

RELATIONSHIP BETWEEN INSTITUTIONAL FACTORS AND IMPLEMENTATION OF PHYSICAL EDUCATION CURRICULUM IN PRIVATE PRIMARY SCHOOLS IN KAJIADO NORTH SUB-COUNTY, KAJIADO COUNTY, KENYA

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Abstract

Physical Education (PE) is an integral part of the school curriculum and therefore learners are required to take part in it actively. As such, schools have been identified as learning environments with the capacity to equip learners with the positive attributes of the physical education curriculum. However, while great emphasis have been placed upon the benefits associated with PE, little is known on the relationship between institutional factors and implementation of PE curriculum in private primary schools in Kajiado North Sub-county, Kajiado County. The purpose of this study was to establish this relationship between institutional factors and implementation of PE curriculum in private primary schools in Kajiado North Sub-county, Kajiado County. The study was anchored on Social-ecological Theory. The study adopted ex post facto design in which the researcher did not have direct control of independent variables. The study population comprised of 100 PE teachers from 25 sampled private primary schools. Data was collected using two research tools namely Physical Education Teachers' Questionnaire (PETQ) and a Physical Education Equipment and Facilities Checklist (PEEFC). Items from data collection instruments were reviewed for content construct and face validity. Reliability of the instruments was established using Cronbach's Coefficient Alpha. The instrument yielded an Alpha coefficient of 0.72 which was considered acceptable. Data was analyzed using both descriptive (mean, frequency and percentages) and inferential statistics; Chi-square, Pearson product moment coefficient and Multiple regression. Administrative factors made the greatest significant contribution to the prediction of implementation of PE curriculum ($\beta = 0.481$, $t = 4.716$, $p < 0.05$) followed by equipment and facilities factors ($\beta = 0.311$, $t = 2.973$, $p < 0.004$). However, academic factor ($\beta = 0.103$, $t = 1.498$, $p > 0.05$) was not a potent predictor. The study therefore concluded that there is a positive relationship between institutional factors and implementation of PE curriculum in private primary schools in Kajiado North Sub-county. The major drivers of PE curriculum implementation were; the administrators of the particular school and the availability of equipment and facilities in the school. The study recommended that proper policies and procedures regarding size of land should be adhered to when establishing a private school. There should also be annual budgeting for PE equipment and facilities to ensure proper implementation of PE is carried out. PE teachers should attend in-service courses and workshops to improve on their competencies in implementing PE curriculum in schools.

Key Words: Curriculum Implementation, Kajiado County, Physical Education, Institutional factors, PE teachers

I. Introduction

Physical education has become an integral part of education process in several countries. This is as a result of a variety of health benefits it has been associated with in both children and youths in school. Sigmundova, Sigmund, Hamrick and Kalman (2013) observe that children are increasingly growing unfit and overweight due to their sedentary lifestyle. This has predisposed their lives to the risk of cardiovascular diseases and obesity. Similarly, in Europe, obesity among children has been increasing at an alarming rate (Sigmundova et al., 2013). For instance, Telford, Cunninham, Fitzgerald, Olive, Proser and Jiang (2012) reports that that in Czech Republic, every 10th adolescent, aged 14-18 years, is either obese or overweight. Further, in Belgium, Greece, Hungary, Netherlands, Norway, Slovenia and Spain, 26% of boys and 22% of girls were overweight while 5% of boys and 4% of girls were obese. Thus, inclusion

of PE and increasing more time for PE in schools is necessary, since schools are the places where learners spend most of their time.

Osundwa (2012), proffer that PE enables learners to take care of themselves by good grooming, developing healthy eating habits and desire for involvement in regular exercise. In addition, as indicated in the report of Active Healthy Kids (2013), learners who are actively engaged in regular physical exercise are able to achieve highly academically, acquire cognitive functioning, higher self-esteem and cases such as depression and anxiety are lowered hence leading to a better health-related lifestyle and psychological health. Ogunjimi, Akpar and Ikorok (2014) assert that there are numerous advantages attached to active participation in physical activities; for instance, there is increased efficiency of heart and lungs, increased muscles strength and endurance, maintenance of proper body weight and reduction of risk of coronary heart diseases.

Physical activity enables one to develop and maintain healthy joints and muscles hence one is able to undertake his or her daily activities well and is equally physically fit (Sirimba, 2015). Kinnunen and Lewis (2013) assert that there is growing positive effect of physical activity and proper nutrition on academic performance of elementary school children. Therefore many people worldwide are beginning to realize the relationship in physical education and academic performance. Due to this, the time for PE lessons have been increased in schools in Canada and Australia (Active healthy Kids, 2013). In addition, Osundwa (2012) claims that PE enables learners to develop virtues such as; teamwork, co-operation and sportsmanship thus the programmes are usually holistic. Therefore the value of PE can never be overstated.

In Zimbabwe, The Ministry of Education Sport and Culture is mandated to promote physical education (Chinamasa & Musiyamhanje, 2015). Physical education is offered in primary and secondary schools in Zimbabwe as a compulsory subject although just like many other developing countries, not much prominence is given to the subject (Chinamasa & Musiyamhanje, 2015). In South Africa, physical education is equally offered, though not as a single core subject but as one of the subjects in the learning area of Life Orientation. Life Orientation emphasizes on inculcating skills, knowledge, attitudes and values that promote health in terms of social, personal and physical development (Jacob, Mash, Draper, Forbes & Lambert, 2015). They further claim that PE is incorporated in the Life Orientation (LO) where time allocation is usually two hours per week in primary schools in South Africa (Department of Education, 2012).

In Kenya, physical education in schools focuses mainly on children's physical needs. It mainly develops children's attitude and regular physical activity which boosts their health (Gathu, Ndungu & Bomett, 2015). The Ministry of Education in Kenya has equally realized the importance of PE to the learners thus made the subject compulsory in both primary and secondary schools. Furthermore, school is the only context where many children are exposed to opportunities for physical activity which can be combined with structured learning (Griggs, 2012). The PE syllabus provided by the Kenya Institute of Curriculum Development (KICD) stipulates that, in primary schools PE should be assigned 5 lessons in lower primary classes, 4 lessons in middle primary classes and 3 lessons in upper primary classes; each lasting for thirty five minutes (KICD, 2002). However, as noted by Mungai, Sang and Wamutitu (2014) the frequency of cancellation of PE lessons is very high in Kenyan schools. They further observed that, in many schools, PE lessons are considered as free time and teachers use the time to cover content matter of other subjects. It is no wonder that teachers who train professionally in PE

struggle with status issues since it is perceived to be of a lower status than other subjects despite it being legal and compulsory subject in Kenya (Wanyama, 2011).

Jenkinsen and Benson (2010), opine that implementation of PE curriculum is influenced by many factors in both public and private schools. These may be institutional factors (school-based), teacher-related factors, student-related factors, among others. Institutional based factors include budget constraints, scarce resources, inadequate time in the curriculum, lack of professional development, crowded curriculum and lack of facilities and equipment. Teacher based factors include incompetence in teaching PE, lack of interest, previous negative experience in PE, among others. Learners related factors include attitude towards PE, peer pressure, lack of motivation, among others. Starc and Strel (2012) identified five factors such as allocated time, available facilities and equipment, the content of PE curriculum, class size per teacher and teacher competencies. This study focused on selected institutional factors such as equipment and facilities, administrative and academic factors because they are among the major issues found to be influencing the implementation of PE curriculum in many primary schools.

Beddoes, Prusak and Hall (2014) argued that the marginal status of PE in many schools globally, is due to the lack of administrative support since administrators play a major role in ensuring that curriculum subjects are implemented as expected. The support could be in terms of adequate funding for PE, allocation of time, encouraging professional development, among others. Regarding physical facilities and equipment, Ugochukwu (2013) observed that in Nigeria, most proprietors run their schools as private property paying little attention to government policies regarding operations of education industry.

A study by Mwangi (2015) established that while most of public schools in Kajiado North Sub County had play grounds and generally ample space, most of private schools operated in much squeezed residential areas with no play grounds and other vital facilities and equipment for PE. This forced the teachers and school children to seek the use of the public fields, far off from school. This implied that the use of the public fields could only happen during a major sports event and not the 40 minutes PE lessons, thus, jeopardising the implementation of PE curriculum. Additionally, Nyagosia, Waweru and Njuguna (2013) observe that despite the Ministry of Education (MOE) effort to come up with a comprehensive syllabus for PE in Kenya, most of the private schools neglect PE and instead subject learners to a lot of extra supplementary tuition in order to improve academic performance as a marketing strategy. To this end, this study embarked on establishing the relationship between institutional factors and implementation of PE curriculum in private primary schools in Kajiado North Sub-county, Kajiado County.

Statement of the Problem

Both private and public primary schools in Kenya are expected to follow the PE curriculum developed and provided by the Kenya Institute of Curriculum Development (KICD). However, there has been a concern that due to institutional factors such as administrative, availability of vital facilities, PE curriculum implementation might have been in jeopardy with far reaching ramifications. Inactivity among children has been found to be the leading cause of obesity triggering child diabetes and the onset of various cardiovascular diseases later in life (Telford et al., 2012; Sigmund et al., 2013). Despite the concern, there is a dearth of studies that focus on issues in private schools in Kenya and more so in the area of PE. Implementation of PE curriculum in private schools in Kajiado North Sub County warranted even more attention due

to fact that most of these schools are situated in poorly planned urban centres and in previously residential buildings that lack ample space for PE. The study therefore, embarked on establishing the relationship between institutional factors and implementation of PE curriculum in private primary schools in Kajiado North Sub-county with a view of influencing policy makers and other education stakeholders refocus on management of PE lessons among private schools.

II. Objectives of the Study

- i. To establish the relationship between provision of equipment and facilities and implementation of PE curriculum in private primary schools in Kajiado North Sub-County.
- ii. To examine the relationship between administrative factors and implementation of PE curriculum in private primary schools in Kajiado North Sub-County.
- iii. To determine the relationship between academic factors and implementation of PE curriculum in private primary schools in Kajiado North Sub-County.

III. Hypotheses

H₀₁: There is no statistically significant relationship between equipment and facilities factors and implementation of PE curriculum in private primary schools in Kajiado Sub-County.

H₀₂: There is no statistically significant relationship between administrative factors and implementation of PE curriculum in private primary schools in Kajiado North Sub County.

H₀₃: There is no statistically significant relationship between academic factors and implementation of PE curriculum in private primary school in Kajiado North Sub-County.

IV. Literature Review

There is substantial evidence of how important PE is to the wellbeing of children and therefore there is need for the subject to be given more attention in schools. However, teachers may not fully achieve the required standards for provision of PE in primary schools if they are not supported by the school administration. They may be willing but their hands may be tied and they may not have the mandate or opportunities to provide PE as per the required standards. Thus, lack of departmental and administrative support may lead to teachers being unable to provide quality and recommended PE programmes in elementary schools (Rovegno & Bandhauer, 2013). School administrators can support the teachers and learners by providing a conducive environment (Achugbue & Nakpodia, 2012). Adequate financial support must be provided in every educational sector to facilitate provision of physical education. Administrators, in their annual budget should set aside enough funds to purchase and maintain resources needed for physical education. Issues regarding funding; for provision of physical education, is a problem worldwide. A survey conducted worldwide by UNESCO (2014) found out that some of the common challenges in many countries are inadequate finances to fund PE. For instance, in Europe, lack of finances for maintenance of equipment and tools and also for renovations of tools and equipment is a major setback to the implementation of PE. In Latin America, one of the problems reported was lack of financial support to PE programmes. In Africa, it was reported that many schools faced insufficient money for the supply of equipment and proper facilities (UNESCO, 2014). In Kenya, Muchiri (2013) asserts that financial stress

in school budgets are contributing to a decrease in or elimination of PE programmes. Rainer, Cropley, Jarvis and Griffiths (2012) assert that the schools head teachers have a major role to play by ensuring that there is effective PE delivery in their schools as well as implementation of other government initiative that aim to enhance the quality of PE within primary schools. Administrators should therefore, facilitate PE teachers to train and keep abreast with the emerging better ways of engaging pupils in PE.

In Nigeria, Agbonlahor (2013) claims that one of the problems facing PE provision in primary schools; is inadequate equipment and facilities to implement PE curriculum. He further explains that the current low level development of sports equipment and facilities in Nigeria represents that sports development is not a priority of primary education activities. A similar situation is experienced in Kenya where availability of resources in Kenyan schools is pegged on social and economic status of the institution (Sirimba, 2015). Rintaugu et al., (2014) point out that for effective implementation of PE curriculum, adequate equipment and facilities are paramount. Thus, Orodho et al., (2013) claim that availability and relevant teaching and learning resources is very important in enhancing teacher effectiveness. Mwisukha, Chumba and Rintaugu (2014), agree that equipment and supplies such as balls should be available in quantity and quality in order to provide all children with equal opportunities to fully participate in physical activities.

Zaniboni (2012) asserts that when too much emphasis is laid on (academic) achievements; children, parents and even teachers will think less about learning core subjects such as PE and more about test outcomes. According to Mungai, Sang and Wamutitu (2014) most primary schools in Kenya are faced with frequent cancellation of PE lessons in order to create more time for academic subjects or other school activities that are regarded as important. Additionally, Wanyama (2011) observed that PE is not given highest priority when it comes to timetabling; it is usually placed at a time when both teachers and pupils are tired. Furthermore, PE teachers struggle with status issues since the subject is regarded as of lower status than other subjects despite it being legal and compulsory. In Kenya the Ministry of Education has mandated that PE be timetabled and taught as a compulsory subject in primary schools (KICD, 2002). However, according to Wanyama and Quay (2014), PE is regarded as a non-essential subject and the Kenyan system of education has little regard of subjects that are not examined. Likewise, Mungai, Sang and Wamutitu (2014) assert that inasmuch as PE is a compulsory subject; there is a major disparity between policy and implementation since the subject is only timetabled to satisfy only the quality assurance and standard officers (QASOs).

It is evident that literature is replete with information in regard to importance and challenges of PE curriculum implementation. However, most of the studies in Kenya focussed on the public primary and secondary schools giving private schools a wide berth. Considering the fact that most private schools in Kajiado North Sub County operate in congested spaces and more inclined to exam based teaching in a bid to cut a niche in the very competitive market, PE lessons become one of the most vulnerable lessons to be used for syllabus coverage of examinable subjects. This implies that, pupils will be denied the much needed exercises

resulting to various health complications and low academic prowess. It was therefore incumbent for a study to bring to the fore the extent to which institutional factors are related to the level of implementation of PE curriculum in private schools in Kajiado North Sub County.

V. Methodology

The research employed ex post facto research design. This design is very applicable when conducting social research where manipulation of characteristics of human beings is neither possible nor acceptable. The type of ex post facto research design used in this study was correlational design which was used to establish the relationship between institutional factors and implementation of PE curriculum. Correlational design attempts to show the relationship between variables by using techniques such as cross tabulation and correlations (Simon & Goes, 2011). This study was conducted in Kajiado North Sub-County. Kajiado North Sub-County is located in the southern part of Kenya. The region was selected since an earlier study by Mwangi (2015) had decried of the acute lack of learning facilities and lack of space among private primary and secondary schools in the region. Kajiado North Sub-County had a total of 120 primary schools which were registered with the MOE. Among the 120 primary schools 83 were private primary schools (MOE, Kajiado North District, 2014). The study targeted all the PE teachers in the 83 private primary schools. Through systematic, simple random and purposeful sampling methods, 100 PE teachers were selected.

VI. Results and Analysis

The study sample was 100 PE teachers from the sampled 25 private primary schools. However, 98 PE teachers filled and returned the questionnaires and giving a return rate of 98%. This was acceptable as per Babbie (2014) who asserted that a response rate of more than 70 per cent is considered sufficient for the study. Analysis of demographic information showed that, out of 98 PE teachers investigated, 47 (48%) were female while 51 (52%) were male. This implies that the study highly involved both genders and thus, the finding of the study did not suffer from gender bias. The findings further revealed that 48% of the respondents were below 30 years. This shows that most private primary schools employed teachers who were young, energetic probably fresh from colleges and mostly who could work for low salaries. In addition, the study identified that 71.4% of teachers were trained in PE at P1 level. This shows that most primary school teachers, while undertaking their P1 certificate courses in teachers' training institution, acquire training in PE; which is equally a core subject among others.

Provision of Facilities and Implementation of PE Curriculum

The first objective was to establish the relationship between provision of facilities and implementation of PE curriculum in private primary schools in Kajiado North Sub-County. Thus, in this regard, respondents were required to rate on five point Likert scale the extent to which they agree or disagree to some statements about PE equipment available in their schools. The questionnaire responses were coded such that strongly disagree was rated number 1 while strongly agree was rated number 5. The mean responses for PE teachers were computed such that: a mean response of above 3.0 was considered as agree while a mean of below 3.0 was considered as disagree. Further, for easier interpretation the responses were collapsed into three columns of Agree (A), Undecided (U) and Disagree (D) as shown in Table 1. Table 1 shows the proportion of teacher respondents in various levels of agreement, the mean and standard deviation (SD).

Table 1: Availability of PE Facilities and Curriculum Implementation

Relationship Between Institutional Factors And Implementation Of Physical Education Curriculum In Private Primary Schools In Kajiado North Sub-County, Kajiado County, Kenya

Statement	D	U	A	Mean	SD
	%	%	%		
My school has adequate facilities for PE curriculum implementation	56.1	8.2	35.7	2.8	0.9
Most of PE facilities are well maintained	50.0	10.2	39.8	2.9	1.1
The school has adequate changing rooms for both boys and girls	77.5	5.1	17.3	2.1	0.7
My school has adequate space to conduct activity oriented PE lesson effectively	62.2	10.2	27.6	3.1	1.0
Pupils are provided with various equipment such as balls, nets, rackets and skipping ropes to learn different skills	44.9	9.2	45.9	3.2	1.2
Mean of Means				2.82	0.98
N = 98					

As noted in Table 1, most of the teachers (56.1%) disagreed that their schools had adequate facilities for PE curriculum implementation. Further, 50% of teachers indicated that PE facilities are not well maintained, 10.2% were undecided while 39.8% indicated that the PE facilities were well maintained. The findings corroborate the study by Agbonlahor (2013) who noted that many primary schools are faced with challenges such as lack of adequate equipment for teaching and learning PE. Most of the teachers (77.5%) refuted that their schools had adequate changing rooms for both girls and boys. Similarly, majority of teachers (62.2%) disagreed that their schools had adequate space to conduct activity oriented PE lesson effectively. This agrees with the findings of UNESCO (2014) that lack of provision of playgrounds especially in schools located in the urban centres is one of the major challenges to PE opportunities. Facilities such as land or playground are a major requirement by the ministry of education when considering a business such as running a school. Therefore there is need for proprietors to consider this when establishing schools.

Nevertheless, 45.9% of PE teachers affirmed that Pupils are provided with various equipment such as balls, nets, rackets and skipping ropes to learn different skills. This finding was in line with Mwisukha et al. (2014) assertion that equipment and supplies such as balls should be made available in quantity and quality in order to provide all children with equal opportunities to fully participate in physical activities.

Administrative Factors and Implementation of PE Curriculum

The second objective was to examine the relationship between administrative factors and implementation of PE curriculum in private primary schools in Kajiado North Sub-County. Table 2 shows the analysed data.

Table 2: Administrative Factors and Implementation of PE Curriculum

Relationship Between Institutional Factors And Implementation Of Physical Education Curriculum In Private Primary Schools In Kajiado North Sub-County, Kajiado County, Kenya

Statement	D	U	A	Mean	SD
	%	%	%		
My school administrators are keen on PE curriculum implementation	48.0	5.10	47.0	3.0	1.2
The school has budgetary allocation of funds for PE	50.0	10.2	39.8	2.8	1.1
The school instructional supervision includes PE	77.5	5.1	17.3	2.5	0.8
The schools hires trained PE teachers	53.0	9.2	37.8	2.9	1.1
The school regularly sponsors PE teachers for in service training	69.4	5.1	25.5	2.7	0.8
The school administration acts promptly to replace the damaged equipment or a new acquisition	45.9	11.2	42.9	3.1	1.2
Mean of Means				2.83	1.0

N = 98

It is evident from Table 2, that almost equal numbers of teachers agreed and disagreed that school administrators are keen on PE curriculum implementation. However, 50% of teachers refuted that the school has a budgetary allocation of funds for PE while 39.8% of teachers affirmed. The finding corroborates UNESCO (2014) report that in Africa, many schools faced insufficient money for the supply of equipment and proper facilities due to lack of budgetary allocation. Similarly, Muchiri (2013) asserts that financial stress in school budgets are contributing to a decrease in or elimination of PE programmes. Majority of teachers (77.5%) indicated that the school instructional supervision does not include PE. Further, 53% of teachers refuted that their school hires trained PE teachers. Additionally, most of the teachers (69.4%) disagreed that the school regularly sponsors PE teachers for in-service training. This finding was contrary to Samkhaniani, Aghazadeh, Parkhani, Ardabili, Zareh & Isazadeh (2014) observation that one of the approaches employed to enhance teacher effectiveness and strengthen PE teachers is through in-service training since it improves the teachers' skills and competence quantitatively and qualitatively thus they are able to train the student better. Therefore, teachers who are competent and confident are likely to ensure effective implementation of and achievement of objectives of the PE curriculum.

Finally, the statement that the school administration acts promptly to replace the damaged equipment or a new acquisition elicited mixed reactions in that while 42.9% affirmed, 45.9% disagreed and 11.2% were undecided. This implied that while some administrators were keen on PE curriculum implementation others were not.

Academic Factors and Implementation of PE

The third objective was to determine the relationship between academic factors and implementation of PE curriculum in private primary schools in Kajiado North Sub-County. Table 3 shows the analysed data.

Table 3: Academic Factors and Implementation of PE Curriculum

Statement	D	U	A	Mean	SD
	%	%	%		
I always conduct my PE lessons as scheduled in the time table	48.0	5.10	47.0	3.2	1.2
I do not teach other subjects apart from PE	86.7	0	13.3	2.1	0.4
My teaching workload does not affect my input in PE	77.5	5.1	17.3	2.1	0.8
PE is equally emphasized as other subjects in my School	70.4	13.3	16.3	2.4	0.7
PE lessons are hardly used to teach other subjects	67.3	8.2	24.5	2.5	0.8
Mean of means				2.46	0.78

N = 98

As noted from Table 3, the statement that ‘I always conduct my PE lessons as scheduled in the time table attracted varied responses with a mean of 3.2 and a relatively high standard deviation of 1.2. The number of teachers who agreed was almost equal to the number of teachers who did not agree while a few teachers (5.1%) were undecided. This implied that while some teachers were keen to guide pupils in PE some were not. In a similar finding Mungai et al., (2014) observe that most primary schools in Kenya are faced with frequent cancellation of PE lessons in order to create more time for academic subjects or other school activities that are regarded as important. Additionally, Wanyama (2011) observed that PE is not given highest priority when it comes to timetabling; it is usually placed at a time when both teachers and pupils are tired. Furthermore, PE teachers struggle with status issues since the subject is regarded as of lower status than other subjects despite it being legal and compulsory. Teachers overwhelmingly (86.7%) refuted that they do teach PE only. Only 13 (13.3%) teachers affirmed that they do not teach any other subject apart from PE. This implied that there was a possibility that some teachers may be overwhelmed by the other examinable subjects and fail to concentrate effectively on PE syllabus. It was no wonder that only a few teachers (17.3%) affirmed that they are not affected by the workload. In a similar study Telford et al., (2012) and Usher and Anderton (2014) laments of the neglect of PE in USA schools elementary level after introduction of the national literacy and numeracy assessments, thus, overcrowding the curriculum.

Most teachers (70.4%) refuted that PE is equally emphasized as other subjects in their schools while 67.3% of teachers disagreed that PE lessons are hardly used to teach other subjects. The finding was similar to Zaniboni (2012) finding that in most schools emphasis is on academic pursuits while body fitness is relegated to the periphery. Zaniboni (2012) cautions that when too much emphasis is laid on (academic) achievements; children, parents and even teachers will think less about learning core subjects such as PE and more about test outcomes. This will therefore affect the implementation of PE.

Level of PE Curriculum Implementation

The study dependent variable was the PE curriculum implementation. Thus, the study endeavoured to establish the level of PE curriculum implementation among Kajiado North Sub County private primary schools. The respondent PE teachers were, therefore, required to rate the extent to which they agree or disagree to some statements about the level of curriculum implementation in their schools. Table 4 depicts the analysed data.

Table 4: Level of PE Curriculum Implementation

Statement	D	U	A	Mean	SD
	%	%	%		
All PE lessons are attended without fail by teachers and pupils	71.4	7.1	21.4	2.3	0.6
Most teachers' prepare scheme of work for PE lessons as recommended in the syllabus	50.0	10.2	39.8	2.8	1.1
In most PE lessons, pupils are fully engaged in teacher planned activities	38.8	8.2	53.1	3.6	0.9
I have noted a positive change in my students body wellbeing due to PE	33.7	15.3	51.0	3.3	1.1
My school has most of the basic facilities needed for PE	53.1	11.2	35.7	2.9	1.2
Mean of Means				2.98	1.0

N = 98

It is evident from Table 4 that most teachers (71.4%) disagreed that all PE lessons were attended by both teachers and pupils without fail. It was also established that while 39.8% of teachers prepared schemes of work for PE lessons, 50% of them did not. Nevertheless, 53.1% of teachers indicated that in most lessons pupils are fully engaged in the teacher planned activities. Equally important is the fact that majority of teachers (51%) affirmed to have noted positive changes in the students body wellbeing due to participation in PE. However, most schools lacked most of the basic facilities needed for PE as indicated by 53.1% of teachers. The overall mean of 2.98 and standard deviation of 1.0 implied that the level of implementation of PE curriculum among Kajiado North Sub County private primary schools was way below the MOEST expectations.

Hypotheses Testing

This section aimed at establishing whether there exists significant relationship between each of independent variables and the level of implementation of PE curriculum in private primary schools in Kajiado North Sub-county, Kajiado County. To achieve this, Pearson product moment correlation analysis was conducted and the result was as shown in Table 5

Table 5 Pearson Correlation Coefficient

Implementatio n	Facilitie s	Academi c	Administratio n
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Implementation	Pearson Correlation	1			
	Sig. (2-tailed)				
Provision of PE Facilities	Pearson Correlation	.698**	1		
	Sig. (2-tailed)	0.000			
Academic	Pearson Correlation	.217*	0.238*	1	
	Sig. (2-tailed)	0.031	0.018		
Administration	Pearson Correlation	.724**	.753**	.084	1
	Sig. (2-tailed)	0.000	0.000	0.412	
N = 98					
**. Correlation is significant at the 0.01 level (2-tailed).					
*. Correlation is significant at the 0.05 level (2-tailed).					

H₀₁: There is no statistical significant relationship between equipment and facilities factors and the level implementation of PE curriculum in private primary schools in Kajiado North Sub-county, Kajiado County.

From Table 5, equipment and facilities factors had a significant and strong positive correlation with the level of implementation of PE curriculum ($r = 0.698$, $p < 0.01$). Since $r^2 = 0.487$, it can therefore be deduced that holding the influence of other independent variables constant, availability and utilization of PE equipment and facilities did positively boost implementation of PE curriculum by 48.7%.

H₀₂: There is no statistical significant relationship between administrative factors and the level of implementation of PE curriculum in private primary schools in Kajiado North Sub-county, Kajiado County.

Table 5 shows that administrative factors had a significant and strong positive correlation with the level of implementation of PE ($r = 0.724$, $p < 0.01$). This means that there were some administrative measures such head teachers' close supervision of PE lessons that promote curriculum implementation. Further, $r^2 = (0.724)^2 = 0.524$ implying that holding other factors constant, 52.4% of variance in the level of implementation of PE curriculum was due to administrative factors.

H₀₃: There is no statistical significant relationship between academic factors and the level of implementation of PE curriculum in private primary schools in Kajiado North Sub-county, Kajiado County.

As evident from Table 4.16, academic factors had a significant but weak positive correlation with the level of implementation of PE curriculum ($r = 0.217, p < 0.05$). Thus, the study finding shows that academic factors such as not conducting PE lessons as scheduled in the time table, had no significant contribution to PE curriculum implementation in private primary schools in Kajiado North Sub-county. This implied that academic factors accounted for only 4.7% (r^2) variance in implementation of PE curriculum.

VII. Conclusion

Based on the study findings, the following conclusions were made:

1. Most of the Private schools in Kajiado North Sub County lack essential PE facilities and equipments such as skipping ropes, fields for racket games, change rooms. Lack of adequate space was found to be the greatest hindrance to PE curriculum implementation. In addition the available facilities are hardly maintained. However, schools that had the facilities were found to be successful in PE curriculum implementation. Thus, there was a significant relationship between availability of facilities and PE curriculum implementation.
2. In regard to administrative factors, most private schools had no budgets for PE, instructional supervision for PE lessons was hardly done, professional development of PE teachers was rare and schools rarely invited experts as resource persons in PE. This hindered implementation of PE curriculum.
3. Most PE teachers were bogged down by high work load, their efforts to implement PE curriculum were thwarted by the action of PE lessons being used to teach other subjects and high emphasis on the examinable subjects. However, during the few PE lessons that took place, pupils were reported to be engaged in teacher planned activities. Most teachers reported to have witnessed a positive change in learners as a result of PE.

VIII. Recommendations

The study recommends that:

1. The Ministry of Education through Quality and Standards Officers (QASOs) should ensure that all schools have ample space for pupils' physical activities. Further, they should ensure school have the basic equipment and facilities for implementation of PE curriculum.
2. School administrators should endeavour to have annual budgets for pupils' physical activities. Most private were found to shun the annual schools games competitions citing lack of funds. Additionally, the school administrators should organize and provide in-service training courses for teachers to enhance their competency.
3. PE should be treated as part of school curriculum hence should be properly timetabled and conducted rather than to use PE time for academic purpose

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