

**TEACHERS ATTITUDE TOWARDS PHYSICAL EDUCATION AMONG  
SELECTED PUBLIC PRIMARY SCHOOLS OF KASARANI  
DIVISION NAIROBI**

**BY**

**IRENE WANGARI MUREITHI**


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## DECLARATION

I hereby declare that apart from where reference was made to published literature, the work presented in this research report for the award of a Degree in Bachelor of Education in Early Childhood and Primary Education, is my original work and has never been submitted to any other institution of learning for any award.

Signed..........

IRENE WANGARI MUREITHI

Date:.....

## APPROVAL

I certify that Irene Wangari Mureithi carried out Research and wrote this dissertation under my supervision for examination as a university supervisor.

Signed.....

KAIZERI DOROTHY

Date.....08/09/2008

## **DEDICATION**

This research project is dedicated to my beloved husband Stanley Karumbi, Parents, Mr. Joseph Mureithi and Mrs. Zipporah Wanjiru, for their availability, financial and moral support, my children Kevin, Joseph, Lucas and Phidelis for their unceasingly support while at home and out of the country.

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## **ABSTRACT**

The study revealed that Physical Education plays a significant factor in the Education setting. The study was guided by the following objective; to determine teachers' attitude towards physical Education in Public Primary schools of Kasarani Division — Nairobi.

In the five selected public primary schools, samples were got by mixing papers thoroughly in a basket while blindfolding and then picked them out. The teachers were picked at random while the pupils were picked on a 1/3 (third) basis from the class register.

The study revealed that despite the Ministry of Education having seen it necessary to tap talents, skills and develop them, this has not actualized the policy because Physical Education has not been done.

The study therefore recommended that for teachers to change their attitude towards Physical Education there should be automatic upgrading to teachers who excel in it and thorough supervision by field officers and action to be taken.

# CHAPTER ONE

## 1.0 GENERAL INTRODUCTION

### 1.1 Introduction

The researcher has served in Nairobi for the last nineteen years as a P.1 teacher in various schools within Kasarani division.

Having trained in Migori Teachers' Training College, which was well known for producing famous sportsmen and women, the researcher got actively involved in Physical Education Programmes (P.E.) in the institution and went on to impart the knowledge acquired on the young learners in all the schools.

The researcher feels that physical Education is not adequately taught in public primary schools within Kasarani Division. The researcher's observations are that fields are unmarked for the various Physical Education. Activities, some schools have very small fields while some of the fields, are unrevelled.

She believes that participation in Physical Education activities by teachers has dropped drastically and that those left produce half-baked participants. This can be seen during divisional sports and games competitions as many children keep falling, collapsing, fainting and getting muscle cramps. This is often due to in adequate practice that brings about endurance.

She suspects that with the grading of schools and classes according to their performances on termly basis, most teachers utilize the Physical Education lessons to teach other examinable subjects to improve on their means score as they may feel that Physical Education is not examinable and thus a waste of time.

## **1.2 Statement of the Problem**

The researcher found out that Physical Education is not adequately taught in our public primary schools within Kasarani Division.

This is because children seem to lack skills to control their bodies naturally such that if they slip or skid, they fall heavily. The children appear deformed, unbalanced, they walk lazily, are weak, they appear dull and uninterested.

## **1.3 Purpose of the Study**

The researcher intends to give ideas on ways of solving these problems with an aim of ensuring that children benefit from Physical Education lessons as stipulated in the school curriculum. Physical Education plays a vital role on pupil academic performance although its not examinable in that it relaxes the children's body physically and mentally enhancing concentration for work without play makes Jack a dull boy.

## **1.4 Main Objectives**

To find out teachers attitude towards Physical Education among selected public primary schools of Kasarani Division, Kenya.

### **1.4.1 Specific Objectives of the Study**

- To find out regular teachers attitude towards Physical Education
- To find out whether teachers have basic skills in Physical education
- To find out whether teachers adequately scheme and lesson plan for Physical Education.
- To find out the state of Physical facilities

## **1.5 Research Questions**

1. What is the teachers' attitude towards Physical Education?
2. What different abilities do you teach and which among them are very challenging?
3. What format of Physical Education do you apply in scheming and lesson planning?
4. What is the state of Physical facilities available for Physical Education?

## **1.6 Scope of the Study**

The researcher carried out the research in the five selected public primary schools in Kasarani division, Nairobi Kenya. Among the selected were Kamiti, Mahiga, Roysambu, Njathaini and Kasarani primary schools.

## **1.7 Significance of the Study**

- The study will give viable suggestions on how the youth can be equipped with skills, knowledge, expertise and personal qualities that are required for self-reliance in activities like dancing, swimming and athletics while in school and in the future.
- The study will aim at unearthing children' hidden talents that cannot be discovered without the teaching of Physical Education
- Since not all children can be academia, practical and technical skills are essential for the less fortunate in academics.

- When children have been well equipped with these skills, co-operation and socialization is enhanced as they work together in the various activities. With these, leadership qualities are developed for the betterment of the school, homes and even the nation.
- The study will ensure that all children get their rights which are often denied by not being taught Physical Education, rendering them dull, hopeless and withdrawn and they may suffer from stress due to the daily occurrences in school, at home and even in the neighborhood.
- It's a child's right to play, to have leisure and to access recreational facilities. This can be motivated by children having acquired, and being well equipped with necessary skills, for varied activities.
- The Ministry of Education will devise means of ensuring that all public primary schools have adequate facilities for the teaching of Physical Education and ensure that all teachers are trained on Physical Education teaching. The Ministry will also devise a way of ensuring that Physical Education is taught effectively.
- The parents will hopefully co-operate in providing for their children with Physical Education uniforms and other necessary requirements as these are their responsibilities to provide for their children. In this, they would be cost-sharing with the government which has offered compulsory primary education for all and meets other requirements like supplying the schools with stationary and pays the teachers' salaries among others.
- The teachers will hopefully teach Physical Education more regularly and the children will benefit from this, while in school and also in adult life.

## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

#### **2.1. Introduction**

According to Wellington M. Kakui (2003), Physical Education is education which promotes a learner's social, physical, mental, emotional and spiritual development through movement activities.

This definition acknowledges Physical Education's pivotal role in promoting the child's growth and development.

Ministry of Education, Science and Technology (1986) in its national goals of education, agrees with the above definition when it states 'that, the teacher should bear in mind that the child is an individual and that he must live his life by experiment.

The experience, which can be given socially in Physical Education, teaches endurance, courage, skills and knowledge but because they are mentally, emotionally and physically different, every child should be treated individually in any education programme'.

This researcher will be guided by the above definitions since they fully meet the researchers own views.

#### **2.2 Areas Where Physical Education can be taught**

Physical Education can be carried out in the play ground in schools which have adequate playfields. This may mean anything between 2 acres to 5 acres of open space.

However, some contemporary schools do not have a square inch of open space, since all the ground has been taken up by buildings. This can be no excuse for not teaching

Physical Education since with proper planning and the right attitude Physical Education can be conducted in a classroom or even an assembly hall.

Physical Education since with proper planning and the right attitude Physical Education can be conducted in a classroom or even an assembly hall.

In a classroom situation, the teacher has to create space by arranging the desks to one of the corners of the room as a precaution measure to avoid injuries and accidents. The floor has to be dry and free from apparatus which may be barriers to the activities being performed. Due to the limited space in the room children should avoid walls because of the glass window panes or the metallic grills. They have to be controlled in the activities being carried out to avoid disturbing other classes with their noise and therefore the activities have to be well chosen.

In the Assembly Hall. Physical Education activities can be carried out when the weather is not conducive for outdoor activities. This is when the ground is wet and muddy or it is rainy which can be a nuisance.

This will be in a bid to prevent the learners, returning in a dirty state for the next lesson for it can bring conflict amongst the teachers and also the learners.

London County Council (1950) on adaptation of lessons to varying conditions states that 'A study of the lesson will reveal that many of the activities can be taken out of doors and that a wise selection of work can ensure a valuable period both indoors and out'. Thereby there should be no excuse of not teaching Physical Education due to weather conditions.

### **2.3 The Essence of Teaching Physical Education**

According to London County Council (1950) 'Physical Education hopes to give the children an opportunity to enjoy natural movement, to acquire skills according to interest and aptitudes, and to have freedom of expression through movement'.

This is very true in that it is a fact that a child starts playing while in the mother's womb within the limited space and so should not be denied the right for play while ample space is available. In Physical Education a child learns to control his/her limbs first in simple movements and later in complex ones, with the guidance and encouragement of the teacher. This child gradually becomes more skilled in the use of his body as a whole. This makes the child develop confidence within himself enjoys and concentrates in what he does. Once all these skills have been developed, they can be used even in other subjects to improve or excel in them, as the child becomes self-driven.

The development of motor skills makes them independent in that they can involve themselves in playing games and sports.

Annabelle R. Entiwistle (1961) states that, 'One of the aims of teaching Physical Education is the enjoyment which comes from the satisfaction of mastering a skill'. Due to this a child obeys rules and regulations of a game and this helps to instill a sense of self-discipline for he derives enjoyment from the participation. This self-discipline does not only apply in Physical Education lessons but becomes part and parcel of the learner, thus a disciplined lot.

Zoe Nicholas (1985) reckons that, Physical education builds a race of strong healthy women so that they can have strong children and also teaches them value of relaxation, a vital factor of making child birth easier'.

It is true that women fear childbirth due to the prolonged pain and dangers that may come about with it. Of late, we have observed women preferring the C-section (caesarean) method of delivery. This is where an opening is cut in the mother's body through which the baby is removed. This cut takes quite some time to heal and leaves the woman



incapacitated for many months making her dependent on others who may not be readily willing to offer the needed assistance thus stressing the women further.

With Physical Education being adequately taught the childbirth problems can be alleviated for it enhances feminine qualities in rhythmic movements, balance and posture in order to encourage flexibility. This is necessary for natural child bearing which has few side effects if any.

Zoe Nichols (1985), further states that, 'Through Physical Education lessons, control is necessary, mentally as well as physically and that the more difficult the movement the greater the need for co-ordination hence a greater deal of mental effort'.

This child who is used to concentration learns to think quickly, than a lazy one for he develops mental and physical co-ordination which requires practice for example, in skipping a rope, a child must time when to jump to avoid stepping on the skipping rope.

Physical Education is said to serve a therapeutic role to learners with special needs in that it relieves pain or numbness by keeping the affected area supple and in that corrects deformity and prevents further disability such as stiffness of joint (contractures).

Wellington M. Kakui, (2003).

This is also observed in 'normal' learners who may after an injury or accident, have to be encouraged to exercise the injured part for proper alignment.

Machines have also been purchased for exercising the body tissues for therapy purposes.

This is not possible for the common man who cannot afford the cost.

V. M Wise (1986) states that, 'Young children have an instinctive delight in movement and that they respond with pleasure to a natural urge to run, jump, throw, climb and dance'. This natural urge should only be controlled and planned for, according to the

extent and nature of exercises to be undertaken. It is the right of the child to play and should never be denied.

Physical Education is a teachable subject according to the education curriculum and all teachers have an obligation to teach for lack of this will be a breach of the regulation. The code of regulation for teachers on teachers' conduct and performance of duties clearly states that, 'The teacher shall perform such teaching administrative and supervisory duties that relate to the teaching service and any other duties which he may be required to perform to promote education and the teaching service'.

A teacher should therefore teach Physical Education just like the other examinable subjects in the curriculum. Physical Education can play a vital role in meeting the economic needs of National Development in that it equips the youth with skills, knowledge, expertise and personal qualities that are required to support a growing economy. These skills can either be in games, swimming, dancing or athletics which will create employment for the youth and thus economic growth.

With the flexibility of limbs they will excel in these fields and also encourage others to join them, therefore Physical Education lays a broad foundation of slowly developing games skills which together with experiences of dance, drama, gymnastics, swimming will enable the great majority of children confidently to approach new physical experiences awaiting them as they mature.

The Ministry of Education Science and Technology (1986) in the national goals of education state that, 'Education in Kenya must prepare children for those changes in attitudes and relationships which are necessary for smooth progress of rapidly developing modern economy.

Physical Education ensures the growth of these attitudes and relationships the learners from diverse communities play amongst themselves, they build co-operation are socialized, encouraged by incidental coaching, enjoy as they watch others perform certain tasks and this enhances unity.

Physical Education promotes and fosters a sense of responsibility as they handle the various equipment used in Physical Education activities like balls, nets, hoops and in marking of the field for the various games to take place.

Physical Education promotes cultural heritage from the diverse communities as they borrow songs, dancing rhythms and playing games and thus embrace those cultural practices that are important to them and discard the outdated ones.

These can foster International Awareness as the skills acquired can be adopted to compete internationally. This we have witnessed from our Kenyan Athletes, sportsmen and women when they bring home medals after emerging victorious.

#### **2.4 Types of Physical Education Taught**

Among the various types of Physical Education taught are the Ordinary Physical Education for 'normal' learners in regular schools; and adapted Physical Education for learners with special needs.

In the ordinary Physical Education lesson, rules and regulations are set to govern the various activities and should be followed by all.

In adapted Physical Education rules are modified or relaxed to suit the diverse needs of learners. This is because learners with special needs also have a right to be taught

Physical Education as well as the rights to the resulting benefits like enjoyment which is far much better than the sympathy that many teachers prefer to give these learners.

According to Wellington M. Kakui (2003) 'Adapted Physical Education is the modification of Physical Education programmes by adaptation to meet the diverse needs of learners who are in an inclusive class. For example when you involve learners with lower limb difficulties in wheelchair races or when you use audible balls for learners with visual impairments, an aspect of Adapted Physical Education is seen'. These physical activities facilitate independent living of children with special needs socially in that they develop recreational motor skills for independent functioning in the community e.g. playing games. They develop motor skills to master mobility in manipulating their domestic and community environment e.g. participate in cooking and attending meetings. Self-discipline is acquired as they (learners) obey rules and regulations of the games. As they participate in group activities, there is appreciation of individual differences and social interaction.

## **2.5 Factors That Affect Physical Education Teaching**

These include the teacher's or instructor's knowledge on the teaching of Physical Education so as to enable them correct mistakes by 'coaching' which is only possible if the teacher is acquainted with Physical Education activities.

The size of the field, with the increasing enrollment of pupils, to determine how many groups can be out for Physical Education at the same time. This will avoid interferences, depending on the activities being done e.g. football playing or athletics.

The shape and area of the field in that some fields have steep slopes and may be rocky making it unfit for Physical Education activities. The shape of the field affects in that some games which require a rectangular shape will be avoided thus denying the learners interested in the game an opportunity to exercise their talents and to develop on them.

Unmarked fields make some games and activities to be omitted as teachers may find it a waste of time marking them with the limited time available in the lesson.

London County Council (1952), states that 'Many of the activities and games can only be carried out effectively if the playground is adequately marked out for the purpose and experience has shown that if teachers rely only on improvised chalk lines, there is a tendency to omit those games and activities which require special markings'.

He extends to state that 'To gain full benefits from the lesson some adjustment of the normal clothing should be done in order to give freedom of movement and to retain the warmth generated by having clothes to put on after the lesson'.

This may affect the teaching the Physical Education in that some teachers and pupils may have health problems and feel they do not want to expose themselves to some weather conditions that they may be allergic to like cold or dust. They therefore shy off from conducting Physical Education activities.

The Physical Education uniform which is vital due to the vigorous nature of work and the need for freedom of movement may not be readily available for the pupils and for the teachers who may not be willing to purchase this item on their own.

The provision of the Physical Education kit will also depend on the parents' co-operation though some may be financially handicapped.

Some teachers may be unqualified in the Physical Education field and shy off from conducting Physical Education activities for fear of being embarrassed by failure to produce the expected outcome.

Some cultures do not allow their children to show off some body parts. Girls are especially not allowed to reveal certain body parts. This cannot be avoided in Physical Education and therefore those affected culturally withdraw from the Physical Education activities. This applies to both the teachers and the children.

The time factor is also a matter of concern as quite some time is consumed in preparation for the next lesson and if it does come after breaks, it consumes time into the next lesson bringing in conflict amongst the teachers and pupils may end up being punished for a mistake not of their own making.

Some teachers may not be prepared adequately for the lesson, therefore have little to occupy the pupils or either give wrong or inadequate instructions bringing about confusion amongst learners. This may bring about indiscipline and frustration among the pupils as they strive to get clarification from fellow pupils on what the teacher meant. This can also be frustrating on the side of the teacher leading to withdrawal from teaching Physical Education.

The gender issue on the distribution of staff also affects the teaching of Physical Education in that female teachers outnumber their male counterparts who may be freely willing to engage in Physical Education activities actively.

According to John Brown (1952) 'The objectionable smell that comes when perspiration is left to dry on the body after a Physical Education lesson, is avoided and especially when there are no washing areas for both the teachers and the pupils': This smell is

irritating to our sense of smell and can make both the learners and the teachers hate the Physical Education lessons therefore avoiding them.

## **2.6 The Impact of not teaching Physical Education.**

The teaching of Physical Education helps to alleviate some health problems and body disorders and lack of it means bringing up youth with so many health problems. Lack of teaching Physical Education can lead to heart ailments due to the accumulation of fats in the body and can result to heart failure.

Stiff limbs among many of the learners may lead to frequent accident and injuries due to lack of control and co-ordination of their bodies.

Lack of exercise accelerate the aging process in each one of us and can be controlled by exercising our bodies to add on to its flexibility.

The youth who look uninterested, dull, demotivated are likely to suffer from stress since this can be a sign of lack of socialization which enhances team spirit and this is very much encouraged in Physical Education through competitions and team work.

Zoe Nichols (1985), Group and team work directs this spirit into community service and children are taught to consider the benefit of a group before theirs'.

This will help learners in trying to solve or alleviate the problems affecting their fellow friends and give them morale to forge ahead with life's daily encounters.

Cases of indiscipline will be on the increase since the youth have a lot of energy, which is not utilized in the right way may vent out in behaviour disorders like bullying in schools.

Sharing skills have to be encouraged if they have to live in harmony for lack of it will frequent quarrels and confrontation which may lead to property damage or even loss of

life. These sharing skills are taught as learners share the various apparatus in Physical Education lessons. Pupils may have skeletal abnormalities like round shoulders and poking chins, lack of neatness in footwork which comes about in dancing. In Physical Education a child learns to control his/her limbs first in simple movement and later in more complex ones. The more complex the movement, the greater is the need for co-ordination and therefore a great deal of mental effort is required. A child who is accustomed to concentrate learns to think for him or herself. This is encouraged and enforced in Physical Education activities. Lack of self-reliance and independency as in Physical Education they (learners) are called upon to work on their own and are therefore able to exert control over themselves and thus become successful leaders as they can exert control over others. They in future assume responsibilities of adult life more easily and readily when time come.

Rules and regulations observed in games and sports help in self-discipline in the field and later in life. All this will lack if Physical Education is not taught.

## **2.7 Ethical Considerations**

The code of regulation for teachers on Teacher's conduct on performance of duties (a) states that 'The teacher shall perform such teaching, administrative and supervisory duties that relate to the teaching service and any other duties which he may be required to perform to promote education and the teaching service'.

It is therefore a breach of contract when a teacher fails to teach Physical Education, which is a subject in the planned curriculum though it is not examinable in the National Examination. The Ministry of Education Science and Technology (1986) has it that 'The



child is a growing organism and his natural grace and ease in movement can be established through the use of suitable exercises. The experiences in Physical Education teaches endurance, courage skills and knowledge and should not be ignored or assumed or taken for granted. Every child should be treated individually due to emotional, mental and physical differences'.

## **2.8 Hypothesis**

Teachers' attitude towards the teaching of Physical Education in public primary schools within Kasarani Division is wanting.

## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

#### **3.1 Research Design**

To gather information on the Teachers' Attitude towards the Teaching of Physical Education in public primary schools of Kasarani Division in Nairobi, the research followed the quantitative approach.

A sample of five schools was used to carry out the study, and data from another selected sample of teachers from each school was included.

The researcher conducted a survey research where the data was collected mainly by use of questionnaires, face to face interviews and observations on the ground. The responses were analyzed by the statistical methods, to verify the situation on the ground within Kasarani Division.

#### **3.2 Target Population**

There were 25 public primary schools within Kasarani Division all under the city council of Nairobi. There were about 25,000 children and 600 teachers.

The research aimed at interviewing 10 teachers, picked randomly and 15 children. Each school produced two teachers and three children.

#### **3.3 Sampling Procedure**

The samples were gotten by writing the names of the 25 schools on pieces of paper and then put the pieces of paper in a basket. Mixed them thoroughly while blind folded and then picked out the 5 schools needed. The researcher also picked the teachers randomly

by getting the duty roaster and picking a male and a female teacher. Where there were no male teachers, the researcher got a lower and upper primary teacher using the timetable. For the children the researcher used the class register and pick every 1/3 (a third) of the children not forgetting to balance the gender.

### **3.4 Validity and Reliability of Research Instruments**

The questions were framed differently in a twisted way but the end result was the same, that is, the same questions asked differently but the answers reflected more or the same thing. If different responses were given from the same questions asked differently then one was left to doubt the respondent understanding of the content matter.

The researcher visited the fields and inspected their appropriateness for this gave a better chance of testing the validity of the data received.

### **3.5 Data Collection Procedures**

Questionnaires were prepared for teachers and pupils with different questions. The researcher read the questions to the respondents and wrote their responses.

It was obvious that the teachers' and pupils' responses differed, necessitating the need for observation and inspection of the fields, so as to establish co-relations. The researcher then analyzed the collected data from the various schools and then tabulated it wholly.

## CHAPTER FOUR

### 4.0 PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

#### 4.1 Introduction

The research analyzed, interpreted and presented the data as below in the context of purpose objectives and hypothesis as stipulated at the beginning of the study. Frequency tables are used to analyze the data while percentages are used to interpret it.

The five school in Kasarani division involved were; Mahiga, Kamiti, Kasarani, Njathaini and Rosysambu primary school.

Each school received five questionnaires for the selected sample of teachers. 20 questionnaires out of 25 were returned i.e. 80% while the selected sample of pupils were interviewed face to face and each of their responses written down by the researcher and the respondents views and findings are represented as below as well as the researchers hypothesis and conclusions.

**Table 4.1 Age of Pupil**

Age Years	Frequency	Percentage
6-8 lower primary	3	20
9-11 mid primary	5	33.33
12-17 Upper primary	7	47.67
Total	15	100

The table illustrates that 20% of the pupil respondents were between the age of 6-8 (Lower Primary), 33.33, were between the age of 9-11 (Mid Primary) while 46.67 % were between 12-17 (Upper Primary). All ages were represented and bearing in mind that most young pupils like play, the researcher was able to get the correct information.

**Table 4.2 Shows Gender of Pupil**

Gender	Frequency	Percentage
Male	9	60%
Female	6	40%
Total	15	100%

The male are less shy than female and therefore gave the required responses unlike the female who shyed off. This shows that the males (60%) and the efficient in physical education teaching more than the female and therefore should be assigned the duty even in future when they become teachers.

**Table 4.3 Distribution of Teacher by Age**

Age Years	Frequency	Percentage
21-29	2	25
30-39	3	37.5
40-49	2	25
50-54	1	12.5
Total	7	100

The middle aged that is 30-39 years were 37.5%, while the elderly between 40-49 years were 25%. Those heading to retirement that is 50-55 years were 12.5%. The youth had 25% representation. All ages were represented giving the researcher a clear picture/image of teachers' attitude and if measures are not taken to motivate the teachers towards changing their attitude, then physical education lessons will not be attended to thereby frustrating the intended use of the curriculum designers.

**Table 4.4 shows the Distribution of Teacher's Respondents by Gender**

Gender	Frequency	Percentage
Male	2	25%
Female	6	75%
Total	8	100%

The above table shows that female respondents outnumbered the male by three times. The female being so sensitive of their looks will definitely shy off from activities that will make them look shaggy or bothering tasks like those that go along with P.E and therefore give up being involved in physical education activities.

**Table 4.5 shows the Distribution of Teachers by Academic Level**

Level	Frequency	Percentage
"O" Level	7	85.5
"A" Level	1	12.5
Others	0	0
Totals	8	100

"O" level had a runaway majority at 87.5%. This is easily attributed to the government's policy on recruitment and training of teachers. "A" level had significantly 12.5 %, probably couldn't make it to Diploma colleges or the university and therefore settled for the bird in hand.

**Table 4.6 Shows Professional Qualification**

Qualification	Frequency	Percentage
University	0	0
Diploma	1	12.5
ATS	1	12.5
P1	5	62.5
P2	1	12.5
P3	0	0
TOTAL	8	100

This table reflects P1 as the documents majority at 62.5%. It is likely that some "A level certificate holders were sucked up in P1 training colleges and some P1holders are either "O" level division 1 and 2 holders who ought to have joined institutions of higher learning but due to poverty and marriages and the involvement that goes along with family life among others failed to.

**Table 4.7 Shows the Teaching Experience of the Respondent Teachers**

Experience	Frequency	Percentage
1-5 years	0	0
6-10 years	1	12.5
11-15	2	25
Over 16	5	62.5
Totals	8	100

The elderly respondent's teachers won the day as they constituted 62.5 % benefiting the researcher with their experience. This clearly indicates that the trend of physical education being not taught is being passed on from one generation of teachers to the next thus an endless suffering for the pupils who should benefit from it.

**Table 4.8 Shows the Scheming and Lessons planning of Physical Education in School**

Response	Frequency	Percentage
Termly	0	0
Yearly	1	12.5
Not applicable	7	87.5
Total	8	100

The majority respondents 87.5% believed it is a waste of resources as PE is a non-examinable subject. The 12.5% that scheme do it with outdated physical education schemes despite the syllabus having been revised severally by the Ministry of Education. Lessons plans for the same (Physical Education) were regends and most of the respondents were shy to draw a format of the same and therefore the question was left blank. Text books for physical Education, old or revised edition



**Table 4.9 Shows the Attendance in Physical Education Lessons**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Always	0	0
Sometime	1	12.5
Not applicable	7	87.5
Others	0	0
Total	8	100

The above table shows the majority respondents 87.5% have no room for a Physical Education lessons.

They remarked that Physical lessons are utilized for major examinable subjects like Kiswahili, Maths, English and Science, as pupils have ample time for play during breaks and after school, though the Physical Education lessons are reflected on the master timetable. The 12.5% that sometime go for Physical Education lessons are unguided and therefore choose what they think appropriate for them thereby retarding some of their talents which would have been unearthed with proper guideline by the teachers.

**Table 4.10 Shows Availability of Fields in Schools**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	6	75
No	2	25
Total	8	100

The table indicates that most schools 75% have a field while 25% who have no fields initially have a field which was politically grabbed later or setup with structures due to rapidly growing population or planted trees and flowers during the school beautification project in the city. The grabbing, putting up of structure or beautification, the researcher believes was because the land stood unutilized, and therefore potential for other uses.

**Table 4.11 Shows the Availability of Physical Education Equipment in Schools**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	1	12.5
No	7	87.5
Total	8	100

The minority 12.5% had Physical Education equipment and apparatus purchase for games and some donated by well wishers for their participation in games. However it is disheartening to note that this equipment is only available for use during the games seasons. The 87.5% majority have not single equipment.

**Table 4.12 Shows Schools Participation in Physical Education Activities at District Level**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	0	0
No	8	100
Total	8	100

The table above leaves a lot to be desired. 100% respondents' response was that they have never participated in Physical Education at District level. This confirms the researcher's fears on the teachers' attitude towards Physical Education and also participation for the sake of it to avoid explanations to higher authorities.

## CHAPTER FIVE

### 5.0 DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Discussions

Majority of the teacher respondents 75% were female and only 25% were male. This shows the uneven distribution of teachers and bearing in mind that females are very particular and sensitive of their appearance and looks, hence the reluctance in conducting activities that will make them look untidy or shaggy as physical education exercises demands. The male are not as sensitive and would be better placed in physical education activities.

Majority of the teacher respondents 37.5% were between 30 -39 years, 25% between 21-25 years, another 25% were between 40 - 49 years and 12.5% were between 50 - 54 years 20%. This clearly shows that the trend of ignoring and neglecting physical education activities is being passed on from one generation of teachers to the next and eventually physical education will be a thing of the past

Majority of pupil respondent 46.67% were between 12 -17 years, 20% were between 6 8 years while 33.33% were between 9 - 11 years. The pupil respondents between 12-17 years were upper primary pupils who expressed themselves freely unlike the lower classes where pupils cling to their teachers and shyed of from this stranger (researcher).

Greater part 60% of the student's respondent in Kasarani Division were male, who have a lot of stored energy because they are exempted from household chores like washing, fetching water and nursing the young ones unlike their fellow counterparts who are 40% and have to do all the above, if not more due to cultural belief that household chores are for the female.

The researcher attributed the teachers' attitude towards Physical Education to the following factors:

### **Lack of interest**

Most teachers 87.5% showed lack of interest in P. E for the involvement that goes along with it. Apart from preparing for the lesson, equipment needed must be availed for the various P. E activities to be conducted. This becomes quite demanding on the part of the teacher because the storage facilities for the same are not available. This becomes worse when the teacher is required to account for the same at the end of the year, and loss records filed in their names in the inventories. Due to the large numbers of pupils in classes class control outside becomes a problem and this discourages the teachers.

The state of our fields is wanting; during the sunny weather the fields are very dusty and hot. Considering the mode of transport from school to the homes, teacher shy off from the untidy looks the Physical Education lesson brings about because of dust and perspiration that accompanies it and during the rainy seasons it is worse because of the muddy fields. There being no wash rooms/changing rooms in schools teachers are left with no options other than do things of their choice like reading newspapers teaching other subjects during P. E time)

### **Lack of apparatus and equipment**

Only 12.5% of the schools have apparatus and equipment. However it is disheartening to note that this equipment is only available for use during the games season and after this they are kept under key and lock.

The lessons thus become boring for lack of motivation.

### **Peer group influence**

The peer group influence affects the performance of Physical Education because many will tend to identify with their friends though the activities being done are not of their choice or their favorite thus denying them a chance to develop their talents.

### **Methods of teaching**

The few teachers 12.5% who scheme for the same do it for formality purposes and therefore do not know what is entailed in it. The 12.5% that goes for Physical Education are taught through the lecture method and discussion which should be discarded hence forth and demonstration method used. Most physical education activities have to be demonstrated by either the teacher or a pupil who is in a position to.

### **Natural environment**

Despite the Kasarani International sports centre standing in this division, majority, who are slum dwellers and poverty stricken, can not raise funds to spectator a game, hence have no role models to emulate.

### **Traditional beliefs**

Some communities still hold into their beliefs that vigorous dancing is immoral and that girls should not expose some parts of their bodies. Those who come from such communities shy away from such activities denying them development of potentials they may possess. Those communities that practice female genital mutilation are affected most.

### **Discouragement by parents and teachers**

Some parents generally have a negative attitude towards Physical Education as they feel it is a waste of time since there is a lot of play out of class. They don't see the benefit of it at all and have no problem when other subjects are taught instead of Physical Education.

Other parents feel that Physical Education poses a lot of danger as various activities are being carried out and especially in this era of HIV and Aids. They fail to provide the Physical Education kits even under pressure. Teachers being parents too do not want to be held responsible of any accidents in the field during Physical Education.

The teachers too scold the pupils for making themselves untidy while many have no P. E kits thus making pupils cautious while carrying out the various activities hence not achieving much. The teachers rush in a bid to complete the syllabus before the scheduled time brainwash the pupils into seeing Physical Education as a waste of time thus discouraging and denying them play.

Lack of motivation for participation by parents and teachers by giving incentives to boost their morale and entice others in future.

Lack of funds for training of continuing teams to develop on their talents frustrating both the teachers and pupils. Participants are encouraged to walk to the competition grounds despite the distance. Teachers get pupils out of class a day before the competition day to allocate them the various responsibilities in the field. This frustrates pupils on the material day because they may suffer from muscle cramps and fainting due to lack of prior practice for "practice makes perfect"

Representation is done for formality purposes to evade written explanations to higher authorities for lack of participation.

Some head teachers clearly point out that there is no "vote head" for funding P. E activities from the government kitty thus discouraging both teachers and pupils. The grabbing of land owned by the schools discourages and frustrates the efforts to teach

specific activities that cannot be done indoors or on small ground e.g. football, hockey, and athletics among others

## **5.2 Conclusion**

Moral values like sharing, honesty, cooperation, concentration, self control, self reliance among others) are a sum total of all modes of conduct which are commonly accepted by the society as a rule of life which when followed lead to a harmonious and happy life for the individual and society as a whole, when on contrary these values neglected, negative consequences manifest themselves in various sectors of societal interactions. This is evidently clear when we look at what is happening in our secondary schools and institutions of higher learning. Lack of the above necessary skills for peaceful co-existence and a lot of unused energy amongst the youth which can be instilled in Physical Education is the cause of these unbelievable and undesirable behaviors.

Physical Education is universal and therefore its benefits too are universal in our daily lives as it has revolutionized the lifestyles of many and brought about tremendous changes in their thinking, attitude outlook among others. Physical Education which encompasses sports, games, athletics, dancing among others has brought about changes in such as health, communication, transportation, civilization among others.

Lack of Physical Education teaching has greatly hindered potentiality of many of the youth in the job market. This is because Physical Education is a primary requirement in all our undertakings, in our day to day encounters, regardless of age, gender or nationality.



### 5.3 Recommendations

The Kenyan society should deliberately develop a value system that the youth can depend on from early childhood and which will help them develop a sense of identity. This can be done through culturally based television series that emphasis virtues such as honesty, hard work, respect, kindness among others. This will make it easier to follow laid rules and regulations in schools making teachers work easier. The teachers will also be part and parcel of the system.

The government and the stake holders should develop a Kenyan film industry that features sporting activities, athletics, gymnastics, swimming by the Kenyans to motivate the pupils to focus on desirable behaviour if they have to be successful like their role models in the films.

Guidance and counseling services should be offered to encourage learners to put extra effort in Physical Education for it can also be an income generating activity through entertaining people for the less fortunate in academics or for both.

Physical Education teachers who excel in this field should automatically be upgraded to motivate them thus benefiting learners and the society at large. For effective and timely professional advice, field inspectors should promptly write up reports and send them to the chief inspector of schools with copies and thus a follow up of the same made. This will enhance the teachers participation and concentration of the same as an "error does not become a mistake unless you refuse to collect it.

The officers should make frequent visits to schools and hold separate interviews to elicit information on the teaching of Physical Education among other stake holders like the Parents, support staff, teachers and pupils. This will push teachers to teaching Physical

Education whether they are interested or not for fear of disciplinary measures being taken against them as it would be a breach of contract not to teach Physical Education.

The physical facilities and amenities should be frequently supervised to make them conducive for use by the teachers and pupils during and after Physical Education lesson (like bathrooms should have water, leveled and marked field.)

Parents should be incorporated in the Education Act as they are the first educators of their children and be encouraged to spend more time with their children educating, guiding and counseling and socializing them in matters pertaining to responsible adulthood as little or no time is spent on this.

The government should repossess grabbed school land unconditionally for others to learn a lesson from and thus use it for the intended use. Inactive teachers should be demoted and replaced with competent ones for the betterment of the pupils and the society as a whole.

During competitions between schools the activities should be (video - taped) filmed for future reference in case one lodges a claim of biased judgment as has been the case many a times.

The society should be encouraged to discard some outdated cultural practices that intimidate girls such as the female genital mutilations by the beliefs that go along with them (like girls being a source of wealth hence early marriage). This will ensure participation by all regardless of their gender. Special needs children should also be taken care of by providing equipment that suits them.

The talents tapped from childhood should be developed on by giving pupils incentives and capital for training them should be readily available to make them realizes their dreams.

Banning of tuition during weekends and school holidays to give pupils ample time to exercise themselves to relieve stress in readiness for the next week or term.

There should be a follow up on the purchasing of Physical Education equipment and a text to ensure teachers' knowledge of the content matter is updated and revised.

The syllabus should be completed as scheduled by the ministry of education but not rushed to 'consume' The Physical Education lessons.

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**Appendix I: Study Questionnaire for Teachers**

Dear Respondent,

Below are some questions addressed to you, kindly respond to them as genuinely as possible. Your co-operation will be highly appreciated. Note that the information given will be kept confidential and will be used for purposes of research only. Do not sign your name on this form.

Sincerely Yours,

Mureithi Irene W.

Instructions for completing the questionnaire Tick where appropriate or answer as required by the question.

1. Gender

Female

Male

2. Age

21—29

30—39

40—49

50—54

3. What is your highest academic level?

'O' Level

"A" Level

Other

4. a) What is your highest professional level?

Degree

Diploma

ATS

P1

P2

P3

Others .....

b) How long have you been in the teaching profession?

1—5

6—10

11—15

Over 16

5. Are you a Physical Education teacher?

Yes

No

6. How often do you plan for Physical Education?

Termly

Yearly

Not applicable

7. Name two agilities you teach per lesson

i.....

8. Do you have a field in the school?

Yes

No

9. Are Physical Education equipments available for use in the school?

Yes

No

10. Has your school ever presented Physical Education activities at district level

Yes

No

11. What do you think should be done to change the teachers attitude towards Physical Education?

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12. Give at least two traditional beliefs that hinder the teaching of Physical Education

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Thanks for your co-operation

**Appendix II: Study questionnaire for Students**

1. Gender

Female

Male

2. Age

6-8

9-11

12-17

3. Class

STD 1-3

4-6

7-8

4. How many lessons do you go for Physical Education in a week?

3

4

5

2

1

None

When you have not gone for Physical Education, what do you do in class?

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5. Does your school compete with other in Physical Education activities

Yes

No

6. Do the children in your class have Physical Education Kits (Uniform?)

Yes

No

Some

7. Are there Physical Education equipments and apparatus to use during Physical Education lessons?

Yes

No

Others

8. Where is your field?

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9. Which Physical Education activities do you like most?

Rolls

Balances

Springs

Games

Athletics

Dancing

0. Does the teacher demonstrate the Physical Education activities?

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11. Why do you think some teachers do not like going for PE lessons in the field

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12. When do you go for Physical Education before break or after

Before

After



**Kamiti Primary School**



**Mahiga Primary School**



**Roysambu Primary School**



**Njatha-ini Primary School**



**Kasarani Primary School**

A sketch map of Nairobi within which Kasarani Division (The Area of Study) is Located.

