ATTITUDE AND PRACTICE OF PRIMARY SCHOOL PUPILS, TEACHERS
AND HEAD TEACHERS IN PHYSICAL EDUCATION IN KIAMBU COUNTY,
KENYA

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DECLARATION

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To my family: Anne Mwihaki, Peter Maingi and Gabriel Waweru.
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<tr>
<td>CRE</td>
<td>Christian Religious Education</td>
</tr>
<tr>
<td>FPE</td>
<td>Free Primary Education.</td>
</tr>
<tr>
<td>KICD</td>
<td>Kenya Institute of Curriculum Development</td>
</tr>
<tr>
<td>MOEST</td>
<td>Ministry of Education Science and Technology</td>
</tr>
<tr>
<td>PA</td>
<td>Physical Activities.</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>UNESCO</td>
<td>United Nation Education Scientific and Cultural Organization.</td>
</tr>
<tr>
<td>WHO</td>
<td>World Health Organization</td>
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OPERATIONAL DEFINITION OF TERMS

Attitude: Learned predispositions to respond in a consistently favourable or unfavourable manner with respect to attendance of PE lessons.

Head teacher: Refers to a head of a Primary School in Kiambu County.

Physical activity: Planned and organized activities that involve the use of exercises to the body during a PE lesson.

Physical Education (PE): A planned program in primary schools for pupils to exercise and perform a variety of physical activities in Kiambu County.

Practice towards PE: This refers to attendance of PE lessons by pupils and teachers as indicated in the school timetable in Kiambu County.

Primary School: Refers to institution offering formal education from class one to eight in Kiambu County.

Pupil: Refers to a registered learner who is in class seven and eight in either a public or a private school in Kiambu County.

Sub-County: Refers to an administrative area in which a Sub-County Education Officer is in charge of all education matters in Kiambu County.
Teacher: Refers to a professionally trained person teaching pupils in class seven and eight in PE lessons in either a public or a private school in Kiambu County.

Public School: An institution of formal learning where the government posts teachers and provides facilities for pupils of members of public in Kiambu County.

Private School: An institution of formal learning run as a private entity by employing teachers and providing other facilities.
ABSTRACT

Physical Education provides pupils with necessary attitude, knowledge and skills so as to perform a variety of physical activities and maintain physical fitness. This study aimed at assessing the attitude (Cognitive and Affective domains) and practice of primary school pupils, teachers and head teachers in Physical Education (PE) in Kiambu County. Independent variables for the study were: teachers, pupils, private and public primary schools while the dependent variable was attitude (cognitive and affective). The study hypothesized that there is no significant difference between primary school boys and girls on cognitive and affective domains of attitude towards learning of physical education in Kiambu County. It further hypothesized that there is no significant difference between pupils, teachers and head teachers in public and private schools on cognitive and affective domains of attitude towards learning physical education in Kiambu County. A Multi-stage sampling technique was used to select the respondents. Stratified sampling was used to get 12 sub-counties, class 7 and 8 pupils of the sampled schools, each class 16 pupils; of 8 boys and 8 girls from private and public schools making a total of 384 pupils as respondents. A similar procedure was used to pick 48 teachers, two school; a male and a female where it was possible while purposive sampling was used to get 24 head teachers, a total of 456 respondents. Questionnaires from Wear’s Attitude for Teachers and Adam’s Attitude for Pupils were used to collect data. Data was coded and analyzed using SPSS version 20. Mann Whitney U test was used to analyze attitude of boys and girls, male and female teachers and head teachers while Kruskal- Wallis test was used to analyze attitude of pupils, teachers and head teachers towards PE at a significant difference of 0.05. Kruskal Wallis and Man Whitney U Tests were used to find the relationship of pupils, teachers and head teachers and their attitude towards Physical Education. Descriptive findings showed that physical education is taught in very few schools with very low percentages in public schools. The attitude of pupils and teachers towards physical education were also established to be very low. Hypotheses testing showed no significant difference on cognitive and affective domains of attitude between boys and girls in private and public schools towards learning of physical education. Also, teachers and head teachers in both private and public schools showed no significant difference on cognitive and affective domains of attitude towards learning of physical education in primary schools in Kiambu County. Based on the findings, the study recommended that the Quality Assurance and Standards office ensure PE lessons are taught as recommended by the Ministry of Education, Science and Technology (MOEST). The study recommended further study on quality assurance officers in physical education, benefits of physical education to the learners and a study on attitude of lower primary school pupils towards physical education.
CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

Children by nature enjoy play and Physical Education (PE) involves play, enjoyment and satisfaction. Kahiga (2014) revealed that, all pre-school pupils enjoyed participating in PE lessons which is natural to them and therefore have favourable attitude towards PE. The importance of PE to children, adolescents and even adults cannot be overemphasized. Early adolescence is a time of metamorphosis from childhood to adulthood and therefore it is the most important period for the youth to form patterns and habit for a healthy living (Nyonje, 2004; Krouscas, 2009). UNESCO (2006) asserts that every education system must give PE an appropriate place in the learning process since as Morgan, (2004) observes PE is the only subject which offers opportunity for pupils to improve their physical fitness and develop social skills. Makhoha, (2004) on the other hand, opines that, if we aim to produce a well-rounded person through education, then PE lessons need to be planned and taught well. A study by Siedentop (2011) found that in many places where PE in lower grade levels exists, it is taken only as a subject of much less value by most teachers. However, Silverman and Subramanian (2010) state that attitude dictates everything we do and whether we shall continue or stop what we are doing. According to Ohmci (2010), most teachers and pupils view PE as a non-academic and peripheral subject. This view resonates with Hardman’s (2012) study which suggests that the rate at which PE lessons are cancelled and its time used to teach other subjects and this indicates the status given to the subject which is a worrying trend in most schools. This is the reason why this study underscores the need to investigate the attitude and practice of pupils, teachers and head teachers towards PE.
In Kenya, just like in most other places in the world, the notion that over teaching improves examination results have made teachers use PE lessons to teach the examinable subjects (Onywera, Muthuri, Wachira & Temblay, 2013) and as a result, PE is a subject which is viewed as of far less importance than other examinable subjects in schools (Muthuri et. al, 2014). Teachers may therefore develop negative attitude towards PE since they are under continuous pressure to account the academic performance of the learners in national examinations (Makhoha, 2004, Kahiga, 2014 and Edward, 2015).

Barros (2012) found that teachers’ perceptions have a great impact on the undertaking of PE activities, a suggestion similar to that of Makhoha (2004) that teachers had a significant influence on positive attitude formation of pupils by proper handling of PE lessons and that if teachers have negative view against PE, most likely learners will follow their example. MacPhail (2009) showed that pupils who chose PE did so due to the interest gained through earlier experiences of school PE. Arising from this, it is important for the learners to be assisted to develop favourable attitude towards PE. It is regrettable that teachers of other subjects have a negative view towards PE teachers as they think PE is just about games and not an academic subject (WHO 2012).

With regard to attitude towards PE amongst male and female pupils, a study carried out in Jordan by Hardman (2012) found that female pupils in lower grades ranked PE as the lowest subject among school subjects while male pupils ranked it second. Hardman’s findings concurs with those of Muthuri, Wachira, et al(2014) and Makhoha (2004) who found that boys had a more positive attitude towards PE than girls. This study also aimed at finding the kind of attitude of boys and girls in Kiambu County.
In Nigeria Tammy, (2011) showed that, teachers had mixed attitude towards teaching of PE which has some negative implications for pupils’ attitude towards PE despite the subject being examined in the West African School Certificate Education (WASC). According to Redill (2003), in early 2003 the Kenyan Government introduced free primary education. Following this development, enrolments surged from 6 million to 7.2 million pupils, a gross enrolment rate of 104%. Though marked with numerous challenges, the introduction of FPE saw the increase in enrolment of pupils by 25% (Gitonga et al, 2012) but little attention was given to co-curricular activities in primary schools (UNESCO, 2005). The increased enrolment negatively affected PE participation especially amongst girls as they didn’t like to be squeezed between boys during PE lessons, (Redill, 2003). Most scholars have indicated that females’ attitudes towards physical education activities have been affected by distorted beliefs about the harmful side effects of sport participation like their bodies developing masculine body physique (Williams, 2009). From the foregoing, it is clear that attitude of pupils and teachers affect to a great extent on the PE practice, attendance and general participation in schools, hence the need of this study to include the practice of PE in primary schools in Kiambu County.

1.2 Statement of the Problem

PE is a compulsory subject in Kenyan primary schools although it is not examined. It is in the schools time table so as to offer holistic education (Makokha, 2004). In Kenya, studies on teachers’ attitudes have focused on subjects other than PE (Makokha, 2004). Furthermore, studies carried out in secondary schools (Makokha, 2004), teacher
training colleges (Gitonga et. al., 2012) and in the universities (Njororai, 1994) have found negative attitudes towards PE. According to Gatumu (2010) it is important to establish what kind of attitude primary school pupils and teachers have towards PE as no such study has been carried out.

There is a need to act to preserve healthy and active living behaviours for the wellbeing of Kenyan children and the youth and especially, the right to enjoy regular Physical Education activities for the promotion and maintenance of health and healthy body weights (Muthuri, Wachira, Onywera & Tremblay, 2014). This can only be achieved if pupils’ attitude towards PE is positive. A positive attitude will make the PE lessons productive and help pupils to participate in various physical activities willingly (Silverman & Scrabis, 2004). If pupils do not participate in physical education, they may be exposed to numerous lifestyle diseases and further, their talents in physical activities which nowadays enable those talented earn a substantial amount of money after participating in sporting activities may be curtailed. This comes against a background of serious unemployment challenges facing the country especially among the youth. Although there may be out of class games and sports, it is important to note that, unlike PE which is mandatory to all learners, the other programmes do not compel every learner to participate in any particular game or sport. These benefits may be realized if PE lessons are attended and programmed in a manner that all learners participate in the activities. This is one of the reasons why this study also investigates the practice/attendance of learners in the time tabled physical education lessons.
According to Sunbul (2006), teachers are an indispensable part of any educational system. It is not possible to achieve the expected objectives unless the teacher is familiar with the content, objectives and has the right attitude towards PE. Therefore, this study also aimed at investigating the attitude of primary school teacher sand in addition, that of pupils under them as teachers have a significant role on attitude formation of pupils towards PE (Makhoha, 2004). The variables of this study are: Independent variables-Pupils (public and private, male and female), Teachers (public and private, male and female) and Head teachers (public and private, male and female). Dependent variables-(Attitude, Cognitive and Affective Domains)

1.3 The purpose of the study

The purpose of the study was to assess the attitude and practice of primary schools pupils, teachers and head teachers towards PE in Kiambu County.

1.4 Objectives of the study

The study sought to achieve the following objectives:

1. Establish the practice of primary school pupils, teachers and head teachers towards Physical Education.

2. To find out the attitude of primary school pupils (boys and girls) towards learning of physical education in Kiambu County.

3. To find out the attitude of primary school head teachers (male and female) towards teaching of physical education in Kiambu County.

1.5 Research Question

What are the PE practices among primary school pupils, teachers and head teachers?
1.6 Research Hypotheses

Ho1. There is no significant difference between primary school boys and girls on cognitive and affective domains of attitude towards learning of physical education in Kiambu County.

Ho2: There is no significant difference between pupils in public and private schools on cognitive and affective domains of attitude towards learning physical education in Kiambu County.

Ho3: There is no significant difference between teachers in public and private school on cognitive and affective domains of attitude towards learning of physical education in Kiambu County.

Ho4: There is no significant difference between Head Teachers in public and private school on cognitive and affective domains of attitude towards learning of physical education in Kiambu County.

1.7 Significance of the study

The findings of the study may provide information to the Standards and Quality Assurance Council of the Ministry of Education, Science and Technology (MOEST) on the extent of teachers’ adherence to policy guidelines on the teaching and supervision of PE in all primary schools. Further, the study may inform education policy makers to evaluate the PE programs being offered in primary schools in order to align them to the attitudes and needs of the pupils. The Kiambu County Quality Assurance and Standards Office could benefit from the study by understanding PE practice in the county hence finding better ways to enforce the MOEST PE policy in both private and public schools.
1.8 Delimitations of the study

The study was delimited to the assessment of the attitude and practice of primary school pupils and teachers in both private and public schools towards PE in Kiambu County. Pupils were drawn from the upper classes, standard seven and eight. The study was also delimited to the use of questionnaires adapted from Wears’ attitude scale for teachers and Adams’ attitude scale for pupils. Mann Whitney U and Kruskal-Wallis tests were the inferential statistics used to analyze the data while the Spearman Rank Order Reliability Coefficient was used to find out the relationship between independent and dependent variables of the study. The study was also delimited to the 12 sub-counties in Kiambu County and therefore, the findings may not be generalized to other counties.

1.9 Limitations of the study

The design of the study was limited to a cross sectional analytical design unlike a longitudinal study which could have yielded more information on the practice and attitude of physical education among pupils, teachers and head teachers in primary schools in Kiambu County.

1.10 Assumptions of the study

The study assumed that the respondents were to be honest in their responses to the questionnaires. There was also an assumption that teachers and head teachers would not be transferred within the period of the study. There was also another assumption that
learners would be in school during the period of data collection and that their parents would fill the consent forms.

1.1 Theoretical Framework
This study is based on McLeod, (2009) Expectancy–value Theory that states that all responses to a stimulus or object are influenced by the person’s attitude towards the said object. This means that there is no better way to predict how a person will respond to a stimulus than to know his/her attitude towards it. By understanding the attitude of primary school pupils, teachers and head teachers towards PE, one can predict their response towards PE.

Attitude is composed of three components: the affective domain, cognitive domain and behavioral component. According to McLeod (2009) the affective domain is reflected in verbal statements of favourable or unfavourable feelings towards the object. The domain is composed of six sub-categories which the study used to measure the teachers’ attitude: knowledge, comprehension, application, analysis, synthesis and evaluation (Borich, 2010). The cognitive component refers to statements or responses of verbal statements. The sub-categories in this domain include: receiving, responding, valuing, organization and characterization (Borich, 2010). The behavioral component consists of the overt actions which can be exhibited or seen from the pupils. The sub-categories in this component include: naturalization, articulation, precision, manipulation and imitation. All the sub-categories are arranged in an ascending order (Kendra, 2014). However, this study did not analyze data as per these sub-domains. Teachers have a big role in shaping the kind of
attitude the pupils develop towards PE by using teaching methods appropriate and consistent with the pupils’ needs (Kendra, 2014).

According to McLeod (2009), attitude does not always predict behavior. People sometimes tend to assume, wrongly, that human beings behave in accordance with their attitude (Kendra, 2014). However, social psychologists have found that attitude and actual behavior are not always perfectly aligned. The cognitive and affective components of attitude are not necessarily expressed in behaviour (Hockenbury, 2011). This study, therefore, concentrated on the affective and cognitive components of attitude only because the study analyzed whether schools attended PE lessons but not whether they did any activities in the lessons or which activities they performed.
CONCEPTUAL FRAMEWORK

In figure 4.1, PE is the stimulus object. In the first step, attitude of pupils, teachers, and head teachers in public and private primary school were analyzed according to the stimulus object (PE). The second step was to analyze the relationship of attitude and gender of pupils. Thirdly, the attitude of the respondents in both private and public schools were compared in both cognitive and affective domains whether they compared
positively/ favourably or negatively/ unfavourably. Finally the attitude that pupils, teachers and head teachers had were compared to the practice of PE in primary schools to find out whether the attitude of the variables had an impact on the PE lessons attendance of pupils and teachers.
CHAPTER TWO: LITERATURE REVIEW

2.1 Practice of Physical Education

Increase in sedentary lifestyles adopted by children and neglect of PE by primary school PE teachers call for regular assessment of teachers’ and pupils’ attitude towards PE (Kirui, Rope & Williter, 2014) and whether physical education is being taught as planned as it has an important role in helping pupils grow in an all-round manner. Despite the recognized health risks associated with physical inactivity which could be rectified by participating in physical education, most school going children, generally, are not active enough to achieve health benefits associated with an active lifestyle and may develop negative attitude towards PE (Makokha, 2004). There is evidence that most young people are not exercising sufficiently (Muthuri et al, 2014). This may expose them to the risk of numerous health problems (Kendra, 2014). Teachers must overcome hurdles like the pressure to do well in examinations since there is a general notion that over teaching improves examination grades, if they are to succeed in promoting a healthy physical education lifestyle (Morgan & Hansen, 2008).

To date, the teaching of PE at primary schools is meant to develop the body, mind and soul in the context of holistic education (Nixton & Jewett, 2008) and forms the basis of children’s participation in games and sports as they extend what they learnt in physical education lessons learnt in class (Siedentop, 2011). School PE has been challenged to produce programs that will develop positive attitude that youths will carry into adulthood and to develop positive values towards PE activities which make learners attend PE lessons willingly and enthusiastically (Smith & Mackie, 2010). In its update of the status of PE in schools worldwide, WHO (2011) observes that in Africa, there is a shortage of
adequately trained personnel in the continent and the subject is given a peripheral status in the curriculum. It is regarded as non-educational, non-productive use of time, is treated as recreation/play time especially in primary schools and there is inadequate inspection of PE programs e.g. in Benin, Botswana and Uganda (WHO, 2010). In some countries e.g. Botswana and Malawi, PE for girls often suffers from optional status with many preferring not to attend and take part (Musangeya, 2006).

After the introduction of the 8.4.4.system of education in 1985, PE was made a compulsory non-examinable subject at primary and secondary school levels in Kenya (Gitonga et al., 2012). The Ministry of Education in Kenya has a policy that schools allocate 35 minutes of PE, 3 times per week, in upper primary schools (Muthuri et al., 2014). However, accounts from school head teachers and teachers reveal that in both public and private schools, PE sessions are in some cases used to teach other examinable subjectsto enable pupils do well in the examinable subjects (Gatumu, 2010; Muthuri et al., 2014).

Gitonga, Munayi, Mwangi and Ngetich (2011) also agree with Makokha (2004) that, PE and sport activities in educational institutions are poorly taught and not supervised. Njoroge (2000) as reported by Gitonga et al (2012) asserts that in all teachers’ colleges, PE is mandatory for every teacher trainee irrespective of age, interest or ability. As a result these trainees may develop negative attitude toward the subject and this negative attitude could be passed over to the learners under them. Therefore this study was to establish whether these learners might have formed negative attitude. Teachers do not like teaching PE because of the perceived low status given to the subject compared to others (Muthuri et al., 2014). No sooner than teacher trainees qualify, they follow the
example of their experienced counterparts in marginalizing the subject in most African countries (Musangeya, 2006).

According to Azjen and Fisbein (2011), attitude begins to shape at early ages. Therefore, primary school has a significant role in developing and shaping the kind of attitude pupils may develop. Differences have been found between the attitude of boys and girls towards PE (Macphail, 2009). It has been observed that female pupils have more negative attitude towards PE (Kendra, 2014). This could be attributed to the fact that adolescent girls feel that physical exercises from physical education make them develop masculine body shapes (Kendra, 2014). In another study conducted by Koca, Asci and Demirhan (2005), it was established that the attitude towards PE was affected by the gender of pupils. It is therefore important to find out whether the cited studies had any similarities with the situation in Kiambu County which this study was focused in. As pupils' attitude influence their achievements, the attitudes should be understood, improved or changed (Kendra, 2014). This study is therefore important in understanding the attitude of pupils. An important theme in education is the investigation into how young people learn in school settings through focusing on how teachers can best structure the learning environment to facilitate student engagement in PE, which in turn fosters positive attitude formation (Macphail, 2009).

It is against this background that this study set out to investigate the attitude of teachers and the pupils under them in Kiambu County with a view to determining what attitude and practice teachers hold towards PE and whether these attitude and practice influence those of the pupils.
2.2 Attitude of Pupils and Teachers towards Physical Education

Attitudes go on to shape an individual's behavioral intentions and, ultimately, their consequent actions (Ajzen & Fisbein, 2011). The importance of participating in PE activities to reduce diseases and poor health conditions has been well documented in both the youth and adults (Yore, Ham, Ainsworth, et al., 2013). Childhood and adolescence are ideal periods for cultivating regular PE activities and positive attitude to reap health benefits across people's lifespan (Harold & Karen, 2007). Trudeau and Shephard (2005) argue that most young children have positive attitude towards physical education, but as they grow older, that perception becomes more ambiguous as most lack guidance from their teachers. This study tried to establish whether a similar scenario could be found in Kiambu County. According to Boyle et al. (2008) limited provision of primary school physical education and play opportunities is affecting the attendance and attitude of both pupils and teachers in their attitude towards PE. Therefore, head teachers and teachers in Kiambu County should ensure that PE lessons are taught in accordance to the MOEST guidelines whose reinforcement should start immediately learners join the school in standard one and continue until learners leave school after class eight examinations.

In addition to preventing lifestyle diseases, greater levels of PE activities can lessen complications among people with lifestyle diseases (Rink, 2013) and as such teachers can also benefit immensely as they engage in physical education since they will perform physical activities. Participation in PE activities can improve cardiovascular fitness, prevent or delay the development of high blood pressure and reduce chronic depressions (Hagger, Chatzisarantis & Biddle, 2010). According to Chung and Phillips (2012) there is a significant relationship between attitude towards PE and its perception by the pupils
and teachers. Teachers consider attitude every day as they evaluate the potential of pupils in PE activities (Curry, 2011). Silverman and Subramanian (2011) showed that most studies on attitude investigated attitude as a dependent variable in PE, while the independent variables were: the curricular content, gender, age and grade level, marginality of PE, and pupil skill-level as indicated earlier. The current study also investigated attitude as a dependent variable with the independent variables being gender of pupils, (boys and girls) teachers, (male and female) and head teachers (male and female) in public and private schools.

According to Story, Nanney and Schwartz (2009) it is important to investigate the adult public's (teachers and head teachers) attitude toward PE because they are involved or participate directly in policy decisions and curriculum implementation in the schools. A study by Wanyama (2011) comparing the challenges faced by PE teachers in Kenya and Victoria in Australia identified similar challenges of neglect in favor of examinable subjects in both countries. Teachers from Kenya and from Victoria felt PE is marginalized compared to the other curriculum subjects. In Kenya, PE as a policy ought to be taught in both primary and secondary schools although it is not examined. This gives most teachers a chance to teach other examinable subjects instead of PE (Edward, 2015). This is one of the reasons why this study has included the assessment of teachers’ attitude towards PE and class PE attendance.

Several studies have shown there is an obsession to pass exams with little attention given to PE by teachers which may be passed on from these teachers to pupils thereby negatively influencing their attitude towards PE (Njororai, 1994; Njoroge, 2000, Gitonga et al., 2012 & Onywera et al., 2014). According to Tannehill, Romar, Sullivan, England
and Rosenberg (2009) physical educators should adapt their programs to the educational environment, so that the attitude of pupils, teachers and school administrators would be positive towards physical activity in the school in order to help pupils reduce the prevalence of non-communicable diseases due to increased sedentary lifestyles.

The support and involvement of the administrators, teachers and children in the implementation process of the PE curriculum have an impact on the outcome and attitude of teachers and pupils towards PE programme (Vives-Rodriguez, 2005). In Britain, PE facilities are adequate, provision of specialists and inspiring coaches and PE is portrayed as an integral part of pupils to cultivate favourable attitude towards PE (Malcolm, 2012). This has made pupils lead an active physical lifestyle necessary for healthy living (Malcolm, 2012).

Gourneau’s (2015) study on attitude of effective teachers, states that, pre-service teachers always respond that they wanted to make a positive difference in the lives of learners by exposing them to PE lessons. Further, teachers felt that they had a chance to be better teachers than the teachers they personally experienced as their teachers neglected PE lessons. However, according to Frank (1990) and Halas et al (2005), teachers usually teach the way they were taught. This means that whereas learners find it not good when denied a chance to attend PE lessons, they could still use PE lessons to teach other subjects just as the teachers who taught them did. According to Arabaci (2009), the attitude towards physical education and class inclinations of Turkish school students was influenced by their families. However, the current study did not include such background variables as family factors which could have an impact on the attitude of the participants of the study. Sports participation in pre-adolescent girls and
adolescents’ attitudes in general is associated with parents’ perception (Gregson & Colley, 1986; Colley et al, 1992). Peers also put pressure by providing companionship and acknowledgment of achievements, (Duncan, 1993). All these are variables that this study did not take into account as the scope of the study would be so wide to cover.

2.3 Gender of Teachers and Pupils and their Attitude towards Physical Education

The relationship between gender and attitudes is not straight forward. Several studies which have been done reveal mixed results. Some studies have shown that there is no difference in attitude towards PE between the genders (Edwards, 2015; Kahiga, 2014 and Arabaci, 2009). In another study, women participation in sports is distorted by cultural norms (Gitonga et al, 2012). A study by Edward (2015) argues that as girls grow, they lose confidence in their abilities on physical activities and PE lessons in general. It has also been found in other studies that, males have more positive attitude towards PE than females (Solmon & Carter, 2007). In other studies, girls scored significantly lower on exercise intentions and hours of vigorous activity than males. This could arise from the fact that physical education is not mandatory and might not be offered to girls (Hardman and Marshall, 2000). In another study conducted by Koca, Asci and Demirhan (2005), it was established that the attitude towards PE was affected by gender. Bailey (2006) found that several factors like age and socio-economic status enhance the development of positive attitudes towards physical activity, which are maintained into maturity, as a constituent of a healthy standard of living in females more than males. In Malawi, physical education for girls suffers from optional status with many of them preferring not to take part. However, it is evident that gender stereotypes, myths and misconceptions
Concerning masculine and feminine tasks have been perpetuated through physical activity in most societies. This reflects societal and cultural norms (Gitonga et al., 2012) and therefore, the findings of this study may establish whether or not this is the same situation in Kiambu County. The reason why this study is using words like sports, physical education and physical education is that all of them use physical activities and exercises of the body.

According to Mbaabu (1997) Kenyan female athletes have mixed attitudes towards sports. Some feel one becomes more masculine by participating in athletics and therefore they have a negative attitude towards sports while others are happy participating in sports. This study also found that more primary school girls had a negative attitude towards PE compared to those who had positive attitude in both private and public schools.

2.4 Attitude of Pupils and Teachers in Public and Private Primary Schools towards Physical Education

While public schools have certain minimum requirements for teaching including certification and specific degrees, private schools have much greater leeway. Therefore, teachers in private schools may not be required to have certifications or specific degrees to teach in their subject areas including PE (Malcolm, 2012). While most countries are trying to keep PE class size down, it is a difficult proposition due to lack of schools, teachers, and funding (Edward, 2015) in the world. On the other hand, most private schools have class size as one of their selling points (Curry, 2011). Since they can limit
the number of students attending their schools, private schools can obviously keep class size down (MacPhail, 2009).

Further, because of a greater amount of parental involvement and more leeway when dealing with classroom discipline issues, it is often easier for private schools to remove pupils from classes and to involve them fully in PE programs (Edward, 2015). It takes a pretty serious offense to get a pupil permanently removed from the public school setting (Bailey, 2006). On the other hand, because private schools are voluntary they have much greater control over the discipline of their pupils and whether a pupil attends school programs including PE even if it is not examinable (Colley et al, 1992). However, the findings of this study found no big difference in the practice of PE and the attitude of pupils, teachers and head teachers in both public and private schools.

Pupils’ attitude have been investigated mostly through: curriculum, gender, age and grade level and pupils’ skill level while in school which are variables that could influence the pupils' attitude toward PE in public and private schools (Silverman & Subramanian, 2010). As Kabiru and Njenga (2009) report, children have a natural desire to experience movement through physical activities. Therefore, if children are exposed to an appropriately structured PE programme, they will acquire the necessary knowledge, skills and attitude (Hardman & Marshall, 2000) and at the same time enjoy themselves leading to effective implementation of the PE programme whether they are in public or private schools (Kipkorir & Njenga, 1993).
According to Tannehill, Romar, Sullivan, England and Rosenberg (2009) physical educators should adapt their programs to the educational environment, so that the attitude of pupils, teachers, and school administrators would become more positive towards physical activities in the schools. The support and involvement of the administrators, teachers and children in the implementation process of the PE curriculum has an impact on the outcome and attitude of teachers and pupils towards PE programme (Vives-Rodriguez, 2005). Studies have found out that primary school teachers often omit the mandatory PE hours from their week as a result of feeling pressured by the extent of the curriculum and their lack of experience and ability to teach the practical component of the PE syllabus in both private and public schools (Mahlman, Asembo and Korir, 1999). A trained PE teacher should be able to ensure that the importance and positive attitude towards PE is not overtaken by other subjects (Morgan & Hansen, 2008). Teachers both in private and public schools have often struggled with the concepts of instilling positive attitude through PE in primary schools which may contribute in reducing many of the health issues currently being faced by our society (Curry, 2011).

Private schools provide an alternative for parents who are dissatisfied with public schools or have other reasons for wanting their children to attend a private school (Reston, 2010). Describing the situation regarding PE in South African schools, Hardman (2009) states that provision of PE programmes in private and public schools are widely varied in terms of staffing, facilities and time tabling. Many of the teachers especially in private schools are not qualified to teach the subject yet it is included on the time table and it is poorly resourced (Petrie & Hunter, 2011).
Physical educators are cited for not providing pupils with enough health-related PE activities (Hardman & Green, 2007). In highlighting some conditions and issues that affect PE in today's schools, (Rick, 2013) describes poor attitude due to lack of support for school PE in public and private schools as an issue that should be addressed. According to Curry (2011) the School Sport Survey (2011) and supporting qualitative research shows that pupils in both public and private schools have a negative attitude towards PE. This compares positively with the outcome of this study.

2.5 Summary of Literature Review

This study was focused on the attitude of primary school pupils and teachers and their practice towards PE. Despite the recognized health risks associated with physical inactivity, most school going children are not active enough to achieve health benefits (Makokha, 2004). According to Azjen and Fisbein (2011) individual attitude begin to form at early ages. Boys have been reported to have more positive attitude towards PE than girls (Muthuri, Wachira et al., 2014). This is because girls feel that, by engaging in Physical Activities, they may lose their feminist body image and build masculine body physiques (Muthuri et al., 2014). Therefore, primary school has a significant role in developing the kind of attitude pupils develop. In Kenya, various studies have focused on teacher’s attitude in other subjects in primary schools other than PE (Makokha, 2004). Negative attitude has been found in secondary schools, teacher training colleges (Gitonga et al., 2012) and in the universities (Njororai, 1994). At Kenya Teachers’ Diploma and Primary Training Colleges, teaching of PE was affected by inadequate time allotment and resources (Muniu, 1986., Kiganjo, 1987). It is important to establish what the attitude is
at primary school level is and this study aimed at finding the attitude and practice of primary school pupils, teachers and head teachers in Kiambu County.

In Kenya, the notion that over teaching improves results has made teachers use PE lessons to cover other examinable subjects (Onywera, et al, 2013) and therefore their practice towards PE is poor. PE is a subject which is considered of less importance by teachers than the examinable subjects in both private and public schools (Muthuri et al, 2014). According to Musangeya (2006), as soon as the teacher trainees qualify, they follow the example of their experienced counterparts in marginalizing the subject in most African countries. Could this negative attitude that teachers hold have been passed on to the pupils at this formation stage and could this view by Musangeya be a replica in Kiambu County?
CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Research Design
This study adopted a cross-sectional analytical survey design. According to Beashel and Taylor (2007) cross-sectional studies are more formalized and typically structured with clearly stated investigative questions. This was done by finding out the kind of attitude (Dependent variable) primary schools pupils, teachers, boys and girls, private and public schools (Independent Variables) had towards PE in Kiambu County. Comparisons were done using the inferential statistics of t-test and Kruskal Wallis tests while descriptive statistics were used to describe the practice of PE in primary schools in the County.

3.2 Measurement of Variables
The independent variables of the study were gender of pupils, teachers, head teachers public and private schools. These were measured at ordinal level. Dependent variable was the attitude (cognitive and affective domains) towards PE and also measured at ordinal level.

3.3 Study Area
The study was conducted in Kiambu County. The County was chosen for this study because it is a cosmopolitan county. This is because the county borders Nairobi and a number of people working in the city reside in the county and therefore their children attend schools in the county. Again, the county has several industries in its manger towns like Ruiru, Thika and Kimende area. These industries employ people from different areas of the nation and their children attend local schools. Still the county has many large
scales farms like Limuru, Gakoe in Gatundu North and Nyayo Zone tea farms which have also employed people from across the country and whose children attend the county schools. As such, the county schools has learners from differs ethnic and regional backgrounds. The county has an area of 2,543.4Km. It has a total population of 1,623,282 (Kiambu County Secretariat Office, 2015). The County borders Muranga to the North East, Machakos to the East, Nairobi and Kajiado to the South, Nakuru to the West and Nyandarua Counties to the North West. The County has 12 Sub-Counties: Gatundu North, Gatundu South, Thika, Kiambu, Kiambaa, Githunguri, Lari, Kabete, Kikuyu, Limuru, Ruiru and Juja (Appendix A).

3.4 Target Population

The target population in this study was the head teachers, teachers and pupils of primary schools in Kiambu County. According to Ministry of Education, Kiambu District Directorate of Education Office (2014), Kiambu County has 477 public and 484 private primary schools. It has 224,064 pupils in public primary schools; 112,506 boys and 111,558 girls. In private schools, there are 35,626 boys and 35,478 girls, a total of 71,104 pupils. The number of schools and learners in the sub-counties do not differ much. The target population was primary school pupils in standard seven and eight, teachers of the same classes and head teachers of the sampled schools in the County.

3.5 Sampling Techniques

A Multi-stage technique was utilized in this study to select the respondents from whom data was collected. The Multi-stage technique was applied in three stages. In the first stage the 12 sub-counties in the county were taken as strata. Stratified sampling was used
to get these 12 sub-counties and class 7 and 8 pupils of the sampled schools. Then simple random sampling was used to get 24 schools; 12 public and 12 private. To achieve this, all schools in each of the sub-counties were identified and then categorized as either public or private. Their names were written in a piece of paper, folded and in each category, one school was picked at random. In each of the picked schools, learners were grouped as standard 7 or 8, boys and girls. In each class, 8 boys and 8 girls were picked from each school by writing all the names of pupils in pieces of papers, folding them and then randomly picking their names. Class registers were used to identify the pupils. A similar procedure was used to pick 48 teachers, 2 per each school; a male and a female, where it was possible while purposive sampling was used to get 24 head teachers. The total sample therefore, 384 pupils, 16 pupils per school. This is because an acceptable % of the sample is about 40. Then a total of 48 teachers and 24 head teachers in the 12 sub-counties were picked giving a total sample of 456 respondents.

3.6 Research Instruments

Questionnaires and PE attendance checklists were used for data collection. There was a questionnaire on attitude towards PE for teachers(Appendix B) which was adapted from Wear’s attitude scale towards PE and the pupils’ questionnaire (Appendix C), adapted from Adam’s attitude scale towards PE (Johnson & Nelson, 1988)]. Wear’s scale has a reliability of .96 and a validity of .93 while Adam’s scale has a reliability of .73 and a validity of.71 (Johnson & Nelson, 1988).The questionnaires were validated by Ozer and Aktop (2010) and have been used by Gitonga et al (2012) and Koca, Asci and Demirhan (2005).The questionnaires had 5-point Likert rating scales with equivalent forms.
3.7 Pre-Testing

The study first pre-tested the tool before the actual data collection in two schools in Kiambu County. The pre-tested respondents included 2 head teachers, 4 teachers and 32 pupils, a total of 38 respondents. According to Chung and Philips (2012) the pre-tested group can range from 25 to 100 subjects. The pre-test was conducted to assess reliability of the test instruments as well as to train the research assistants.

3.8 Validity and Reliability

3.8.1 Reliability

Churchill (1995) refers to reliability as the consistency of an instrument to yield the same results at different times. He states that validity enhances the reliability of an instrument. Valid instruments reflect the characteristics to be measured and could yield similar results when administered under the same conditions. The pre-test study which was the test-retest was done to ensure that the instruments to be used in the study were reliable and would collect the data required by the researcher. The purpose of the pre-test was to detect shortcomings in the face validity in terms of structure of questionnaires in relation to their level of comprehensibility. Schools that took part in the pre-test were not included in the main study. This was in line with the cross-sectional study design methodology employed by this study. The correlation value was .781 for teachers and .769 for pupils, and was reliable as per behavioral science (Cozby, 2001) recommendations.
3.8.2 Validity

Validity indicates the degree to which an instrument measures what it is supposed to measure. It is the extent to which differences found within a measuring instrument reflects true differences among those being tested (Kothari, 2004). The researcher used the supervisors, departmental lecturers and three experts from the field of study in verifying the content validity of the questionnaires. The supervisors, departmental lecturers and the experts assessed the relevance of the content used in the research instruments and necessary modifications were made based on their feedback. Content validity determined the appropriateness of the questions in relation to coverage and full representation of what was to be tested. Based on the results and observations from the pre-test study, the instruments were refined by modifying the language to be understood especially by pupils or eliminating inappropriate items or even by adding more items to capture more information.

3.9 Data Collection Procedures

The researcher visited the sampled schools and introduced himself to head teachers of those schools and explained the need for the study. The head teachers then introduced the researcher to the teachers who were to participate in the study and who in turn introduced the researcher to the pupils. Pupils were given consent forms to take to their parents and guardians for signing. Only pupils with duly signed consent forms were allowed to participate in the study. The teachers together with the researcher then randomly selected the pupils who took part in the study. In each school, those picked to take part in the
study were issued with the appropriate questionnaire and requested to fill. Only completely filled questionnaires were considered for the study. The researcher explained to the pupils each item in the questionnaire and requested the class teacher to be present when pupils would be filling it so that he/she could assist if a pupil failed to understand any of the questions and to ensure pupils answer all the questions. The researcher collected the questionnaires after a week.

3.10 Data Analysis and Presentation

Data was coded and entered into the Statistical Package for Social Sciences version 20 (SPSS) for analysis. Confidence level was at $p \leq 0.05$. Kruskal-Wallis tests were used to analyze the independent variables of pupils, teachers and head teachers (male and female) combined together while Mann Whitney U was used to analyze independent variables for boys and girls, private and public school as well as male and female teachers. Spearman Rank Reliability Correlation Coefficient was used to determine the relationship between pupils and teachers and their attitude towards PE. Data was presented by frequencies, percentages, charts and tables.

3.11 Logistical and Ethical Considerations

Kenyatta University Graduate School introduced the researcher to The National Council for Science, Technology and Innovation (NACOSTI) for authorization to conduct the study, (Appendix D). NACOSTI then issued an authorization permit for data collection. Permit was also sought from The Kiambu County Director of Education Office, (Appendix E) and The Kiambu County Commissioners’ office, (Appendix F). Finally,
permission was sought from the Head Teachers of schools that were included in the study, (Appendix A). Participation in the study was voluntary and the respondents had the option of pulling out of it without any consequences at any stage of the study. Respondents were made aware of the importance of the study. Finally, the study ensured that data collected was used for purposes of this study only.
CHAPTER FOUR: RESEARCH FINDINGS

4.1 Introduction

This chapter presents the data and analysis of the findings generated in this study. Details of the study participants are also presented. The findings are presented using descriptive as well as inferential data. The chapter is organized in the order of study objectives and the research hypotheses.

Figure 4.1: Respondents’ category distribution

Distribution details of the respondents in which results indicated that 384 (84%) of the respondents were pupils, 48 (11%) were teachers and 24 (5%) were head teachers (see Figure 4.1).
4.1.1. Distribution of Respondents in terms of Gender and the Type of School

The distribution of respondents in table 4.1 indicate that the number of male pupils were 96 (25%) in public schools and 96 (25%) in private schools. An equal number of female pupils 96 (25%) in public and 96 (25%) in private schools composed the respondents. In terms of teachers, those who responded in private schools were 13 (27%) and 15 (31%) in public schools for males while the females included 11 (23%) from private and 9 (19%) from public schools. In terms of the head teachers, the male were 7 (29%) from private and 8 (33%) from public schools while the females were 5 (21%) from private schools and 4 (17%) from private schools.

Table 4.1: shows representation of respondents in terms of gender and the type of school.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Type of School</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Pupils</td>
</tr>
<tr>
<td>Male/Boys</td>
<td>Private</td>
<td>96 (25%)</td>
</tr>
<tr>
<td></td>
<td>Public</td>
<td>96 (25%)</td>
</tr>
<tr>
<td>Female/Girls</td>
<td>Private</td>
<td>96 (25%)</td>
</tr>
<tr>
<td></td>
<td>Public</td>
<td>96 (25%)</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>384 (100%)</td>
</tr>
</tbody>
</table>
4.2 Practice of Physical Education in Primary Schools

The first study objective sought to assess the practice of primary school pupils, teachers and head teachers towards Physical Education (PE). The following sub-section shows the distribution of PE lessons offered and attended across different types of schools.

4.2.1. Distribution of Practice of Physical Education Lessons in Schools across type of School

Table 4.2: Table showing Number of PE Lessons offered per Week

<table>
<thead>
<tr>
<th>Type of school</th>
<th>No. of schools</th>
<th>No. attending PE lessons</th>
<th>No. offering two lessons per week</th>
<th>No. offering one lesson per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private</td>
<td>12</td>
<td>5 (41.675)</td>
<td>2 (8%)</td>
<td>3 (6%)</td>
</tr>
<tr>
<td>Public</td>
<td>12</td>
<td>3 (25%)</td>
<td>0 (0%)</td>
<td>3 (6%)</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>8 (33.33%)</td>
<td>2 (4%)</td>
<td>6 (12%)</td>
</tr>
</tbody>
</table>

Results in table 4.2 reveal that out of 12 private schools that were included in the study, 5 (41.675%) offered PE lessons in their schools while 3 (25%) offered one lessons. The study also showed that 2 (8%) of the private schools offered two PE lessons while none of the public schools offered 2 PE lessons per week. The number of schools, both private and public which offered one PE lesson were 3 (6%).
4.2.3 Pupils in Class Seven and Eight in Public and Private Schools and Attitude towards Physical Education

The second objective sought to assess the kind of attitude primary school pupils, teachers and head teachers have towards PE. Category of Pupils in class Seven and Eight in Public and private schools and attitude towards PE is presented in table 4.3 below.

4.2.4 Gender of Pupils, Teachers and Head Teachers on Attitude towards Physical Education

Table 4.3: Gender of Pupils, Teachers and Head Teachers and Attitude towards PE

<table>
<thead>
<tr>
<th>Variable</th>
<th>Gender</th>
<th>No</th>
<th>Negative Attitude</th>
<th>Positive Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils</td>
<td>Boys</td>
<td>192</td>
<td>104 (54.4%)</td>
<td>88 (45.6%)</td>
</tr>
<tr>
<td></td>
<td>Girls</td>
<td>192</td>
<td>94 (49.0%)</td>
<td>98 (51.0%)</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>384</td>
<td>198 (51.1%)</td>
<td>186 (48.9%)</td>
</tr>
<tr>
<td>Teachers</td>
<td>Male</td>
<td>27</td>
<td>5 (20.8%)</td>
<td>22 (78.2%)</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>21</td>
<td>3 (14.3%)</td>
<td>18 (85.7%)</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>48</td>
<td>6 (12.5%)</td>
<td>42 (87.5%)</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>Male</td>
<td>15</td>
<td>2 (13.3%)</td>
<td>13 (86.7%)</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>9</td>
<td>1 (11.1%)</td>
<td>8 (88.9%)</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>24</td>
<td>3 (12.5%)</td>
<td>21 (87.5%)</td>
</tr>
</tbody>
</table>
Results in Table 4.4 reveal that 104 (54.4%) boys had negative attitude while 88 (45.6%) boys had positive attitude towards PE. The study also showed that 94 (49.0%) of the girls had negative attitude while 98 (51.0%) of them had positive attitude towards PE. Majority (13; 86.7%) of the male head teachers had a positive attitude towards PE with only 2 (13.3%) showing a negative attitude. Female head teachers had 1 (11.1%) showing negative attitude, with 8 (88.9%) reporting a positive attitude. Results also showed that 5 (20.8%) male teachers had positive attitude towards PE while 22 (78.2%) had negative attitude. There were 3 (14.3%) female teachers with a positive attitude towards PE while 18 (85.7%) showed the opposite.

4.3 Pupils Cognitive and Affective Domains of Attitude towards Physical Education across Gender

The study sought to find out the attitude of primary school pupils towards learning of physical education in Kiambu County based on gender (boys and girls). The study hypothesized that there is no significant difference between primary school boys and girls on cognitive and affective domains of attitude of learning Physical Education. Table 4.5 shows gender difference on cognitive and affective domains of attitude of Pupils towards physical education.
Table 4.4: Gender difference on Cognitive and Affective Domain of Attitude of Pupils towards Physical Education

<table>
<thead>
<tr>
<th>Attitude Variable</th>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>Sum of Ranks</th>
<th>Mann Whitney U test</th>
<th>p value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>192</td>
<td>189.35</td>
<td>36354.50</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Girls</td>
<td>192</td>
<td>195.65</td>
<td>37565.50</td>
<td>17826.50</td>
<td>0.48</td>
</tr>
<tr>
<td>Cognitive</td>
<td>Boys</td>
<td>192</td>
<td>192.45</td>
<td>35653.50</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Girls</td>
<td>192</td>
<td>194.25</td>
<td>35986.50</td>
<td>17624.50</td>
<td>0.44</td>
</tr>
</tbody>
</table>

N = 384, p ≤0.05

Results of independent-samples Mann Whitney U test revealed that there was no significant difference on cognitive (p = 0.48, p ≤0.05) and affective (p = 0.44, p ≤0.05) domains of attitude toward physical education across gender of pupils. The hypothesis that there is no significant difference between primary school boys and girls on cognitive and affective domains of attitude towards learning of physical education in Kiambu County was accepted. The responses of both boys and girls on cognitive and affective domains of learning physical education among primary school pupils showed no significant difference on the two categories.
4.4 Pupils’ Affective and Cognitive Domains of Attitude towards Learning of Physical Education across type of School

The study sought to find out the attitude of primary school pupils towards learning of physical education in Kiambu County based on type of school (private and public). It was hypothesized that there is no significant difference between pupils in public and private schools on cognitive and affective domains of attitude towards learning physical education in Kiambu County. Table 4.4 shows gender difference on cognitive and affective domains of attitude of pupils towards physical education.

Table 4.5: Pupils’ affective and cognitive domains of attitude across school category

<table>
<thead>
<tr>
<th>Attitude Variable</th>
<th>School</th>
<th>N</th>
<th>Mean Rank</th>
<th>Sum of Ranks</th>
<th>Mann Whitney U test</th>
<th>p value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive</td>
<td>Private</td>
<td>192</td>
<td>174.76</td>
<td>33553.50</td>
<td></td>
<td>0.2</td>
</tr>
<tr>
<td></td>
<td>Public</td>
<td>192</td>
<td>178.24</td>
<td>34366.50</td>
<td>15025.500</td>
<td></td>
</tr>
<tr>
<td>Affective</td>
<td>Private</td>
<td>192</td>
<td>191.20</td>
<td>36709.50</td>
<td></td>
<td>0.18</td>
</tr>
<tr>
<td></td>
<td>Public</td>
<td>192</td>
<td>193.80</td>
<td>37210.50</td>
<td>18181.500</td>
<td></td>
</tr>
</tbody>
</table>

Results of independent-samples Mann Whitney U test revealed that there was no significant difference on the cognitive (p = 0.2; p ≤0.05) and affective (p = 0.18; p ≤0.05) domain of pupils toward Physical Education. Therefore, the hypothesis of the study that there is no significant difference between pupils in public and private schools
on cognitive and affective domains of attitude towards learning physical education in Kiambu County was accepted (Table 4.5). The responses of the pupils on cognitive and affective domains of attitude across type of school were not significantly different.

4.5 Teachers Cognitive and Affective Domains of Attitude towards Physical Education across type of School

The comparison of cognitive and affective domains of attitude of teachers towards PE is described in the third hypothesis of the study which stated that there is no significant difference between teachers in public and private schools on their cognitive and affective domains of learning physical education. Details of the findings are shown in table 4.7.

Table 4.6: Cognitive and Affective Domains of Attitude of Teachers towards Physical Education

<table>
<thead>
<tr>
<th>Attitude Variable</th>
<th>School Category</th>
<th>N</th>
<th>Mean Rank</th>
<th>Sum of Ranks</th>
<th>Mann Whitney U test</th>
<th>p value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive</td>
<td>Private</td>
<td>24</td>
<td>23.88</td>
<td>573.00</td>
<td>273.000</td>
<td>0.507</td>
</tr>
<tr>
<td></td>
<td>Public</td>
<td>24</td>
<td>25.13</td>
<td>603.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Affective</td>
<td>Private</td>
<td>24</td>
<td>25.63</td>
<td>615.00</td>
<td>261.000</td>
<td>0.577</td>
</tr>
<tr>
<td></td>
<td>Public</td>
<td>24</td>
<td>23.38</td>
<td>561.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

N = 48, p ≤0.05

As shown in Table 4.7, teachers in both public and private schools showed no significant difference in relation to attitude towards Physical Education for both cognitive (0.507, p ≤0.05) and affective (0.577, p ≤0.05) domains. The hypothesis of the study that there is no significant difference between teachers in public and private schools on cognitive and
affective domains of learning physical education was therefore accepted. The results showed no significant difference between teachers in private and public schools.

4.6 Head Teachers Cognitive and Affective domains of attitude towards Physical Education across type of School

Comparison of the cognitive and affective domains of attitude of head teachers towards PE is stated in the hypothesis that there is no significant difference between Head Teachers in public and private school on cognitive and affective domains of attitude towards learning of physical education in Kiambu County. Results of the findings are presented in table 4.8.
Findings presented in Table 4.7 show that cognitive attitude of learning physical education of head teachers toward PE did not differ significantly across school category for both cognitive (\( p = .643, p \leq 0.05 \)) and affective (0.623, \( \leq 0.05 \)) domains of learning physical education. The hypothesis that there is no significant difference on the cognitive and affective domains of learning physical education for both private and public schools by the Head teachers was therefore accepted. Results show that the responses of both private and public school head teachers did not differ significantly on both cognitive and affective domains of learning.
CHAPTER FIVE: INTERPRETATION AND DISCUSSION

5.1 Introduction

This chapter focuses on the interpretation and discussion of the findings generated from this study as well as observations from other related studies. PE is a relevant subject in the curriculum as it enhances the holistic growth of a child. Arising from several studies, PE is an important subject in the curriculum as its objectives address various needs of the child in cognitive, affective and psychomotor domains at the same time. A positive attitude towards PE is vital for efficient implementation of the PE programme, the professional development of the teacher, lesson preparation, assessment of learning outcomes and commitment to PE lessons all of which are crucial aspects that affect the efficiency of the implementation of the PE programme.

5.2 Practice of Primary School Pupils, Teachers and Head teachers in PE

The study found out that in terms of attendance of PE lessons, both public and private schools didn’t offer PE lessons to their learners as recommended by the MOEST. The MOEST recommendation is that, upper primary school to have 3 PE lessons per week. No school in this study adhered to that guideline. The attendance level is shown in table 4.2. This study compares to various studies on practice of PE in different regions of the world (Njororai, 1994; Hardman & Marshal, 200; Njoroge 2000, Gitonga et. al, 2012; Onywer aet. al, 2014). Shehu, (2012) reports that in Kenya, policy in implementation of PE lessons is hardly adhered to. Since examinable subjects are taken as key to a bright future, PE is regarded as a non-productive educational activity, a view that is shared by most Kenyan teachers. According to Muniu (1986) many educational
systems in the world including Kenya, have tended to sideline PE. Physical education is thus rarely taught in primary schools because teachers do not appear to take the subject seriously (Gitonga et al. 2012) neither do they value its potential contribution to a child's development (Barros, 2012).

Adams’ (2012) study of Dar-es-Salaam schools, revealed that, negative attitude towards PE contributed a lot towards poor implementation of PE programs. Kilimbai’s (2011) study found that PE is characterized more by neglect than by attention in Tanzania. Ajisafe (2007) found that, there are wide disparities between official government policy and practice in the actual implementation of PE in schools in Kenya while other studies have found that, PE teachers lack enthusiasm as they put emphasis on examinable subjects (Muindi, 1998; Dwyer., Coonan., Leitch., Hetzel, & Baghurst 2009).

Hardman and Green (2011) indicate that schools across the United States have substantially reduced physical education lessons and in some cases completely eliminated them due to pressure to improve in academic performance. In New Zealand, Young’s study (2012) revealed that, there is concern on the deficiency of quality of teaching and learning of PE lessons. In Africa, things are not any better. Van Deventer, (2007) points out that although the Nigerian government encouraged the development of PE as far back as the early 1960s, many schools in Nigeria still despise the subject due to an over-emphasis on academic subjects while in Ghana, not much academic importance is attached to PE (Dwyer et al, 2009). In Kenya, head teachers’ and teachers’ attitude towards PE is negative in both private and public schools (Muniu, 1986). A study by Sunbul (2006) found that, in many regions of the world, PE is perceived as of less importance to a successful future than the examinable subjects. In Zambia, Mweene
(2011) found that, in most schools, they had excluded the subject from their curriculum and in India Sunbul (2006) found that untrained teachers had negative attitude towards PE.

Adams (2012) highlights that physical education is not implemented to statutory requirements, a view which is similar to a study by Omwenga (2008) who points out that physical education being a legally required subject in most education systems is not implemented to the statutory requirements. Morgan & Hansen (2008) report that, physical educators at primary school level show lack of knowledge, skill and concern for PE, leading to poor attitude towards it. DiFiore (2010) found that PE in schools was held in a negative manner by pupils and teachers while Wanyama (2011) reports that society tends to place great pressure on learners to achieve academically leading to an over emphasis on what is regarded as the "more important" subjects. According to Mobarak, (2013), the implementation of PE in schools has gone into political chorus, a sound without meaning. This might explain the reason why Edward, (2015) recommends that PE be made an examinable subject in Kenyan primary schools so that teachers can teach it with more seriousness than they are doing now.

It is clear that all these studies reveal a worrying trend of neglect of PE practice as recommended by various studies ignoring the insurmountable benefits of attending PE lessons. A study conducted by WHO (2011) indicates that PE assist pupils’ social development by providing opportunities for self-expression and building self-confidence. Physical activity and exercise are also known to aid overall health of pupils (Green, 2013). The global physical activity guidelines by WHO recommend that children and
youth 5-17 years of age should accumulate an average of at least 60 minutes of daily moderate-to-vigorous physical activity in order to improve or maintain a healthy cardio-respiratory fitness and body composition profile (WHO, 2010). PE is included in the curriculum to enable pupils acquire the desired knowledge, skills and attitude in educational institutions (Kabiru & Njenga, 2009).

5.3 Gender and Attitude (Cognitive and Affective) of Primary School Pupils

The first study hypothesis of the study was to assess whether there was significant difference between primary school boys and girls and their attitude towards PE. In the current study, 54.4% of boys had negative attitude while 45.6% had positive attitude towards PE. 51% girls had negative attitude towards PE while 49% of them had positive attitude towards PE. The Independent Mann U tests indicated that there was no significant difference between boys’ and girls’ cognitive and affective domains of attitude towards PE ($p = .44$ and $.48$ respectively), at confidence levels $\leq 0.05$ (Table 4.3). This contradict with other studies some of which reported that males show more positive attitude towards PE than females (Birtwistle & Brodie 2007; Carlson, 2007; Alamian & Paradis, 2009; Biddle & Mutrie, 2011). Njoroge (2000) asserts that women in teachers’ colleges show less interest in PE and sport than their male peers while other studies by Curry (2011), MacPhail (2009), Koca, Asci and Demirhan, Muthuri et al (2014) and Azjen and Fisbein, (2014) found that girls had more positive attitude than boys. According to Linda & Banville (2006) primary school pupils had a positive attitude towards PE irrespective of their gender. Although this study by Linda & Banville (2006) contradicts the finding of the present study in that their study found that pupils had
positive attitude towards PE while this study found negative attitude towards PE among the pupils, both studies found that both genders had the same kind of attitude unlike the other studies mentioned above. Other scholars have indicated that females' attitudes towards participation in physical education activities have been affected by distorted beliefs about the harmful physical effects of sport participation for women (Amma & Kraw, 2005 and Gitonga et al, 2012). Aballa (2010) found that Kenyan women athletes have mixed attitudes towards competitive sports. Some female athletes feel that active involvement in athletics may induce masculinity and therefore develop negative attitude towards involvement in active sports.

According to Edward (2015) when access to physical education programs ends at an early age, pupils are vulnerable to disengaging from physical activity with a consequence that they do not continue with it in later life and there may be insufficient time to embed either the skills or the habits for regular engagement in physical activity throughout the full lifespan irrespective of gender of the pupils. This could reflect the situation in Kiambu County where it is possible that teachers are disengaging pupils from PE lessons to teach other subjects making the pupils develop negative attitude towards PE as the current study has revealed. As a result, there is need to ensure teachers engage pupils in physical activities during their PE lessons so that pupils may inculcate favourable attitude towards PE in their primary school cycle and hopefully continue with this kind of attitude in later life.
Aballa (2010) found that, among children in Nairobi, girls showed a higher risk of becoming overweight since most failed to engage in physical activities due to negative attitude towards these activities, a view similar to that of Kyallo, Makokha & Mwangi, (2013) who found girls do not like masculine sport activities. A study by Seba, Ndunguru & Mukoma (2013) found that 88% of male students had positive attitude towards physics and chemistry compared to 81% female students since these are science subjects and most girls felt that, that was a domain of boys. The findings of the above study may differ from this study in that both genders might have developed negative attitude towards PE because they may have felt that PE was not adding much value to them as it is not being examined. This could compare positively to a study by Chemutai (2015) on pupils’ attitude towards CRE which showed that most pupils (96.9%) had positive attitude towards CRE and felt that CRE was important for both boys and girls, and that pupils consider CRE to be an important subject because it is examinable and most students do well in the examinations irrespective of their sex. The findings of this study therefore could be an indication that teachers and pupils are being pressured to perform well in examinable subjects to the extent that this pressure overrides the universally acknowledged benefits of engaging in regular physical activities during PE lessons.

5.4 Attitude (Cognitive and Affective) of Pupils in Public and Private Schools towards Physical Education

The second study hypothesis was to determine whether there was significant difference between primary school pupils in private and public schools. In public primary schools 104 (54.2%) pupils had negative attitude towards PE while 88 (45.8%) of the pupils had
positive attitude towards PE. In the case of pupils in private schools, 98 (51%) of them had negative attitude while 94 (49%) of the pupils had positive attitude towards PE. From the independent Mann Whitney U test, the results revealed there was significant no difference on the cognitive and affective domains of attitude of pupils in public and private schools, \( p\)-value being 0.2 and 0.18 respectively at confidence levels of \( p \leq 0.05 \) (Tables 4.5). This means that the attitude of pupils in both public and private schools is the same and negative towards PE.

School age especially in primary school should be a period of child development and for developing positive attitude towards physical and sport education (Dwyer et al., 2009). Private schools provide an alternative for parents who are dissatisfied with public schools or have other reasons for wanting their children to attend a private school (Reston, 2010) and this study found similar attitude towards PE. Describing the situation regarding PE in South African schools, Hardman (2009) states that whereas the provision for PE in private and public schools are widely varied in terms of staffing, facilities, programme and time tabling the attitude of pupils in the two types of schools is negative which findings compares positively with the current study. Many of the teachers, especially in private schools, are not qualified to teach PE yet it is included in the time table and it is poorly resourced (Petrie & Hunter (2011). Physical educators are cited for not providing pupils with enough health-related PE activities in public and private schools which make them adopt a negative attitude towards PE (Hardman& Green, 2007). Many literary sources and practical research results show that the current generation of children have negative attitude towards PE and sport more than it was in the past and do not have enough physical activities due to overemphasis on examinable subjects (Kabiru and
Attitude is formed by pupils as a result of some kinds of learning experience (Kim & Targat, 2010) and if the experience is favorable positive attitude is formed and vice versa (Curry, 2011). In highlighting some conditions and issues that affect PE in today's schools, (Rick, 2013) describes poor attitude due to lack of support for school PE in public and private schools as an issue that should be addressed because it leads to unfavourable attitude towards PE. According to Curry (2011) the School Sport Survey 2011 and supporting qualitative research shows that pupils in both public and private schools have a negative experience towards PE due to poor teacher handling of the subject. A study by Kim (2013) indicates that in Korea, teachers of physical education give their learners little or no instruction at all which makes them develop negative attitude towards PE. According to Mutiti (2011) the characteristic of a teacher determines the pupils’ attitudes towards the subject. According to MacPhail, (2009) the way the teacher interprets a subject makes pupils to like or dislike it. Therefore, it can fairly be deduced that, the negative attitude of pupils in Kiambu County towards PE could be as a result of the negative attitude. The reasons as to why both type of schools, public and private have negative attitude towards PE with no significant difference could have arisen from the fact that, in Kenya, all schools compete to do well in the national examination which is taken to be the only sure way to good professional careers. Another most probable reason is that The Quality Assurance and Standards Kiambu County office is not ensuring that teachers take their pupils to PE lessons as required by MOEST guidelines across the types of schools.
5.5 Attitude (Cognitive and Affective) of Primary School Teachers in Public and Private towards Physical Education

The third study hypothesis was to find out whether there was significant difference between primary school teachers in public and private schools and their attitude towards PE. In general, 7 (14.9%) teachers had positive attitude while 41 (84.1%) had negative attitude towards PE. It was also established that 18 (87.5%) teachers in private schools had negative attitude towards PE while 3 (12.5%) had positive attitude towards PE. In public schools, 5 (20.8%) teachers had positive attitude towards PE while 19 (79.2%) had negative attitude towards PE. It was further established that 3 (12.5%) teachers in private schools had positive attitude towards PE while 18 (87.5%) had negative attitude towards PE. From the Independent Mann Whitney U tests results, there was no significant difference between teachers in public and private schools in their cognitive and affective domains of attitude \( p\text{-value} \ 0.507 \) and 0.577 respectively at confidence levels of \( \leq 0.05 \) (Tables 4.5) This shows that both private schools had similar negative attitude towards PE.

The teacher of physical and sport education, who significantly affects his pupils to follow physical activities, plays an important role in developing favourable attitude in pupils towards PE (Morgan & Hansen, 2008). Marshall and Hardman, (2010), report that PE is taught depending on the attitudes and interests of the teachers, who often regard it as an insignificant subject. If teachers have negative attitude towards PE, it is almost probable that pupils will develop similar negative attitude towards PE (Edward 2015). Since
teachers across the type of schools have the same kind of attitude towards PE, it is most probable that, that is the reason as to why even pupils both in private and public schools have negative attitude towards PE. It is important to note however that teachers have more negative attitude towards PE than the pupils. Physical education should provide pupils with necessary knowledge and skills so as to perform a variety of physical activities maintain physical fitness and enjoy physical activities for healthy lifestyle (Aballa, 2010). According to Kim, (2013) some teachers regard physical education as time for free play and yet others do not even come to the playground. It is also possible that there are differences in the type of school since private schools may have good infrastructure, hire PE teachers and parents may be keen on their learners’ activities while public schools may have more land for playing (Makhoha, 2004). But despite these differences in the set-up of schools, there was no significant difference in attitude in both public and private schools. Mina, (1999) found that in Egypt, often unqualified teachers constituted a major problem especially in primary education in teaching of PE. Mutiti (2011) states that in many Zambian schools, PE time is used by teachers as a time to take a break from serious class work. This is why PE teachers have to continually provide justification for the existence of their subject in the curriculum (Anderson, 2009). DiFiore (2010) found that problems with PE in schools ranged from reduced time by teachers to lack of adequately prepared teachers and negative attitude from teachers. It is important not only to consider what is being taught but also the attitude teachers have towards the subject (Anderson, 2009). Arising from the above findings, there is need to ensure teachers take PE seriously more than they are doing now, use the time set aside for PE to teach the subject and assist pupils develop favourable attitudes towards PE so that they
may acquire most of the benefits that are inherent in physical activities that could be achieved during PE lessons.

5.6 Primary School Head Teachers and their Attitude (Cognitive and Affective) towards Physical Education

The fourth study hypothesis was to assess whether there was significant difference between primary school head teachers in public and private school and their attitude towards PE. The findings were that 4 (16.7%) of head teachers had positive attitude while 20 (83.3%) had negative attitude towards PE. 2 (16.7%) head teachers in public schools had positive attitude towards PE while 11 (91.7%) head teachers in public schools had negative attitude towards PE. 1 (8.33%) head teacher in private school had positive attitude and 2 (16.7%) head teachers in private schools had negative attitude towards PE. The independent Mann Whitney U tests revealed that at $\leq 0.05$ confidence levels, the $p$-value of cognitive and affective on the category of school was .643 and .623 respectively (Table 4.6). This means that there was no significant difference in attitude of head teachers in public and private schools. In terms of gender of head teachers, p - value was .646 and .612 on the cognitive and affective domains of attitude towards PE respectively. According to Edward (2015) head teachers should ensure that PE is taught in accordance with the MOEST guidelines whose reinforcement should start immediately learners join the school in standard one. According to Story, Nanney and Schwartz (2009) it is important to investigate the head teachers’ attitude toward PE because they are involved or participate directly in policy decisions and curriculum implementation in schools. Several studies have shown there is an obsession to pass exams which may be passed on
from teachers to pupils thereby negatively influencing their attitude towards PE (Njororai, 1994; Njoroge 2000, Gitonga et. al, 2012; Onywera et. al, 2014). Head teachers are said to be in the forefront to encourage teachers to use any available time including that set aside for PE lessons to teach examinable subjects, (Edward, 2015). This could be the reason as to why teachers have developed extreme negative attitude towards PE which could have been passed on to pupils under them as this study has shown.

The support and involvement of head teachers in the implementation process of the PE curriculum has an impact on the outcome and attitude of teachers and pupils towards PE programmes (Vives-Rodriguez, 2005). Researchers have found out that primary school head teachers often omit the mandatory PE hours from their week as a result of feeling pressured by the extent of the curriculum that has to be covered. Gitonga, Munayi, Mwangi and Ngetich (2011) agree with Makokha (2004) that, PE and sport activities in educational institutions are poorly taught and not supervised. The duty of a head teacher should be to ensure that all subjects in the curriculum are taught as per the laid down guidelines but it seems they encourage other teachers to sideline PE so that they could use that time set for the PE subject to teach examinable subjects so that their school may do well in examinations.
CHAPTER SIX: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This chapter discusses the summary, conclusions and recommendations for practice, policy and further research made from the findings of the study. The summary is presented based on the research objectives of the study.

6.2 Summary of the Findings

The purpose of the study was to assess the attitude of primary school pupils, teachers and head teachers and their practice towards PE. This was necessitated by the reported increase in childhood obesity and other lifestyle diseases which have made it imperative to keep a track of children’s involvement in physical activities. There is an indication that majority of the children are not exposed to organized PE activities and are neither effectively taught during PE lessons as there are reports that teachers use the time allocated for PE to teach examinable subjects.

6.3 Conclusions

The following conclusions were drawn from the findings of this study:

- Generally, the attitude and practice of PE in primary schools in Kiambu County is unfavourable in pupils, teachers and head teachers in both private and public schools.

- In terms of practice, the study found that only 10.417% of the time allocated for PE is used to teach the subject. 5 (41.7%) of private schools attended PE lessons. Even then, 2 of the 5 private schools attended 2 lessons of the required PE lessons while 3 schools attended a single PE lesson per week of the allocated PE lessons. In public schools, 3 (25%) of the schools attended a single PE lesson.
In terms of attitude in private schools, the study found negative attitude among primary schools teachers and head teachers in both private and public schools with no significant difference in their attitude towards PE. From the Independent Mann Whitney U tests, there was no significant difference in the attitude of boys and girls, between male teachers and female teachers, male head teachers and female head teachers or pupils, teachers and head teachers in public and private schools towards PE.

- From the above analysis, it is concluded that, pupils in both public and private schools had negative attitude towards PE with no significant difference from the Mann Whitney U test. From the Independent Kruskal-Wallis test, pupils, teachers and head teachers had negative attitude towards PE with no significant difference among the three groups.

- In terms of gender, there was no significant difference in attitude and gender of pupils, teachers and head teachers from the Mann Whitney U tests.

6.4 Recommendations on Practice of PE in Primary Schools

PE should be taught like other lessons as acquisition of movement skills and positive attitude to ensure the achievement of the PE objectives especially to reduce lifestyle diseases or non-communicable diseases. The overemphasis from stakeholders for schools to do well in national exams should be checked as it has been shown by various studies that it is a major reason as to why teachers are using PE lessons to teach examinable subjects thereby forcing teachers and pupils to develop negative attitude towards PE. Muindi’s (1998) study reported that (32.3%) primary school pupils indicated that teachers stood at the edge of the playground and looked as pupils did whatever they
wanted, (26.6%) teachers gave balls to play with and remained in the staffroom, (23.4%) teachers explained, demonstrated and supervised, (16.5%) teachers joined pupils and played soccer game. There is need to reverse such practices.

The Ministry of Education, Science and Technology should formulate a clear policy on the teaching of PE in primary schools as PE is an integral part of a child’s growth and development. Quality Assurance and Standards Council at the National level and at the Kiambu Education Quality Assurance and Standards Office should ensure that inspections are done to ensure that policy on the teaching of PE is adhered to in all schools. This is especially so in terms of time allocation, frequency, supervision and actual teaching of PE. Quality assurance and Standards Council should also engage in continuous and systematic evaluations of PE programs in order to enhance the management and delivery of the most appropriate PE programs in schools. The findings could be useful to head teachers and teachers who may get to understand pupils’ views on the factors that influence the development of attitude towards PE.

6.5 **Recommendations on Policy Implementation**

The findings could be helpful to the Kenya Institute of Curriculum Development (KICD), which is charged with curriculum development to understand the attitude of pupils and teachers and the reason why they have developed this kind of attitude for necessary intervention measures. Thus, the findings may also sensitize the policy makers and curriculum planners in developing programs that are consistent with the current trends which could be influencing teachers and pupils to develop unfavourable attitude towards PE in primary schools.
6.5.1 The study gives the following policy recommendations:

- The Ministry of education may gain insight into the current status of PE in public and private primary schools in Kiambu County. The quality and standards office in Kiambu County should ensure that lack of teaching of PE lessons in the County schools, use of PE lessons to teach other subjects and lack of supervision while pupils are in the playing fields in the Kiambu County primary schools are addressed so that the teaching of PE is carried out as per MOEST policy and guidelines.

- As the country prepares to change the current education system where some schools are set to be talent schools for gifted pupils in different fields, the MOEST should, as a matter of policy ensure PE lessons are attended to by all pupils so that a misconception does not arise to be seen as if those who are talented and participate in PE and sports represent all those who should be involved in PE as PE is not about competitions but has many other benefits that assist in the overall development of pupils health and therefore should be offered across the board whether someone is talented in sports or not.

- It is also recommended that, MOEST change their policy that requires that games and sports competitions continue only up to second term since the policy to complete them by second term may give a wrong impression that even MOEST’S policy is that all that matters in a school is to excel in examinable subjects only. The MOEST should ensure, as a policy, that both boys and girls are given equal chances in terms of attendance of PE lessons. This policy should apply to both private and public schools.
6.5.2 Recommendations for Further Research

For purposes of establishing favourable attitude of primary school pupils and teachers towards physical education, it is recommended that the following further research be carried out:

- A study should be carried out to establish whether there is enough assessment by the Quality Assurance and Standards officers in Kiambu County to establish whether PE lessons are actually being taught as per the MOEST guidelines in the County or not.

- A study is carried out to establish the attitudes of lower class primary school pupils towards PE. This could establish when negative attitude towards PE starts developing among the pupils since studies have shown that, to young children, play (PE) is natural to all of them.

- Further research should be done to establish whether primary school teachers understand the many benefits that PE offers to the pupils and the entire population because of the emerging lifestyle diseases occasioned by sedentary living behaviours adopted by the current Kenyan population.

- Further research should also be done on the attitude of parents and the community to establish whether the attitude they have towards PE could be influencing the negative attitude pupils and teachers are developing towards PE.
• Further research should also be done to find out about the behavioral aspect of the pupils’ and teachers’ involvement in PE to find out whether those who attend PE lessons do physical education exercises or not.
REFERENCES


APPENDICES

APPENDIX A: INTRODUCTORY LETTER

Dear Respondent/ Head Teacher,

RE: Introduction Letter / Data Collection Permission Request from Head Teacher

I am Patrick Kariuki Maingi, a student at Kenyatta University pursuing a Master of Science Degree in the Department of Recreation Management and Exercise Science. I am undertaking a study about the attitude and practice of primary school pupils, teachers and Head Teachers towards PE in Kiambu County.

There is documented evidence that childhood physical activity is positively associated with a range of beneficial childhood health and fitness outcomes. School physical education is a societal institution with a responsibility to promote physical activity in children that should engage most school aged children.

Physical education classes can provide pupils with substantial physical activities which could be essential for those who have little or no physical activity in their daily life. Understanding pupils and teachers attitude towards physical education can aid policy makers in improving teaching content and physical education programs so as to assist in developing positive attitude toward physical education.

I therefore kindly request the school head teacher to grant permission for collecting data from the school and for all the respondents you co-operate towards this thesis by answering the questions below. All information you will provide will be treated with confidentiality and will be highly appreciated. The research findings may assist stakeholders to have a clear understanding whether Government policy on PE as a subject taught in primary schools is been adhered to and if not, what the reasons could be. Therefore, this study is for research purposes only.

Thank you.

Yours faithfully

Patrick Kariuki Maingi

Cell phone: 0723596708.
APPENDIX B: RESEARCHERS' INFORMATION AND PARTICIPATION CONSENT

Section A: Researchers’ information

Researcher;
P. Kariuki Maingi, MSC Student.
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E-mail: elijagitonga2001@gmail.com.

Section B: Study Information

Why are they doing this Study?

There is need to establish the kind of attitude towards PE by primary school pupils as those in higher educational levels have shown they hold negative attitude towards the subject. This is a serious issue as an unprecedented increase in lifestyle diseases arising from sedentary living behaviours have been reported in the Kenyan population. Research also shows that, youth who develop positive attitude during early years are likely to
continue with the same trend even in later years. With the understanding of the attitude of pupils towards PE, then, policies and programs can be put in place to ensure the pupil develop positive attitude towards the subject.

**What will happen to me?**

I have the right to take part in the study refuse to take part or withdraw from the study without any consequences.

**Will the study hurt me?**

The study is used for research purposes only and at no point will this study hurt the participant in any way.

**What if I have questions?**

You can ask now or later. Ask the researcher or anyone else.

**Do I have to be in the Study?**

There will be no compelling reasons to force you to take part in the study. Being part of those taking part is purely voluntary.

<table>
<thead>
<tr>
<th>Name of the volunteer</th>
<th>Age</th>
<th>Date</th>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of person administering consent</th>
<th>Date</th>
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</table>
Section C: Parent/Guardian Consent Form

What you should know about the Study?
- Please read about the purpose and benefits of the study.
- You have the right to: take part, agree to take part now or change your mind later.
- Please read the consent form carefully and ask questions if any before you make your decision.
- Your participation and that of your child is voluntary.
- By signing this form, you allow your child to participate in the study as described.

Who is doing the Study?
My name is Patrick Kariuki Maingi a student of M.sc (Masters of Science) in recreation and Sports Management, Kenyatta University.

Where is the Study being conducted?
The study will be conducted in sampled primary schools in Kiambu County.

What is the Purpose of the Study?
The purpose of the study is to assess the attitude of primary school pupils and teachers.

Who is eligible?
Primary school pupils who are in class 7 and 8 whose parents will have signed the consent form and Teachers and Head Teachers of the sampled schools.

If you have questions or problems, who can you contact?
Patrick Kariuki Maingi, 0723 – 596708.

I declare that I have read the information in this form and I have understood it. I understand the study volunteer is a child and I certify that I am his/her legal guardian/parent.

Name of Parent/Guardian | Relationship | Date
________________________ | ____________ | ____________

Parent/Guardian Signature | Date | Age of the child
________________________ | ____________ | __________________

Name of the person Administering consent | Date
__________________________________ | ________________
APPENDIX C: QUESTIONNAIRES FOR PUPILS AND TEACHERS

Section A: Questionnaire for Teachers.

Instructions:

Dear Respondent,

You have been selected to take part in this study whose aim is to assess the Attitude and Practice of primary school pupils, Teachers and Head Teachers towards PE. The findings of this study may be utilized to generate information, including policy intervention which may be applied to ensure pupils are given a chance to grow in health devoid of lifestyle and non-communicable diseases (NCDS) as well as developing their full potential through games and sports as offered during PE lessons. Your responses will remain anonymous as the gathered information will be used for research and educational purposes only. ENSURE you **DONT** write your name or any identity anywhere on this questionnaire, and kindly respond to the questions as truthfully and as they apply to you **ALONE**.

**Section A: Background Information.**

1. Are you a professionally trained teacher? Yes [   ] No [   ]

2. What is your gender? Male [   ] Female [   ]

1. What type of school do you teach? Public [   ] Private [   ]
Section B: Attitude of Teachers Towards PE (Wear’s Attitude Scale towards PE)

**PART 1: Cognitive Domain**

i) What extent do you agree with following statements of teacher’s **RECEIVING** sub-domain of attitude towards PE Lessons?

(Please put a √ as appropriate).

**Key:** 5 Strongly agree, 4 Agree, 3 Undecided, 2 Disagree, 1 Strongly disagree.

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</tbody>
</table>

1. PE provides situations for developing good character qualities.
2. If a teacher shows seriousness on PE pupils, pupils become serious as well.
3. A teacher has a role in shaping perceptions of pupils towards PE.
4. A teacher becomes happy when active on PE even when there are obstacles.
To what extent do you agree with the following statements concerning teacher’s **RESPONDING** Sub-domain of attitude towards PE lessons?

(Please put a √ as appropriate).

**KEY:** 5 True, 4 True, 3 Undecided, 2 Untrue, 1 V. Untrue.

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</thead>
<tbody>
<tr>
<td>1.</td>
<td>PE is one of the more important subjects in helping to establish and maintain desirable social standards.</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>2.</td>
<td>PE should be included in the program of every school.</td>
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<tr>
<td>3.</td>
<td>Knowledge and skills gained during training of a teacher will assist a teacher develop favourable attitude towards PE.</td>
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<tr>
<td>4.</td>
<td>Teacher should actually undertake teaching PE lessons and demonstrate skills to pupils.</td>
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</tr>
</tbody>
</table>

ii) To what extent do you agree with the following statements of teacher’s **VALUING** Sub-domain of attitude towards PE?

(Please put a √ as appropriate).
KEY: 5 V. Great Extent, 4Great Extent, 3 Moderate Extent, 2 Less Extent, 1 No Extent.

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</thead>
<tbody>
<tr>
<td>1. PE makes valuable contribution towards building up an adequate reserve of strength and endurance for everyday living.</td>
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<tr>
<td>2. PE helps teachers to adapt socially by encouraging them to attempt to inspire each other in many of the activities.</td>
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<td></td>
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<tr>
<td>3. Participation in PE activities makes one have a wholesome outlook in life.</td>
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<tr>
<td>4. There is a lot of value in PE as far as physical well-being is concerned.</td>
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</tbody>
</table>

iii) To what extent do you agree with the following statements of teacher’s ORGANIZATION Sub-domain of attitude towards PE?

(Please put a √ as appropriate).

KEY: 5 Always, 4 Often, 3 Unsure, 2 Rarely, 1 V. Rarely.

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</thead>
<tbody>
<tr>
<td>1. I would take PE lesson only if it is required.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. Teacher has a big role in shaping perception of pupils towards PE.</td>
<td></td>
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<tr>
<td>3. Teacher has a responsibility to show seriousness towards PE lessons so that pupils become serious as well.</td>
<td></td>
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</tbody>
</table>
iv) To what extent do you agree with the following statements of teacher’s CHARACTERIZATION Sub-domain of attitude towards PE?

(Please put a √ as appropriate).

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<th>4</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. All those teachers who are physically able will profit from an hour of PE each day.</td>
<td></td>
<td></td>
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<tr>
<td>2. Teacher should manage class so that there is field control for pupils to enjoy PE lessons.</td>
<td></td>
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<tr>
<td>3. Teacher should not give pupils facilities to use without supervision during PE lesson.</td>
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</tbody>
</table>
PART II: AFFECTIVE DOMAIN

i) To what extent do you agree with the following statements of teacher’s KNOWLEDGE Sub-domain of attitude towards PE?

(Please put a √ as appropriate).

KEY: 5 Always, 4 Often, 3 Unsure, 2 Rarely, 1 V. Rarely

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</thead>
<tbody>
<tr>
<td>1. Vigorous physical activity during PE lesson works off harmful emotional tensions.</td>
<td></td>
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<tr>
<td>2. PE is one of the more important subjects in the school program.</td>
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<tr>
<td>3. Teacher should take into account differences in pupils abilities so that all are involved in the PE lesson.</td>
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<tr>
<td>4. Teacher should regularly correct pupils in their execution of PE skills to perform them correctly.</td>
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</tbody>
</table>

ii) To what extent do you agree with the following statements of teacher’s COMPREHENSION Sub-domain of attitude towards PE?

(Please put a √ as appropriate).
KEY: 5 V. Great Extent, 4 Great Extent, 3 Moderate Extent, 2 Less Extent, 1 No

### Extent

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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teachers should vary the skills taught so that pupils learn as many skills as possible.</td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
<td>Teachers should conduct PE lessons during the appropriate time.</td>
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<tr>
<td>3.</td>
<td>Teacher should use all the PE lessons to teach pupils the subject.</td>
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</tbody>
</table>

iii) To what extent do you agree with the following statements of teacher’s APPLICATION Sub-domain of attitude towards PE

(Please put a ✓ as appropriate).

KEY: 5 V. True, 4 True, 3 Undecided, 2 Untrue, 1 V. Untrue

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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teacher should conduct PE lesson as seriously as required</td>
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<tr>
<td>2.</td>
<td>Teacher should improvise facilities for PE lesson so that it becomes more effective</td>
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<tr>
<td>3.</td>
<td>PE lessons make school life more enjoyable.</td>
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</tbody>
</table>

iv) To what extent do you agree with the following statements of teacher’s ANALYSIS Sub-domain of attitude towards PE?
(Please put a √ as appropriate).

KEY: 5 Always, 4 Often, 3 Undecided, 2 Rarely, 1 V. Rarely.

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<tbody>
<tr>
<td>1. If for any reason a few subjects have to be dropped from the school program PE should be one of them.</td>
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<tr>
<td>2. PE class activities will help relieve and relax physical tensions.</td>
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<tr>
<td>3. Skills learned in a PE class should benefit a pupil.</td>
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</table>

v) To what extent do you agree with the following statements of **SYNTHESIS** sub-domain of teacher’s attitude towards PE?

(Please put a √ as appropriate).

KEY: 5 Strongly agree, 4 Agree, 3 Undecided, 2 Disagree, 1 Strongly disagree.

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<tbody>
<tr>
<td>1. Teachers should conduct PE programs as planned.</td>
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<tr>
<td>2. Teacher should improvise equipment and facilitates if unavailable for class involvement.</td>
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<tr>
<td>3. Teacher should vary skills taught so that pupils learn with ease PE skills taught.</td>
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</table>

vi) To what extent do you agree with the following statements on the **EVALUATION** sub-domain of pupils’ attitude towards PE?

(Please put a √ as appropriate).
KEY: 5 Strongly agree, 4 Agree, 3 Unsure, 2 Disagree, 1 Strongly disagree

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<tbody>
<tr>
<td>1. PE activities provide opportunities for learning to control emotions.</td>
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<td>2. PE has a significant place in modern education.</td>
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<tr>
<td>3. Teacher should ensure safety precautions are adhered to during PE lesson.</td>
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</table>
Section B: Questionnaires for the pupils.

Instructions:

Dear Respondent,

You have been selected to take part in this study whose aim is to assess the attitude and Practice of primary school Pupils, Teachers and Head Teachers towards PE. The findings of this study may be utilized to generate information, including policy intervention which may be applied to ensure pupils are given a chance to grow in health devoid of lifestyle and non-communicable diseases (NCDS) as well as developing their full potential through games and sports as offered in PE lessons. Your responses will remain anonymous as the gathered information will be used for research and educational purposes only. ENSURE you **DON'T** write your name or any identity anywhere on this questionnaire, and kindly respond to the questions as truthfully as they apply to you **ALONE**.

Section A: Attitude of primary schools pupils towards PE in Kiambu County.

1. What type of school do you attend?
   
   Public [ ]   Private [ ]

2. Are you a boy or a girl?   Girl [ ]   Boy [ ]

3. What class are you in? ..........................
Section C: Attitude of Pupils Towards PE.

PART I: Cognitive Domain

i) To what extent do you agree with the following statements on the RECEIVING Sub-domain of pupil’s attitude towards the PE?

(Please put a √ as appropriate).

**KEY:** 5 Strongly agree, 4 Agree, 3 Undecided, 2 Disagree, 1 Strongly Disagree

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<tbody>
<tr>
<td>1. PE helps to work off emotional tensions and anxieties.</td>
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<tr>
<td>2. One becomes unhappy when he fails to attend a lesson.</td>
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<tr>
<td>3. Attending PE lesson is beneficial.</td>
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</table>

ii) To what extent do you agree with the following statements on RESPONDING Sub-domain on pupil’s attitude of toward PE?

(Please put a √ as appropriate).

**KEY:** 5 Strongly agree, 4 Agree, 3 Unsure, 2 Disagree, 1 Strongly disagree

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<tbody>
<tr>
<td>1. It is good to participate fully during PE lesson.</td>
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<tr>
<td>2. When PE rules are obeyed there, is order and enjoyment.</td>
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<tr>
<td>3. It is important to practice skills learned during PE lesson.</td>
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</tbody>
</table>
iii) To what extent do you agree with the following statements on VALUING
Sub-domain on pupil’s attitude toward PE?

(Please put a √ as appropriate).

KEY: 5 Always 4 Often 3 Unsure 2 Rarely 1 V. Rarely.

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</thead>
<tbody>
<tr>
<td>1. PE should be a required subject for every primary school child.</td>
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<tr>
<td>2. It is important to display skills learned during PE lessons.</td>
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<tr>
<td>3. One gets satisfaction when a PE skill is well executed.</td>
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</table>

iv) To what extent do you agree with the following statements on ORGANIZATION
Sub-domain on pupil’s attitude toward PE?

(Please put a √ as appropriate).

KEY: 5 Always 4 Often 3 Undecided 2 Rarely 1 V. Rarely.

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</thead>
<tbody>
<tr>
<td>1. Exercise during PE lesson does a lot of good.</td>
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<tr>
<td>2. PE skills should be carefully selected to benefit pupils during the lesson.</td>
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<tr>
<td>3. There should be a balance between classroom learning and participation in PE lessons.</td>
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</tbody>
</table>
v) To what extent do you agree with the following statements on CHARACTERIZATION Sub-domain on pupils’ attitude toward PE?

(Please put a √ as appropriate)

KEY: 5 V. Great Extent 4 Great Extent 3 Moderate Extent 2 Less Extent 1 No Extent

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<tr>
<th>Statement</th>
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</thead>
<tbody>
<tr>
<td>1. It is important to resolve to be attending PE lessons always.</td>
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<tr>
<td>2. During PE lessons, pupils should avoid risky behaviour</td>
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<tr>
<td>3. It is good to exhibit good desirable behavior during PE lessons.</td>
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</tbody>
</table>

PART II: AFFECTIVE DOMAIN

i) To what extent do you agree with the following statements on the KNOWLEDGE Sub-domain of attitude of pupils toward PE lesson?

(Please put a √ as appropriate).

KEY: 5 V. Great Extent 4 Great Extent 3 Unsure Extent 2 Less Extent 1 No Extent

<table>
<thead>
<tr>
<th>Statement</th>
<th>5</th>
<th>4</th>
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</thead>
<tbody>
<tr>
<td>1. I think PE is a good lesson.</td>
<td></td>
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<tr>
<td>2. Accomplishments in PE activities have an inward satisfaction.</td>
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<tr>
<td>3. One should be committed towards PE lesson even if the skills are demanding.</td>
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</tbody>
</table>
ii) To what extent do you agree with the following statements on the **COMPREHENSION** sub-domain of attitude of pupils toward PE lesson?

(Please put a √ as appropriate).

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</thead>
<tbody>
<tr>
<td>1. PE Lessons makes pupils lives more enjoyable.</td>
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<tr>
<td>2. PE lessons are very useful to pupils.</td>
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<tr>
<td>3. PE is an ideal subject in schools.</td>
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</tbody>
</table>

iii) To what extent do you agree with the following statements on the **APPLICATION** sub-domain of attitude of pupils toward PE lesson?

(Please put a √ as appropriate).

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</thead>
<tbody>
<tr>
<td>1. PE lesson contributes to the health status of pupils.</td>
<td></td>
<td></td>
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<tr>
<td>2. PE is equally as important as any other subject.</td>
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<tr>
<td>3. It is wrong for pupils not to attend a PE lesson.</td>
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</tbody>
</table>

iv) To what extent do you agree with the following statements on the **ANALYSIS** sub-domain of the attitude of pupils toward PE lesson?

(Please put a √ as appropriate).
KEY: Strongly agree, 4 Agree, 3 Unsure, 2 Disagree, 1 Strongly disagree.

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<tr>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>PE helps to shape pupils’ character.</td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
<td>PE helps to keep pupils’ mind alert.</td>
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<td>3.</td>
<td>PE lessons help pupils to relate well with others.</td>
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</table>

v) To what extent do you agree with the following statements on the SYNTHESIS sub-domain of the attitude of pupils toward PE lesson?

(Please put a √ as appropriate).

KEY: 5 Always 4 Often 3 Unsure 2 Rarely 1 V. Rarely.

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<td>1.</td>
<td>Pupils who like PE lesson are always eager to understand skills.</td>
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<td>2.</td>
<td>Pupils who like PE lesson are not silly.</td>
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<td>3.</td>
<td>Exercise during PE lesson has a lot of value in monitoring body weights.</td>
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<td>4.</td>
<td>Pupils who are physically able should take part in a daily PE lesson.</td>
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<td>5.</td>
<td>Pupils should be helped to develop stamina and strength so as to participate fully in a PE lesson.</td>
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vi) To what extent do you agree with the following statements on the EVALUATION Sub-domain of the attitude of pupils toward PE lesson?
KEY: 5 Always 4 Often 3 Undecided 2 Rarely 1 V. Rarely.

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<th>5</th>
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<th>3</th>
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<tbody>
<tr>
<td>1</td>
<td>PE exercise does so much to improve pupils’ wellbeing.</td>
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<td>2</td>
<td>A teacher should ensure that the whole PE lesson is used.</td>
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<td>3</td>
<td>All pupils should be assisted to perform skills learned during the PE lesson.</td>
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<td>4</td>
<td>PE skills learned during one lesson should be repeated in subsequent lessons.</td>
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**Section D: Attitude of private and public schools towards PE.**

1a) Do the type of school you attend influence your attitude towards PE lessons in the school?

Yes [ ] No [ ]

b) Why?

........................................................................................................................................................................
........................................................................................................................................................................
APPENDIX D: NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY
AND INNOVATION RESEARCH AUTHORIZATION PERMIT

NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION

Patrick Kariuki Maingi
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "Attitude and practices of primary school pupils teachers and head teachers towards physical education in Kiambu County," I am pleased to inform you that you have been authorized to undertake research in Kiambu County for a period ending 9th December, 2016.

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

On completion of the research, you are expected 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: DIRECTOR GENERAL/CEO

Copy to:
The County Commissioner
Kiambu County.
The County Director of Education
Kiambu County.
APPENDIX E: KIAMBU COUNTY EDUCATION DIRECTOR

AUTHORIZATION PERMIT

MINISTRY OF EDUCATION SCIENCE & TECHNOLOGY
State Department of Education

Telephone: Kiambu (office) 020-2044686
FAX NO. 020-2090948
Email: directeducationkiambu@yahoo.com
When replying please quote
KBU/CDE/HR/3/11/ (120)

COUNTY DIRECTOR OF EDUCATION
KIAMBU COUNTY
P. O. Box 2300
KIAMBU
10th December, 2015

Patrick Kariuki Maingi
Kenyatta University
P.O. Box 43844-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Reference is made to the National Commission for Science, Technology and Innovation letter Ref. No. NACOSTI/P/15/85583/8634 dated 9th December 2015.

Authority has been granted to you to do research on "Attitude and practices of primary school pupils teachers and head teachers towards physical education" for a period ending 7th December 2016.

Please accord him necessary assistance.

COUNTY DIRECTOR OF EDUCATION
KIAMBU COUNTY

P. Ngugi
FOR: COUNTY DIRECTOR OF EDUCATION
KIAMBU COUNTY