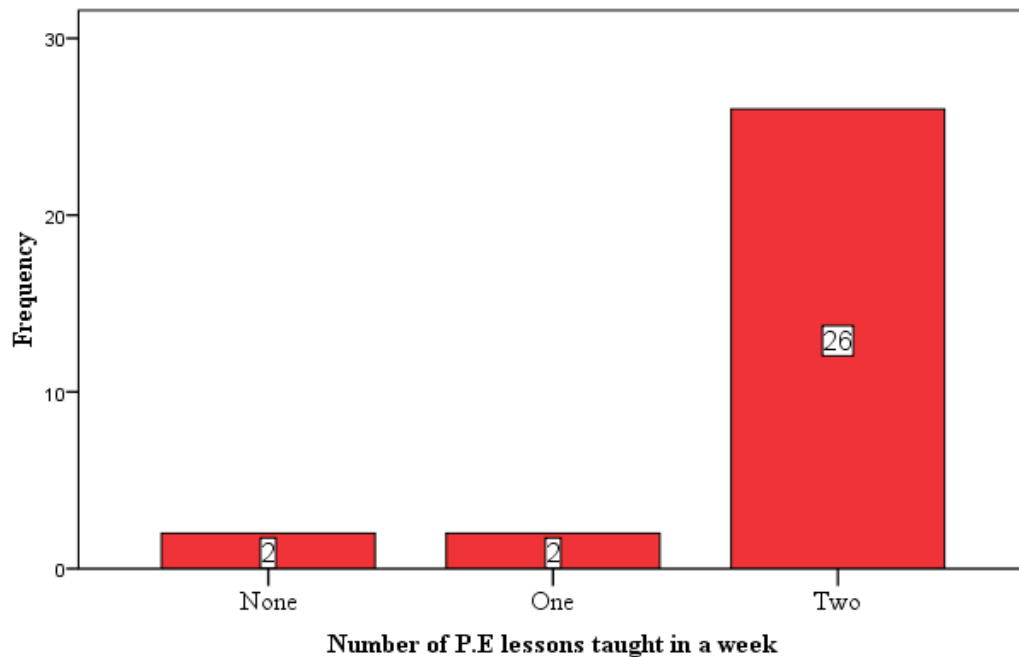


Figure 4.4: Number of P.E Lessons Taught in a Week

The Ministry of Education allocates three PE lessons per week for upper primary level. The results from Figure 4.4 reveal that majority 26 out of 30 (86.7%) PE, teachers only conducted two lessons in a week. This show that there is a good commitment of teachers in conducting PE lesson given adequate resources. Unfortunately, 2 out of 30 (6.7%) of the schools were found to have no PE lesson which implies that the teachers omitted PE programs even though it was scheduled in their timetables. These findings coincide with the findings of Curry (2012). In her research, Curry (2012) noted that primary teachers ignore PE lessons in favor of examinable subjects due to negative attitude and lack of experience.

Basing on challenges, head teachers were further asked whether budget for purchasing P.E resources was adequate to meet the need of effective PE in the schools. Figure 4.5 shows the result.

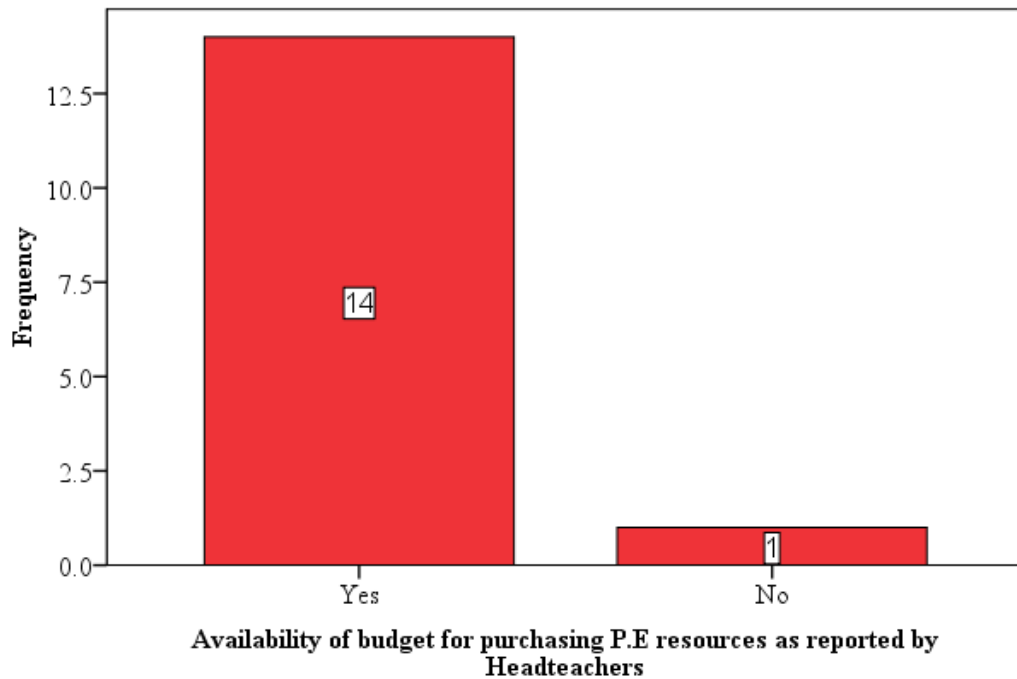


Figure 4.5: Availability of Budget

The results revealed that even though majority (93.3%) of schools set aside an adequate budget for purchasing PE resources, the actual purchasing of PE resources is inadequate as evidenced by table 4.2. Probably PE resources were not prioritized, because it was not examinable. These findings coincide with Mackendrick’s (1996) who suggested that reduced funding of PE are having a negative effect on the time and resources needed for successful PE programs.

4.5 Attitude of Teachers and Learners towards Physical Education

Based on the second objective, the study sought to determine the attitudes of teachers and learners towards physical education. The respondents were asked to state how they felt towards teaching PE. The findings were presented as in figure 4.6.

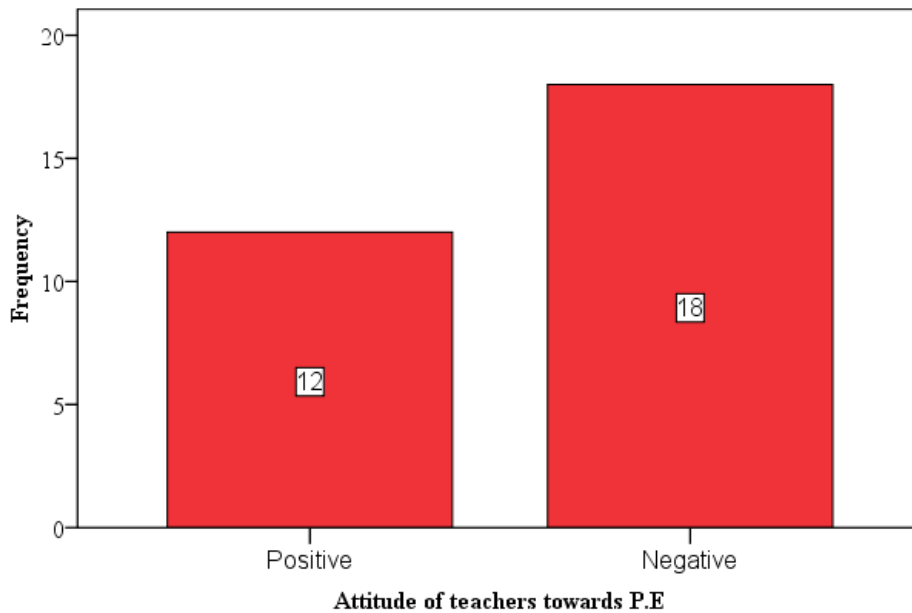


Figure 4.6: Attitude of Teachers towards PE

It is evident from Figure 4.6 that majority 18 out of 30 (60%) teachers had negative attitude towards teaching PE. Probably, majority of teachers concentrated only on other subjects and considered PE as a waste of time since it was not examinable. Supported by other study findings, Hardman and Marshall (2000) noted that less value/importance is placed on PE since it is treated as a non-subject and of non-academic status. Sakwa et al. (2003) investigated secondary school students' attitudes towards participation in physical education, and the students' attitudes and their performance. Sakwa et al. (2003) found that students have positive attitudes towards participation in physical education and that their performance is significantly above average. The findings are supported by Gitonga et al. (2011) who carried out a study on teacher-trainee attitudes towards physical education in Kenya and reported negative attitude towards PE in Kenyan primary schools.

4.5.1 In-Service Teacher Training of PE

Teachers were further asked to state whether they attended in-service PE training and at what frequency.

4.5.1.1 Attendance and frequency of in-service training of PE among teachers

Table 4.6: Attendance of in-service training of PE among teachers

Attendance of P.E workshops as in-service training	Frequency	Percent
Attended	10	33.3
Not attended	20	66.7
Total	30	100.0

It is evident that majority 20 out of 30 (66.7%) teachers did not attend any in-service training of PE. Those who attended were further asked to give the frequency at which they were trained during the 3-month training. The findings were summarized in table 4.7.

Table 4.7: Frequency of In-service Training of PE among Teachers

Frequency of attending a 3-month in-service training of PE	Frequency	Percentage
Once	6	60.0
Twice	3	30.0
Thrice	1	10.0
Total	10	100.0

The results revealed that out of those of who attended 6 out of 10 (60.0%) attended once while only 1 out of 10 (10%) attended the three-month PE training thrice. This

indicates lack of commitment towards training of PE since majority of teachers did not consider PE as an important aspect towards learners' physical growth and development.

4.5.2 Number of P.E Workshops Organized for the Year of Study

Based on preparedness of teachers, head teachers were further interviewed to provide the number of PE workshops organized in a year for the welfare of teachers.

Figure 4.9 gives the summary of the findings.

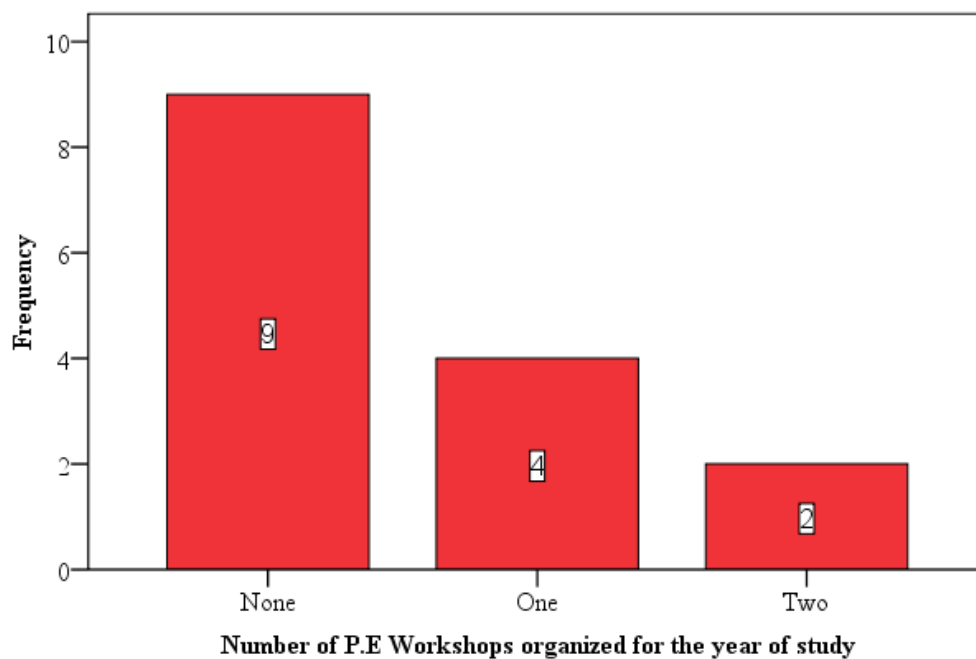


Figure 4.7: Number of PE Workshops per Year

The results revealed that majority 9 out of 15 (60%) had no PE workshop organized for the in-service training of PE among teachers. However, only 2 out of 15 (13.3%) of the studied schools was reported to have organized two PE workshops for in-service training. This implies that majority of public primary schools in Bwiri Zone did not fully implement PE programs and hence teachers were not ready to conduct PE activities due to lack of support from the school administration.

These findings are supported by the findings of Wanyama (2011). Wanyama (2011) found that in-service training might help teachers to plan better ways of supporting PE teachers and provide professional growth opportunities that would aid them to progress their professional practice as well as to make PE a pleasant subject to learners.

According to Curry (2012), an expert PE teacher would ensure that the benefits of PE are not weighed down by the emphasis of examinable subjects. Curry (2012) state that many teachers depend on their own personal school-based experiences with PE and sport; therefore their teaching of PE is a mirror image of their recollections, quite from the understanding gained in pre-service training colleges.

4.5.3 Learner's Perception towards PE

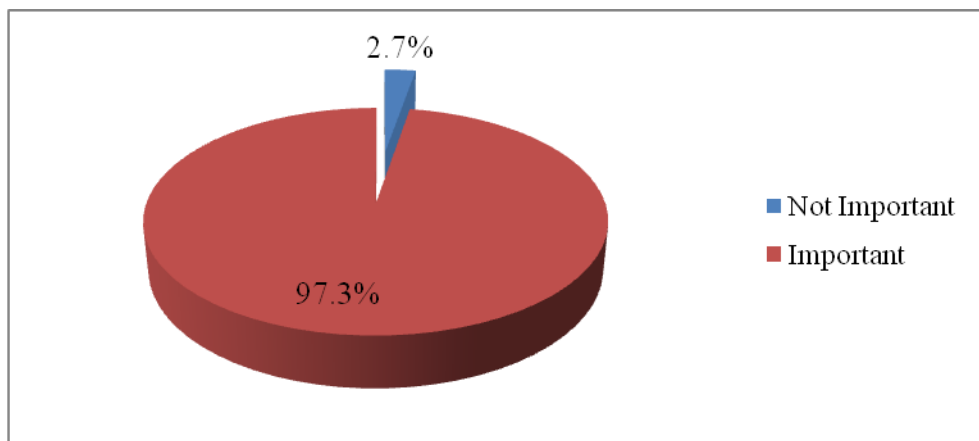


Figure 4.8: Importance of P.E according to learners

Majority 248 out of 255 (97.3%) of the respondents agreed that PE was important and very interesting. However, only 7 out of 255 (2.7%) reported PE as not adding any value to their education. Perhaps they found it not useful because it was not examinable.

4.5.4 Number of PE Lessons Missed as Reported by Pupils

Pupils were further asked to give the number of PE lessons they missed, as scheduled in their timetables, in a week. Table 4.6 summarizes the finding.

Table 4.8: Number of Upper primary P.E lessons in a week as reported by pupils

Number of lessons missed in a week	Frequency	Percent
All	167	65.5
Two	40	15.7
One	24	9.4
None	24	9.4
Total	255	100.0

n=255

From Table 4.8 the results indicated that majority 167 out of 255 (77.3%) learners missed all the PE lessons scheduled. However, only 24 out of 255 (9.4%) reported that they attended all the scheduled PE lessons per week. This signifies a negative attitude, among teachers, towards teaching PE. Further, pupils who did not attend any PE lesson were asked to identify the activities they did during PE lessons. Majority of the respondents gave such alternative activities such as, reading books, watching PE lessons, revision of other subjects, learning other subjects and consultation and discussions of difficult areas of learning.

These findings were supported by the findings of Hardman and Marshall (2000). According to Hardman and Marshall (2000), although Implementation of Physical Education is considered compulsory, but many times, it is not taught. Further, Hardman and Marshall (2000) argue that in approximately 82% of countries (in Asia

only 33%) physical education curriculum is implemented in agreement with policy, but that in 40% of countries (Middle East 100%; Central and Latin America 67%; and Africa 66%) physical education lessons are more probable to be cancelled than other curriculum subjects.

4.6 Teachers' Preparedness in Handling P.E

Based on the third objective, the study sought to determine teacher's preparedness in handling physical education lessons. Teachers were asked to show whether they plan PE records. Figure 4.8 gives the summary of the findings.

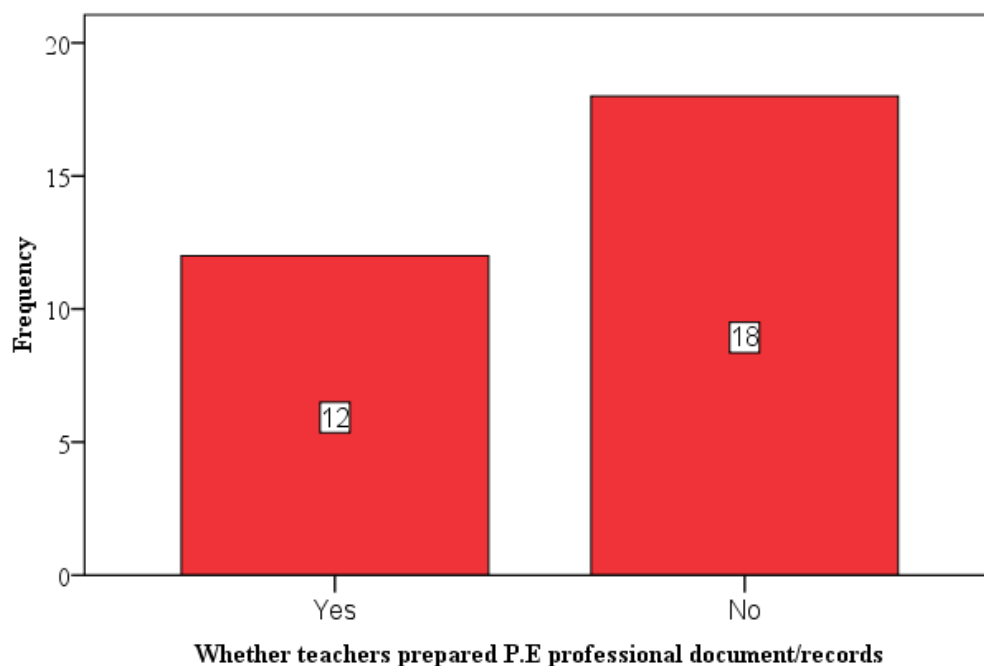


Figure 4.9: Response on whether teachers prepared P.E professional records

Figure 4.9 indicates that majority 18 out of 30 (60%) teachers did not prepare PE professional documents hence PE programs inadequately done in terms of professional documentations towards improving learners' education and health since majority of teachers were not prepared to enhance teaching and learning of PE.

However, only 12 out of 30 (40%) of the respondents reported that they prepared and kept PE records. Thus, however much that some prepared and kept PE records, essential resources for conducting PE should be provided to these teachers.

4.6.1 Strategies used to motivate P.E teachers

Table 4.9: Ways of Improving the PE Activities in the School as Reported by Head teachers

Strategy	Frequency	Percent
None	8	53.3
Giving Incentives to well performers	2	13.3
Praising those who participate	1	6.7
Sponsoring for P.E Workshops	1	6.7
Allocating P.E in Timetables	3	20.0
Total	15	100.0

n=15

Results from the table revealed that majority 8 out of 15 (53.3%) of the respondents did not give any strategy since they had not fully implemented PE in their schools. Head teachers perceived PE as a burden to teachers and learners since PE was not examinable.

Teachers were further asked to provide ways of improving PE activities in their schools. Table 4.9 gives the summary of the findings.

Table 4.10: Ways of Improving PE activities in the School as Reported by Teachers

Strategy	Frequency	Percentage (%)
Funding teams for easy movement	28	93.33
Motivating through competitions	23	76.67
Examining the activities of PE	24	80.0
Regular practice of various skills	27	90.0
Provision of PE apparatus	26	86.67
Allocating PE lesson	30	100.0

n=30

The results revealed that such strategies as; funding teams for easy movement, motivating through competitions, examining the activities of PE, regular practices of various skills, provision of PE apparatus and allocating PE lesson were almost equally suggested by majority of teachers.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the study, draw conclusions and make recommendations and suggestions for further research.

5.2 Summary and Findings

5.2.1 Challenges related to Resources in the Teaching and Learning of Physical Education

The first objective was to identify challenges related to resources in the teaching and learning of physical education. The results indicated that the major challenge facing teaching and learning of PE was lack of enough facilities that could facilitate learning process. The findings indicated that majority of teachers and pupils reported that they had balls during PE. These were represented by a frequency level of 17 (56.57%) and 205 (80.39%) respectively. However, such learning resources as nets, PE course books, syllabus, PE kits, tyres and mats were inadequate in majority of the schools. Hence, it was too difficult for teachers to conduct PE due to lack of such essential PE facilities. It was observed that even though majority 14(93.33%) of the public primary schools had playfields for carrying out PE activities, peer support and PE kits storage were inadequate; as reported by response rates of 13.33% and 20.0% respectively. Thus, PE was not fully implemented in majority of public primary schools in Bwiri Zone.

5.2.2 Attitudes of Teachers and Learners towards Physical Education

Based on the second objective, the study sought to determine the attitudes of teachers and learners towards physical education. It is evident that majority 18(60%) of teachers had negative attitude towards teaching PE. Perhaps majority of teachers concentrated only on other subjects and considered PE as a waste of time since it was not examinable. As well, majority 20(66.7%) of teachers did not attend any in-service training of PE which was stipulated in 3 months. Out of those of who attended, 6 (60.0%) attended once while only 1(10%) attended training thrice within the time span of training. This indicates lack of commitment towards training of PE since majority of teachers did not consider PE as an important aspect towards learners' physical growth and development. The results indicated that majority 197(77.3%) of learners missed all the PE lessons scheduled. However, only 24(9.4%) reported that they attended all the scheduled PE lessons per week. Majority of the respondents gave such alternative activities such as, reading books, watching PE lessons, revision of other subjects, learning other subjects and consultation and discussions of difficult areas of learning.

5.2.3 Teacher's Preparedness in Handling Physical Education Lessons

Based on the third objective, the study sought to determine teacher's preparedness in handling physical education lessons. Majority 18(60%) of teachers did not prepare PE professional documents hence PE programs were inadequately handled towards improving learners' education and health since majority of teachers were not prepared to enhance teaching and learning of PE. The results revealed that majority 9(60%) had no PE workshop organized for the in-service training of PE among teachers. However, only 2 (13.3%) of the studied schools was reported to have

organized two PE workshops for in-service training. The results revealed that such strategies as; funding teams for easy movement, motivating through competitions, examining the activities of PE, regular practice of various skills, provision of PE apparatus and allocating PE lesson were almost equally suggested by majority of teachers.

5.3 Conclusion

Based on the findings, the study concludes that the major challenge facing teaching and learning of PE was lack of enough facilities that could facilitate learning process. Many challenges are similar across countries and that teachers from both Kenya and other countries feel PE is marginalized compared to other traditional curriculum subjects. Consequently, Kenyan PE teachers can learn a lot from other countries, example Australia, in matters concerning curriculum time allocation, class sizes, teachers' professional affiliation, examination and assessment, school sport, and use of technology, among others. However, while the benefit of PE is widely recognized, competition from examinable subjects has forced many schools to reduce or cancel some PE programs. Therefore, there is great need for teachers to collaborate and to share information on how to improve and to strengthen the delivery of PE programs in primary schools.

5.4 Recommendations

To guarantee ample teaching and learning of PE, the study recommended the following:

5.4.1 School Administration

The findings revealed that that majority of learners missed PE lessons since majority of their PE teachers failed to conduct the programs as scheduled. The Head teachers should ensure that PE is taught in concurrence to the ministry guidelines whose strengthening should begin right away learners bond the school. The benefits will include, learners valuing their own bodies, development of psychomotor and cognitive aspect developing and improvement of health.

It is evident that teachers did not find PE as an important aspect in academic achievement of learners in most primary schools since majority of them did not attend a 3-month in-service training of PE. Therefore, head teachers should organize PE workshops to enable teachers develop essential skills and knowledge.

The results indicated that the major challenge facing teaching and learning of PE was lack of enough facilities that could facilitate learning process. Hence, the school administration should provide PE teaching/learning resources for the programme. The head teachers should properly manage mobilization and allocation of resources. Teaching/learning materials on PE should be provided to enable learners and teachers participate actively in PE.

5.4.2 Ministry of Education

The results indicated that majority of teachers did not prepare PE professional document and thus were not prepared to enhance teaching and learning of PE. There is a necessity for teachers to attend in-service training on PE in the schools and workshops to be mounted so that they get motivated in teaching PE programs. In addition, the essential resources for teaching and learning must be made accessible in Primary schools in order to produce a successful environment for learners who have perceived in PE.

The findings of this study exposed that many PE teachers only conducted two lessons in a week as against the curriculum policy. The Ministry should also ensure there is monitoring and evaluation of PE. This would reinforce the need to plot at least three lessons per week for PE into the obtainable school curriculum in all learning organizations. PE should be made an examinable subject in all primary schools

5.5 Suggestion of the Study

The present research has not addressed a wide range of challenges facing the teaching and learning of PE in Busia County. It is recommended that extra far-reaching study that would wrap larger sample to be conducted. This will assist in effective implementation of PE in Primary schools through giving ways and direction on how to improve teaching and learning PE. The following researches were suggested:

1. A research study on factors affecting implementation of PE in Primary schools in the whole County of Busia.

2. A research study on effect of school based factors on teaching and learning PE in Primary schools in Bwiri/Nanguba Zone, Busia County.
3. A research study on the impacts of PE in-service training on PE implementation among Primary schools in Bwiri/Nanguba Zone, Busia County.
4. A research on parents' and church leaders' opinions on the implementation of PE in Primary schools in Bwiri/NangubaZone, Busia County.

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APPENDICE

APPENDIX I: OBSERVATION CHECKLIST

ITEM/RESOURCE	AVAILABLE	NOT AVAILABLE
1. Playfield 2. Time Tabled P.E Periods 3. Out of class PE Programs. 4. Peer support 5. PE Kits storage		

APPENDIX II: HEADTEACHERS' INTERVIEW GUIDE

Instructions: Please give honest and truthful responses as possible. The information given will be treated with utmost confidentiality and will be used for no other reason than for the purpose of this research only.

N/B; P.E is Physical Education

Tick where applicable

SECTION A: GENERAL INFORMATION

1. How long have you been teaching?

- 0-5yrs 6-10yrs
Over 10yrs

SECTION B: PE RESOURCES

2. Does the school encourage teachers to teach PE lesson

- Yes No

3. Do you have a budget for purchasing PE resources?

- Yes No

4. If yes, what kind of P.E resources do you purchase?

- (i)
- (ii)
- (iii).....
- (iv).....

5. How many PE workshops have you organized this year?.....

.....

6. How many PE teachers do you have in the school?.....
.....

7. How do you motivate your teachers to like teaching PE?
.....

8. Suggest ways of improving the PE activities in the school

i)

ii)

iii)

9. Who should teach PE lessons in the school?

Specialist teachers []

Generalist teachers []

APPENDIX III: TEACHERS' QUESTIONNAIRE

Instructions: You are kindly requested to fill the questionnaire below. Be as frank and honest as possible in your responses. All responses will be treated with utmost confidence.

Name of School

Zone

Date

NB: P.E is Physical Education

Tick \surd where applicable

SECTION A: GENERAL INFORMATION

1. What is your level of education?

Certificate [] Diploma []

Degree [] Masters []

2. Is the teaching and learning of P.E. done effectively in the school?

Done effectively []

Done irregularly []

Not done at all []

SECTION B: AVAILABILITY OF PE INSTRUCTIONAL MATERIALS

3. What are the resources of PE found in the school?

SN	Resources	Available	Not available
	Balls		
	Nets		
	PE Course books		
	Syllabus		
	PE Kits		
	Tyres		
	Mats		

4. How many Upper primary PE lessons do you teach in a week?

5 [] 4 [] 3 []

2 [] 1 [] None []

SECTION C: PERCEPTION AND ATTITUDE TOWARDS TEACHING PE

5. Is PE an integral subject in the school programme?

Yes [] No []

6. What is the attitude of teachers towards PE?

Positive [] Negative []

SECTION D: PREPAREDNESS

7. Have you attended PE workshops since you left the training college?

Yes [] No []

8. If you have attended PE workshops, how many times?

Yes [] No []

9. Do you prepare PE professional documents/records?

Yes [] No []

10. What other challenges are you facing in teaching PE?

i)

ii)

iii)

11. Do you like teaching PE?

Yes [] No []

If Yes, Why?

.....

If No, Why?

.....

APPENDIX IV: PUPILS' QUESTIONNAIRE

Instructions: You are kindly requested to fill the questionnaire below. Be as frank and honest as possible in your responses. All responses will be treated with utmost confidence.

SECTION A: GENERAL INFORMATION

Name of School

Zone

Date

NB; P.E is Physical Education

SECTION B: AVAILABILITY OF PE INSTRUCTIONAL MATERIALS

(Tick \surd where applicable)

1. How many Upper Primary P.E. lessons do you have in a week?

5 [] 4 [] 3 []

2 [] 1 [] None []

2. How many do you attend?

5 [] 4 [] 3 []

2 [] 1 [] None []

SECTION C: PUPIL'S ATTITUDE

3. Do you think PE is an important part of learning?

Yes [] No []

4. If you do not attend P.E lessons as required, what do you do during P.E time?

i)

ii)

iii)

5. What makes other pupils not attend P.E lessons?

i)

ii)

iii)

6. Do you find P.E interesting?

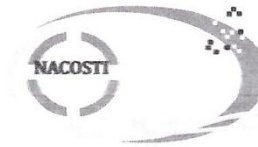
Yes [] No []

7. Why?

.....

.....

APPENDIX V: AUTHORIZATION LETTER



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

11th December, 2014

NACOSTI/P/14/9668/4386

Edward Lukhalango Sirimba
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research "*The challenges facing the teaching and learning of Physical Education in primary schools in Bwiri Zone, Funyula, Busia County, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in Busia County for a period ending 31st January, 2015.

You are advised to report to the County Commissioner and the County Director of Education, Busia County before embarking on the research project.

On completion of the research, you are required to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.


DR. S. K. LANGAT, OGW
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
Busia County.

The County Director of Education
Busia County.

National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified

APPENDIX VI: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MR. EDWARD LUKHALANGO SIRIMBA
of KENYATTA UNIVERSITY, 317-50406
Funyula, has been permitted to conduct
research in Busia County

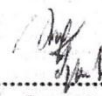
Permit No : NACOSTI/P/14/9668/4386
Date Of Issue : 11th December, 2014
Fee Recieved :Ksh. 1000

on the topic: **THE CHALLENGES FACING
THE TEACHING AND LEARNING OF
PHYSICAL EDUCATION IN PRIMARY
SCHOOLS IN BWIRI ZONE, FUNYULA,
BUSIA COUNTY, KENYA.**

for the period ending:
31st January, 2015



.....
**Applicant's
Signature**



.....
**Secretary
National Commission for Science,
Technology & Innovation**

CONDITIONS

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



REPUBLIC OF KENYA



National Commission for Science,
Technology and Innovation

**RESEARCH CLEARANCE
PERMIT**

Serial No. A

3864

CONDITIONS: see back page