

**FACTORS INFLUENCING THE LEVEL OF LEARNERS
PARTICIPATION IN PHYSICAL EDUCATION, SPORTS
AND GAMES IN SECONDARY SCHOOLS: A CASE OF
NYERI CENTRAL DISTRICT**

BY

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DECLARATION

This is my original work and has not been presented for examination to any other institution or examination body.

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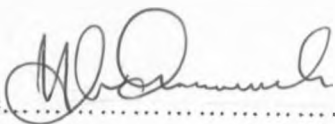
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Declaration by supervisor

This project proposal has been submitted for examination with my approval as the university supervisor.

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DEDICATION

This project work is dedicated to my very understanding immediate family, Mrs Severina Njeeri Ngechu, My son Samwel Ngechu, daughters Leah Ngechu, Margy Ngechu, Veronica Ngechu , Flora Ngechu who encouraged me and made me feel strong and well able to pursue the degree.

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LIST OF ABBREVIATIONS AND ACRONYMS

PE	-	Physical Education
KIE	-	Kenya Institute of Education
KSSA	-	Kenya Secondary schools Sport Association
KPSSA	-	Kenya Primary School Sport Association
KTCSA	-	Kenya Teachers Colleges Sport Association
KU	-	Kenyatta University
DQASO	-	District Quality Assurance and Standard officer
UNO	-	United Nations Organization
MOEST	-	Ministry of Education Science and Technology

ABSTRACT

Man is a motor being. His life is characterized by a lot of deliberate movements like running, walking, jumping, catching, stretching, curling, balancing, pushing, pulling kicking etc. These activities are natural to mans life and evidently make his life flow. Study of these physical activities in man has shown they are cardinal to his physical health intellectual development, talent building, social relations, positive use of leisure time, and longevity of life. They are also therapeutical to some illness and diseases such as cardiovascular diseases, hypertension, stress, stroke, kaiphosis and lordiosis among others, all of which would reduce national medical bill. Farley Thomas (1976).

It's for these reasons that the civilized societies have identified these physical activities in form of exercises and sports and programmed them in their education curriculum, health clubs and in organized competitions.

This study was set to investigate the level of students participation in PE, sports and games in secondary schools being the dependent variable. The variables of study or the independent variables were facilities and equipment, personnel and training. Knowledge and awareness of benefits of participating in PE, sports and games and finally Principals attitude towards PE, sports and games. The subjects of investigation included the students, the Games Masters, the Principals and the District Quality Assurance and Standard Officer.

The tools for data collection included questionnaire which was served to the students, Games Masters and Principals respectfully. The others were interview schedules and observation which was conducted with the QASO and Games Masters respectively. This study involved a sample population of 8 secondary schools randomly selected but including all categories of schools i.e. public, private, Boys schools, Girls schools, mixed ones Day and Boarding schools. There were 379 students sampled, 8 Principals and 8 Games Masters from the sample schools who were served with questionnaire. Interview schedule was arranged with QASO and observation schedule with the Games Masters. The data collected was converted to percentages and presented in graphs, charts, pie charts histograms and tables.

The findings revealed that the level of student participation in PE, sports and games was greatly influenced by the availability of, facilities and equipment, personnel and training, knowledge and awareness of the benefits of participating in PE, sports and games and Principals attitude towards participation in PE, sports and games. Arising from these findings recommendations are made with view of improving on the current level of students' participation in PE, sports and games in secondary schools.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Participation in physical education games and sports is a universal phenomenon that has provided critical contribution to development of humanity. It's also evident that physical education activities have valuable attribute in the life of a person and especially a young person. Such includes physical fitness and health, Emotional development, intellectual development, character formation, talent development, correction of body deformities like lordiosis, hinged back, knowledge of positive use of leisure time, development of sense of discipline, unity, solidarity and patriotism among others. Recognition of this dates back from antiquity. Clarke and Clarke (1978). The Greek philosophy embodied in the Latin phrase "men sano incopore sano (sound mind rests in sound body) has survived through the ages and provides today a philosophical basis for many health fitness programs and sporting activities. Buchers (1979).

Engagement in physical education and sports provides an environment for amusement, recreational health, social relationships, freedom of expression, increased physical skill development, reduction of stress and professional benefits. Talamini (1973). Vannier and Poindeyer (1976), Syden & Spretzer (1978), French & Jansmice (1982), Zakrajsek, (1991). In recognition of importance physical education and sports international sports bodies have been formed to organize sports and games competition at regional,

continental and world levels. Such includes international Olympic committee (IOC) federation of international football association (FIFA) among others.

The importance of physical education and sports has gotten recognition from the most respected world body. The United Nations Organization which in recognition of the importance of physical education and sports launched the “International Year of Physical education and Sports” on 4th November 2004 in Newyork. During the launching Adolf Yogi; a two times president of Switzerland (1993 and 2000), a one time minister of sports and defense in Switzerland and currently the special UN advisor to secretary General on physical education and sports remarked, “That sports is unrivalled medium of promotion of education, health development and peace. Sports helps us demonstrate in our pursuit of the betterment of humanity that there is more that unites us than divides us” (www.org/theme /sports 2005).His boss, the then UN secretary general Mr Koffi Annan reinforced these by remarking that “sports is a universal language. At its best it can bring people together no matter their origin, background, religious beliefs, economic status, and when young people participate in sports or have access to PE they can experience a real exhalation even as they learn the ideals of teamwork and tolerance . That is why the UN is turning more and more to the world of sport for help in our working for peace and the effort to achieve the millennium development goals”.

Jable (1986). contends that sportsmen and sports women students tend to have better attendance of school, lower dropout rates, less involvement in drugs than their none

athlete counterparts. This is what any school administration would wish to see adopted by entire student population. It's for these positive attribute that the goals and objectives of physical education and sports for those countries which have made it a curriculum subject in their education system aim at achieving. Kenya like many others among the developing and developed countries has recognized physical education and sports as a compulsory academic subject in all primary schools, secondary schools and Teachers Training Colleges, both public and private. The PE syllabus content for primary schools includes teaching learners all basic skills in all games and sports competed internationally. So primary schools are the foundation for sports and games. Leonard Mwathi, Janet Kamenju (2006). They are expected to participate in various sports and games teams as the talent develops.

In secondary school, learners are expected to carry those PE and sports skills they learnt in primary schools and further develop them under the guidance of a professional PE teacher. This is to enable them to form teams and participate or compete at seasonally organized championships under KSSSA. In teachers' training colleges, students are taught all basic skills in all sports and games sufficiently for them to go teach in the respective levels of teaching besides being skilled enough to participate in these games and sports at various levels. Kenyatta University and diploma colleges train PE teachers to teach PE and sports in secondary schools, while Primary Teachers colleges train PE teachers for primary schools.

A reflection of what is achieved from the teaching of physical education and sports in the learning institution is only through participation in these games and sports during extra-curricular times e.g. after classes, weekends and public holidays. Every institution should be able to present many sports and games during seasonal championships that are organized from divisional, District, provincial and National levels. In every category of institution there is an association that organizes those seasonal competitions in both sports and game. In primary school there is Kenya Primary school sports association (KPSSA). In secondary schools is Kenya Secondary School Sports association (KSSSA) while diploma and certificates colleges have Kenya Teachers Colleges Sports Association (KTCSA).

This research investigated whether there is acceptable level of participation in Physical Education and sports activities as envisaged and investigated factors that contribute to the participation of learners in secondary schools. The basic measure stick among others was the number of sports and games each institution was able to have and to present during their Associations organized championships. In Kenya the seasonal athletics and games competitions culminate at the National level where the champions from primary schools, secondary and colleges meet. It is from such like forums that Athletics Kenya is able to identify potential athletes for Olympics and such prestigious competitions. Kenya has registered in the world as a great force in sports especially athletics, cricket, rugby and volleyball.

Participation at these international levels has with it handsome financial rewards and our gold, silver and bronze girls and boys goes out as ordinary citizens but comes back as millionaires. They bring back home millions of dollars, the most needed foreign currency for our National development. To our Kenyan credit there is Tekra Lorupe peace foundation which is a brainchild of one of Kenyan most cherished marathon world champion. She is using physical education and sports to mitigate for peace among warring nomadic tribes of north Rift Valley in Kenya.

If therefore participation in physical education and sports activities has such huge benefits then we need to invest more in it through increased participation and why not. The study sought to unravel the factors that influence participation of learners in physical education and sports in our secondary schools and suggest interventions measures for the current decimal performance.

1.2 Statement of the Problem

The Kenya government has full recognition of importance of physical education and sports as a contributor to its national education goals. Consequently through the Ministry of Education and the relevant curriculum development agents like KIE has developed the necessary syllabus for every level of education thus, Primary schools, secondary schools and certificates and diploma level teachers training colleges. Kenyatta University helps train the graduate teachers to handle PE teaching in secondary and Tertiary institutions.

The scope of learning includes all necessary basic skills on sports and games to teachers' trainee in primary and diploma teachers colleges who in turn are expected to transmit them to primary school learners who in return should be able to participate in all PE and sports activities organized at that level.

Kenyatta University and the Diploma teachers colleges equip students with physical education sports and games skills necessary for secondary schools students. It is envisaged that the tutors for primary teachers colleges will be able to teach the primary teacher trainees all these skills in various games and sports and enable them to participate in all games offered during KTCSA meets hence we need adequate evidence by way of participation that they are well equipped. The Kenyatta university graduates of PE should be able to teach physical education and sports subject in secondary school to enhance some skills taught to them at primary school level. The evidence will be their participation in physical education and sports during the KSSSA meets in many of sports/games disciplines existing.

Participation in these physical education and sports activities should also be seen being actively taking place during extra-curriculum periods thus after classes, weekends and public holidays for boarding schools. It was therefore the aim of this research to establish the level of learners' participation in these games and sports in secondary schools within Nyeri Central District. The factors of investigation included facilities and equipment,

personnel and training, principals attitudes towards PE and sports and knowledge and awareness of the benefit of participating in PE and sport by the stakeholders.

1.3 Purpose of the Study

The purpose of this study was to establish the factors that influences the level of participation of learners in physical education and sports in secondary schools and propose some possible interventions to mitigate the situation.

1.4 Research Objectives

The study was guided by the following objectives.

1. To establish the extent to which facilities and equipment influence participation of learners in PE and sports in secondary schools.'
2. To determine to what extent personnel and training influence learners participation in PE and sports in secondary schools.
3. To evaluate the extent to which principals' attitude towards PE and sports influence learners participation in PE and sports in secondary schools.
4. To establish to what extent knowledge and awareness of benefits of participation in PE and sports influence learners' participation. in secondary schools.

1.5 Research Questions

1. In what ways does facilities and equipment influence learners' participation in **Physical Education and sports in secondary schools.**
2. How has the availability of trained personnel in Physical Education influenced learners' participation in PE sports and games in secondary schools.
3. To what extent has the learners' knowledge and awareness of the benefits of participation in PE and sports influence learners participation in sport activities.
4. To what extent does the principal's attitude towards participation in PE, sports and games influence level of learners participation in secondary schools.

1.6 Significance of the Study

The findings of the study will help the learners identify the benefits accrued from participating in Physical Education and sports programmes and make a decision to identify with the programme to develop full potential in physical fitness, academic success, talents development among others. The community as a stakeholder will understand the importance of supporting physical education and sports programme in order for their youth to gain all benefits gained from participating in such programme. They will desire to contribute for their success materially and in kind . The school administration will also see the need to support unreservedly Physical Education and sports programme in the institutions because of the benefits the administration would

realize in terms of good discipline, good academic performance, reduced dropout rate, reduced truancy, reduced drug abuse and so forth.

The government will benefit by way of having physically fit, healthy and productive citizens arising from participation in sports activities thereby reducing its national medical bills. Sports and games act very well as agent of national unity, jobs creation and peace initiative as is the case of Tecla Lorupe Foundation. With such benefits obviously the government will see need to support PE and sport activities. The parents on realizing the contribution of PE and sport in academic improvement will see the need to double up financial support for the PE and sports programmes. The church on realizing the significance of PE and sports in mitigating moral values by way of positive use of leisure time, will desire to support and include sports in their youth programmes. Finally the findings of the study will help future researchers by providing baseline data on other related factors that influences students participation in PE, sports and games.

1.7 Delimitation of the study

The questionnaires, the interview schedules and observation schedule were found suitable to use for data collection, given that the factors under investigations were not of very personalized nature. Most of the stakeholders had little knowledge about PE and were eager to know more hence their responses were genuine. The research was conducted during the school session when respondents such as students, Games Masters and Principals were present on duty. The level of participation was easily quantified in

terms of physically available standing teams, available facilities, (Pitches/ courts), balls, rackets, inventories, trophies , PE and sports teachers and so forth.

1.8 Limitations of the Study

Time was a scarce resource as usual with civil servants not on study leave. That means that I was under pressure of time as I was still on duty. Although there was pressure of time, the researcher was patient with the respondent who were not available for interview when needed but left a note to revisit later. There were no conflict of responses between the learners and Physical Education teachers in regards to commitment in teaching PE. The cost of traveling and materials was a challenge given that I was self sponsored and cost of everything was increasing by day.. Nevertheless, I lived within the means.

1.9 Assumption of the Study

The study was carried out under the following assumptions;

That the respondent would cooperate and answer the questions asked which they did.

That there would be no drastic measure taken by the government to alter the status quo and indeed there was none.

That all the relevant authorities from whom some information/data would be sought would be cooperative e.g. Quality Assurance and Standard Officer, Games Masters, School Principals and students.

That the data collection instruments would correctly measure the desired constraints which they did.

That girls and boys would respond at the same level to participation in sports all variables being equal and hence no need to study them separately and indeed gender factor did not influence responses.

1.10 Definitions of Significant Terms

- Academic performance** - Average total score obtained in a term examination by learner.
- Athlete** - A person who participate in a competitive game or sport
- Better academic performance** - Mean mark of the learner which is numerically higher than the mean mark of previous results.
- Competitive game and sport** - The formalized physical activity where students compete within and outside the school.
- Ex post facto research** - It is systematic empirical inquiry, in which the scientist does not have direct control of variables because their main manifestation have already occurred, or because they are inherently not manipulatable. (Kerlinger, page 379).
- Co-curricular** - Activities that have educational enhancement value to the curriculum. They are timetabled.
- Extra-curricular** - They are activities that are performed outside the formal time table but are done after the classes,

weekends and holidays.

Equipment

- Movable apparatus used in playing a game or sport such as balls, rackets, nets. and so forth .

Facilities

- Unmovable or fixed structures where games and sport take place for example fields, courts and so forth .

Learning institution

- Where formal education take place.

Leisure

Time you have at your disposal outside duty.

Physical Education (PE)

- An area of study that deals with human performances through the medium of selected physical activities.

Principal

- Head of a learning institution like Primary, Secondary or College.

Participation

- Taking part in playing a game or sport..

Sport/game

- Any physical activity offered for competition such as Soccer, swimming athletics gymnastic and so forth.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter contains review of books, education journals, newspapers, periodicals and internet to secure available information in regards to the research topic. Critical analysis was done on those earlier studies and compared with the research findings. The presence of literature is a confirmation of importance of the study area and hence my findings and recommendations adds to the list of the world efforts to close the gap existing in the field of learners participation in PE, sports and games.

2.2 Importance of PE and sport in Education

Mwathi and Kamenju ; Physical Education for Primary Teachers Education JKFE (2006) defines Physical Education as an area of study within education curriculum whose objective is to impart knowledge , skills and attitude regarding exercises, sports and games that contributes to whole development of a person.

2.3 Goals of education in relation to PE sports and games

The Kenya government has clearly stipulated goals of education from which any stakeholder is able to relate physical education and sports contribution to each one of them. That should have been the good reason for making physical education and sports a mandatory subject in all Education institutions except Universities and with exception of Kenyatta University which trains PE and sports graduate teachers. The goals of education

relates well with PE and sports such that every goal of education is realized through PE and sports. These goals includes,

Fostering nationalism; patriotism and promoting national unity. PE and sports are tribal alienation free and competitions are organized from the grassroots to national levels. The best performers go out to represent Kenya purely on merit. Belonging to a certain tribe is a pure coincidence. We also see professional sportsmen and women coming back from their foreign basis to compete for their country during Olympics or international games matches. This is a reflection of the PE and sports being an agent of fostering nationalism, patriotism, unity, promotion of social and economic needs of the nation.. PE and sports produce students of international caliber who earns a lot of dollars from their athletic prowess and bring it back for investment hence contributing to national development goal.

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Promoting individual development and self fulfillment. Yes, PE and sports achieves this as athletes who reach Olympic professional standards reach self actualization in career through development of talents that are grown through PE and sports culture.

Promotion of sound and religion values. PE and sports is all about impartation of positive knowledge, skills and attitude in regards to better use of leisure time. Decadence of morals and religious values arise from lack of promotion of PE and sports among the youth to know how to spend leisure time.

Promoting social equality and responsibility. This is common knowledge in that PE and sports are instrumental to social equality without boundary of gender, tribe, age, color, religion and so forth. PE and sports are instrumental in this because dance which is a sport help bring out important values of our culture.

Promoting international consciousness and foster positive attitudes towards other nations. PE and sports have put Kenya in the world map and very prestigiously registered it as member of international community with all the obligations and responsibilities; rights and benefits that it's membership enjoys .Promotion of positive attitude towards good health and environmental protection. PE and sports is also instrumental in that the PE curriculum embraces this objective squarely as an agent to producing healthy citizens in a health environment. Primary Education syllabus Vol. I (2002) KIE publishing.

KIE in line with PE definition and in its responsibility of developing curriculum resource materials for study has identified guidelines for the P.E teachers in form of goals. Physical Education should aim at providing skilled leadership and adequate facilities which will afford an opportunity for the individual or group to act in situations which are physically wholesome, mentally stimulating and satisfying, and socially sound. The goals challenges physical educators to impact significantly on the lives of those they are teaching or leading. It suggests that physical education can benefit the whole individual who in time could contribute to the society wellbeing.

The aim of PE and sports is also to increase individual's physical, mental and healthy benefits from physical activities and to develop healthy life skills and attitudes. Physical education encompasses a behavioral change, a commitment, a determination and a will to participate. Physical education can be described as making the best of ones quality of life through a long-term commitment to an enjoyable personal exercise program that will meet varied needs in a changing world. Specific objectives includes producing particular benefits like improved health, fun, remedy to illness or injury, physical fitness mental health, social and moral character, emotional development and control, development of talents, recreation, positive use of leisure time, mitigating stress and depression among others.

Henrich et al 2006. concluded in their study that practitioners should be aware that motivational climate needed to support, facilitate and enhance achievement directed behaviors of students. They found that establishing primary purpose for participating was critical for development of clients satisfaction which related to process of motivation and which in turn related to reasons for participation.

Ishler et al (2002) agreed that children with high level of physical activities have high physical fitness levels, leading them to perform daily activities with less energy spending and without becoming fatigued. Children with high physical fitness levels are part of a healthier society. Self concept is one of the most important psychosocial dimensions affecting physical activity level which is necessary for a happy and efficient life of an individual. This will be of interest in this study to confirm if the PE personnel have this

knowledge and if ever it is disseminated to the learners who would definitely feel motivated to participate in PE and sports.

Motivation for sportsmen and women in form of Presidential handshake to avoid monetary reward for winners is not motivation enough. Ishler et al, (2002) affirms that there ought to be introduction of scholarship awards and other tangible forms of encouragement to sports performers. Motivation of sports personnel is key to efficiency and competence. Such should include improved working environment, adequate provision for working tools, accessibility to seminars, conferences, workshops, in-service training programmes, enhanced salary packages, Such would ensure immediate visible results in sports participation. It should also be ensured that the coaches and teachers enjoys equal status of comfort with their contemporaries in other developed societies Ishler et al (2002).

In Nigeria, enactment of the National Policy of Education (1981) made Physical Education and Sports a compulsory subject in primary schools and as an instructional programme examinable in secondary schools. But in spite of all that, there has been no practical implementation of the Policy, notes. Ashler et al (2002) quoting from Anyanwu (1998). This compares well with Kenyan situation where in spite of physical education being made a compulsory subjects in all learning institutions, primary and secondary, there is still low registration of learners participation in the activities, remarks Professor J. Kioni on significance of sports. Standard Newspapers of 6th March 2010.

2.3 Factors Influencing Learners Participation in PE Sports and Games

This section deals with reviewing of literature of previous scholars who have studied the same factors that influences learners participation in PE, sports and games. The study findings agrees a lot with previous findings though done from different countries. The factors investigated were;

2.3.1 Facilities and Equipment

Issa and Mohammed (2009) set to determine the relationship between available facilities and equipments and effective teaching of physical education as well as enhancement of students interests in Physical Education. They conceded that Physical Education and Sports aims at improvement of human performance through the medium of physical activities that are selected to realize that outcome. And that facilities and equipment play vital role in the development and organization of these physical education activities. It was concluded that where facilities and equipment were accessible to the community, the enhancement of students interests in training and acquisition of skills was promoted. They further opined that facilities and equipment for practice are key factors that determine satisfactory conditions for schools sports programmes. Adesoye (1997) also opined that essential to the success of any Physical Education and Sports was the provision and utilization of good facilities. They further quoted Udoh (1986) who said that availability of soccer field, handball courts etc and adequate personnel will produce higher level of participation and standards of sportsmen and women. Onfade. (1986).

who had done the study on the same conceded that for any Physical Education and sports programme, there must be availability of qualitative and quantitative facilities and equipment which also foster effective sports development and participation.

Peter (2001) from his study on administration and organization of physical and health education, sports and recreation concurred that availability of sports facilities and equipment drew young people out to play games and sports as a natural urge. What they needed for successful participation were physical education coach/teacher to guide them on the selected sports and games. This study investigated the extent to which facilities and equipment elicited enough interest of learner to participate in physical education and sports and whether there was a strong correlation between participation of learner in physical education and sports and availability of PE facilities and equipment.

2.3.2 Principals' Attitude towards physical education and sports in secondary schools.

In the past, western scholars, the Socrates, plato, Aristotle, Jean Jacques, Rousseau all showed positive attitude towards physical education and sports. They also acknowledged the positive values of physical education in education. Similarly Chinese principal like Confucius, Cim Ting-lim Huang Li-Zhon and you HIS- Tsai all concluded that PE plays an important role in education and students should participate in sports activities. Van Dale and Bennet (1971) Ng, (1981) .

Fun and Poon (1992) castigated the British education system adopted in Hong Kong which had more emphasis on academic achievements and only limited attention placed on availability of time for sports. This made students give up sports so that they could concentrate on the certificate of education or advanced level education that singularly emphasized on scholastic achievements. That affected students and schools' values system. Principals just watched that helplessly. It was not until physical education was made an examinable subject and launching of the first full-time degree course in physical education and recreation studies was the landmark attitude change noticed in Hong Kong.

The principal as a leader of the school plays an important role in formulating educational goals of the schools which in turn affected the quality of the physical education program and extra-curriculum activities of that school. The principal also has a considerable influence on the attitude of both teachers and students towards sports. (Lai, 1991). He or she may act according to his or her past experience, ideas, likes, dislikes towards physical education and sport. Jackson and Nelson (1986). Research or survey associated with the attitude of principals was scarcely done and this study was set to investigate the principals' commitment to physical education and sports in secondary schools. It was also to find out whether the age, sex, level of education of the principal would influence learners' participation in sports and games.

The research also wished to establish if private schools had a different philosophy with respect to physical education and sports compared to government owned and aided schools in Nyeri Central District. The study was also able to establish if there was a relationship between attitude of principal towards physical education and sports and the actual expenditure on physical education and sports programme. The school as a social system has belief patterns, authority structures, organizations goals and communication networks of which the principal takes many different roles. MC Clearly and Thompson, (1977), Role and Drake (1980), Sergiorrani (1991), Ubbert and Hugher (1987) reported that principals played a critical role in the success of any program. According to Hugher (1987) there are five functions which the principal must play a central role. These are, the school and community relations, staff development, students development, education programs development, business and building management. Sergiornranni (1991) gave seven-fold classifications of administrative processes of the principals; these are planning, decision making, organizing, coordinating, communicating influencing and evaluation. The most important one was to identify specific objectives and devise means and content of these programs.

John Locke, the famous educationist of the seventeenth century wrote the book "Some Thoughts Concerning Education", where he gave his aims of education first as vigor of the body; secondly virtue in the soul; thirdly knowledge or mental acquisition. His first concern was for the body and the opening paragraph of his book is "a sound mind is in a sound body", was a short but full of description of a happy state in the world. French

educator; Rousseau in his famous book "Emile" emphasized that in order to learn to think we must then exercise our limbs, senses and our organs which are instruments of our intelligence. It has been reported that secondary school principals in general seemed to be unconcerned about physical education programs. Siedentop, (1987). Baros (1982) and Sum (1992) indicated that principals who had participated in physical education in schools had in turn influenced success of the school's physical education program.

Crane (1978) and Sum (1992) believed that attitudes of principals determined whether a physical education programme would be implemented and remain in the curriculum or would be rejected, reduced in status and subsequently eliminated from the curriculum. Sum (1992) believed that specific funding for primary schools physical education specialist was needed. However more than half of the secondary schools principal in Hongkong doubted whether primary school physical education specialists are necessary or essential.

2.3.4 Personnel and Training

As a matter of fact physical education and sport is a professional and an academic subject and hence must be handled by professionally trained staff in order to produce the desired results. In Kenya's situation the subject is compulsory in secondary, primary and Teacher Training colleges for diploma and certificates. In Kenya secondary schools it is taught by

graduate from Kenyatta University the only university that trains physical education teachers for secondary and TTC.

Udoh (1986) conceded that adequate trained personnel produces higher level of participation standards of sportsmen and women. In Kenya, TTC of both certificate and diploma, the syllabus enable every teacher trainee graduate from those institutions as qualified professionally in PE and sports. This implies that all primary school teachers are PE professionals and should have positive effect on learners participation level in PE and sport. This study was to find out the extent to which availability of trained personnel influences participation of learners in PE sports and games in secondary schools.

2.3.5 Knowledge/ Awareness of benefits of Physical Education and Sports

Young people naturally will be attracted to physical education activities as a form of recreation,., quoted Peter (2001). What they just need is a coach or a teacher's guidance into selected sports and games. Physical education and sport actually addresses young people's needs through the curriculum. There are many reasons for which learners participate in PE and sport.

Aminuddin Yusof and Omar-Fauzee (1978). Identified some of the reasons for participation as acquisition of health fitness, psychological and social experiences. Hence there are anticipated gains that participants hopes for.

One of the Kenyan goals of education is to promote individual development and self fulfillment MOEST Primary syllabus volume 1 (2002). These goals are to be squarely achieved through participation in physical education and sport where talents are identified developed and the learners are able to achieve even international participation. Such athletes may become professionals and join sport industry which rewards them handsomely in cash. Learners in the learning institutions must be made aware of such to be catalyst in participation in physical education and sport. Public health act acknowledge that sports and exercises are therapeutical to a lot of body weakness and sickness and recommends that public awareness be initiated.

Wilson and Pritchard. (2005). Compared level of stress in college students athletes and non athletes, they concluded that non-athletes students end up suffering higher level of stress attracting medical attention than athlete students. That implied that there are gains and benefit that come by way of participating in sport activities. Gitonga.(1998). In his study on effects of participation in competitive sport on academic achievement concluded that there is a positive correlation between participation in sport and academic achievement among the learners. Payne and Hahn.(2000). felt that exercises and sport are ideal ways of burning energy produced by stress related responses. Examinations in Kenya are a source of such stress because of the stake holder's expectation. This study was to establish whether knowledge and awareness of benefits of participation in sports

and games is known to the learners and stake holders in relation to learner's participation in sport activities.

Aminuddin Yusuf. and M. S. Omar – Fauzee (1978) on perception of Malaysian College students about sports participation constraints observed that that individual participated in sports for many reasons, including cultural, health, fitness, psychological and social experiences. Hence it was for gains that subjects participated in sports. Schafer & Armer (1968) study involving 588 boys from the high school found out that athletes tended to have a higher grade average than non-athletics when controlling factors such as intelligence, type of curriculum and the social class background of parents. They found that athletes did have higher educational expectations. Eighty two percent of the athletes planned to complete college and at least five percent of non-athletes. Therefore the athletes were more likely to complete four years of college than non athlete.

Hendry (1978) carried out a longitudinal study of 18 months to ascertain whether sports participation contribute immensely towards academic achievements or not. The study involved over 3,000, 15-16 years old secondary school pupils as they progressed from their third year into their fourth year of study in 15 comprehensive schools. The data was collected by questionnaires, inventories, teachers ratings and assessment as well as direct measurement; observation and recordings. The students were categorized into three groups, namely active competitively, active reactively and non-participants. The study found that the active competitors lead in academics performances.

Magill and Ash (1979) study classified children in grade 1 through 5 as either participants or non participants in organized youth sports programs. The study sought to examine the relationship between sports participations and in development of children by identifying certain psycho-social characteristics of elementary school children. They then compared these characteristics of elementary school children. They then compared these characteristics for participants and non-participants in youth sports programs. The characteristics examined were academic achievement, self concept, anxiety and motor development. The findings of the study revealed that academic achievements did not suffer when children participated in sport. The results seemed encouraging when most participants averaged about one hour per day in actual physical involvement in their sports during the season. Equally it appeared that the time spent on sport was not time meant for studies but for other activities. From the foregoing it's evident that the studies showed positive correlation between participation in sports and academic performance. The question is whether the stakeholders who are so much skewed towards academic achievements have this knowledge. The study was to find out whether learners were denied opportunity to perform even better in academics by being denied participation in PE, sports and games.

2.8 Conceptual Frame Work

This conceptual framework was the guide to the investigation on the level of participation of learners in PE, Games and Sports in secondary schools. The framework provided the roadmap with the variables of investigation and a moderating and intervening variable that were to enable the study arrive at a reliable conclusion in respect of the study gap. It investigated the level of participation learners in PE, Sports and Games in secondary schools. The respondent included the students, the Games Masters and the Principals of the sampled schools. The moderating variable included the District Quality Assurance and Standards Officer who were to shed light on the government policy on implementation of physical Education Curriculum in schools and subsequent mode of evaluation.. The intervening variable was the grading of students and schools from national examination results which caused' stakeholders to consider academic achievements highly and other programmes less important. The variables were closely related in order to produce coherent results on the study area as they all interacted with the student who was the centre of the study.

Independent Variable

Dependent Variable

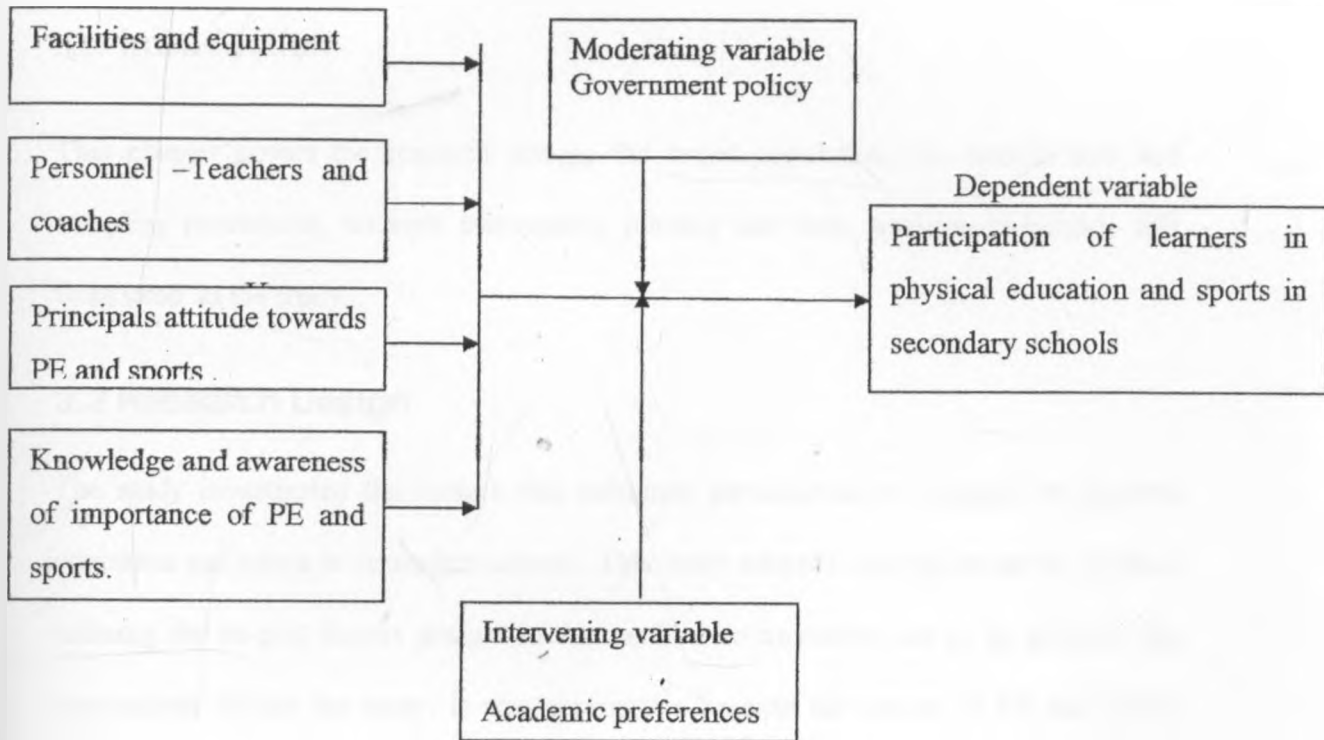


Figure 2.1: Conceptual Framework

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter covers the research design, the target population, the sample size and sampling procedures, research instruments, piloting and data analysis techniques that were used in the study.

3.2 Research Design

The study investigated the factors that influence participation of learners in physical education and sports in secondary schools. This study adopted descriptive survey method utilizing the ex-post factors design. In this method no treatment was to be given to the respondents during the study. It was appropriate because the notion of PE and sports participation already exist. The researcher's methods of collecting data were questionnaires, interview schedules and observations. Respondents were students, principals, games masters and DQASO Officer. The categories of institutions under study were five public and three private secondary schools,.

3.3 Target population

For the purpose of this study the target population consisted of students from secondary schools, Games Masters and Principals from these sampled schools within the Nyeri Central District of Central Province in Kenya. DQASO officer was also interviewed to

provide data on the government policy in respect to PE, Sports and games curriculum implementation in secondary schools and subsequent monitoring and evaluation.

3.4 Samples and Sampling Procedure

Stratified random sampling was used to select schools with consideration of gender balance, public and private day and boarding categories respectively. The sample size was 10% for both public and private secondary schools and also for the students in both categories. The secondary schools was sampled at 30% in conformity with recommendations of Borg and Gall (1983) in correlation studies while students sample size was 10%. Form four and three students were selected given that they were long enough in the schools. One boys schools and one girls and a mixed one were selected outside sample area for piloting purposes using the same ratios of sampling procedure.

Table 3.1: Schools and Students Sample

Institution Categories	School population	School Sample of 30%	Students whole population	Average Students size per school	Student Sample size at 10% per school	Total Students sample in sampled schools
Public	15	5	7290	486	49	295
Private	8	3	2240	280	28	84
Total	23	8	9530	766	77	379

Table 3.2: Students Sample Distribution

SCHOOLS CATEGORIES	PUBLIC	PRIVATE
Boys Boarding	2	1
Girls Boarding	2	1
Day mixed	1	1
TOTAL	5	3

Table 3.3: Principals' Sampling

CATEGORY OF SCHOOL	NO. OF PRINCIPALS'	SAMPLE AT 30%
Public	15	5
Private	8	3
Total	23	8

3.5 Instruments for Data Collection

The main instrument for data collection was the questionnaires, interview schedules and observations.

Questionnaire were administered to Principals, students and games masters based on objectives questions by the researcher in person. The questionnaire was preferred because of saving time and cost (Borg and Gall (1983) .. The questionnaire was also used due to its easier statistical tabulation and analysis. Interview schedules was administered to DQASO officers to obtain in depth qualitative data. To ensure high return the questionnaire was collected immediately on completion.

The researcher visited personally the sampled institutions. District DQASO Officer was interviewed to illustrate departments role in ensuring proper implementation of PE, sports and games curriculum in secondary schools and subsequent low participation of learners in PE and sports. Schools records were examined to reveal evidence of learner participation in various games they participated in. Trophies and certificates were verified, the games or sports preference and so forth. PE and sports inventory were perused to confirm the serviceable equipment and rate of replacements and frequency of use. The researcher under guidance of the Games Master verified the PE games and sports facilities and equipment physically available in the respective institution. That removed any doubts or error by the games masters or institutional heads on the issues at stake.

3.6 Validity and Reliability

Validity was established by assistance of the supervisor and other experts to ascertain high degree of the instrument ability to measure what it was supposed to measure.

Reliability was established through piloting using split half which ensured that the instrument was capable of producing consistent results Kothari (2004).

3.7 Operational Definition of Variables

Objectives	Variable	Indicator	Measures	Scales
1.Establish the extent to which facilities and equipment influence participation of learners in PE and Sports	Dependent variable - participation of learners in PE and sports.	1. Record games and sports participation 2. Presence of coaches 3.Trophies /certificates 4. Timetables and PE and sports schedules	-Existence of records -Number of coaches and PE teachers. -Number of trophies and certificates. -Time allocated to PE and sports.	Nominal ratio Ordinal Ratio
	Independent variables Facilities and equipment	Pitches /courts Athletics tracks Balls, rackets , shorts, batons , games kit/shoes	Number or pitches for various games. Number of different equipment for different sports balls, rackets, corks , bats	ratio ordinal
Extent to which personnel and training influence participation of learners in PE and sports in secondary schools	Independent variables Personnel and training	Number of trained teachers in PE and sport Number of untrained teachers in PE and sports	Qualifications of PE and sport teachers - Certificate - Diploma - Graduates	Ratio intervals
The extent to which	Independent	Involvement and	Number of sport a leaner	Ordinal

knowledge of the benefits of physical education and sports e.g. academic achievement, talent development, physical fitness and health etc influence learners participation in physical education and sports.	variable Knowledge / awareness of benefits	participation	is engaged with Varieties of sport and games being provided and participated in Hours of attendance in a week Number of benefit a learner can identify from a list	ratio
The extent to which principals attitude influence participation of learners in physical education and sports.	Attitude	-Activities sponsored -Items / equipments for games -percent of the activity fund allocated to PE and sport	Number of games facilities/ equipments well maintained - percentage of activity money allocated to PE and sport	Ordinal Ratio nominal

3.8 Methods of Data Analysis

The data obtained from the research was summarized under guidance of the research questions and presented using tables, figures, charts and graphs . In the study, effect of the independent variables (factors influencing participation in PE and sports like facilities and equipment, personnel and training, principals attitude and knowledge/awareness of

benefits of PE and sports) were compared with dependent variable which was the level of participation of learners.

Likert method of measuring attitude was preferred as it was the most widely used (Thornburg, 1888). Individuals were rated on each item in a five point scale of responses (strongly agree, agree undecided, disagree and strongly disagree). Statistical package for social sciences (SPSS) was used to analyze data where necessary. The item in the scale were considered to be highly related with common attitude. (Zimbardo and Esbensen (1970) explained that it is assumed that each statement used in the likent scale is a linear function of the same attitude dimension. Individuals with different points of view were to respond to those items presented differently which should lead to different scores (Thursburg, 1986).

3.9 Summary

The main issues of this chapter was the research approach towards realizing comprehensive finding on a very important subject of physical education and sports in connection to how it is handled in secondary schools. It involved identifying of appropriate research design, target population, sample selection, ideal method of data collection which would ensure validity and reliability of data and method of analysis.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4.1 Introduction

The purpose of the study was to establish the extent to which the following factors influenced participation of students in physical Education games and sports in secondary schools. Facilities and equipment, personnel and training, principal's attitude towards physical education sports and games and knowledge and awareness of benefits of participation of students in physical education and sports.

This chapter presents the analysis of data interpretation and discussion of the findings generated from this study. The methods used are both descriptive and qualitative. The instruments of data collection were questionnaire, interview schedules and observations. The responses from respondent were presented quantitatively using frequencies that were converted into tables, graphs and charts. Qualitative data was presented in narration. The questionnaire response was good by managing 98% of the targeted samples out of the accessible sample of 379 students who received the Questionnaires while 100% was attained for both Principal and Game Masters.

4.2 Respondents profile

Table 4.1 Students Gender Ratio

Gender	Frequency	Percentage
Boys	199	52.6
Girls	180	47.4
Total	379	100

The gender distribution was quite representative of 52.6% for boys and 47.4 % for girls and it was anticipated that gender aspect would not affect their responses in regards to the study.

Table 4.2: Number of Game Offered by Schools

No. of Games	Frequency	Percentage
7	119	31.4
8	75	19.8
9	107	28.2
12	78	20.6
TOTAL	379	100

Majority of the school participation in 7 games represented by 31%, 8 games 19%, 9 games 28% and 12 games 20.7% respectively. Table 4.2. This was an indicator that many games were left out from the catalogue of choice of 22 games and sports available. Majority of ones offered were the traditional ones that are already popular in the country and students have a lot of exposure on. Table 4.2 .lack of facilities and equipment and games teachers might be the most probable cause of lack of initiating other games in the schools. Less facilities meant low participation of students in PE and sports.

Table 4.3: Games Offered in Schools

GAME	OFFERED	% OFFERED	NOT OFFERED	% NOT OFFERED
Soccer	379	100	0	0
Volleyball	379	100	0	0
Netball	180	47.5	199	52.5
Basketball	326	86	53	14
Handball	324	85.5	55	14.5
Hockey	78	20.6	301	79.4
Cricket	0	0	379	100
Rugby	134	35.4	246	64.6
Softball	0	0	379	100
Rounders	0	0	379	100
Badminton	0	0	379	100
Table Tennis	328	86.5	52	13.5
Baseball	0	0	379	100
Lone Tennis	78	20.6	301	79.4
Darts	0	0	379	100
Squash	0	0	379	100
Athletics	377	99.5	2	0.5
Swimming	185	48.8	194	51.2
Gymnastics	0	0	379	100
Tug of War	0	0	379	100
Boxing	0	0	379	100
Teakwood	78	20.6	301	79.4
Karate	134	35.4	246	64.6

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The table 4.3 shows that there were ten games wholly unrepresented in the schools for reasons that may impact negatively on the level of sports and games participation. Most of the games are not popularly played locally due to lack of facilities and equipment. It is noted also that Hockey, Rugby, Boxing, softball Karate and Swimming have very low rate of participation as a result of being expensive in terms of the cost of facilities and equipment. Netball reflects low participation meaning the Boys' schools had not adopted the game and remained still a girls' game which is not the case anymore represented by 47.5%. Participation in Soccer, Volleyball, Basketball, Handball, Athletics and Table

Tennis are represented by over 85% participation reason being their popularity as traditional games with local exposure.

Table 4.4 No. of games registered for championship

No. of Games	Frequency	Percentage
6	117	31
7	53	14
8	75	20
9	55	15
12	78	21
TOTAL	379	100

The table above indicate that the schools that registered 6 games in the championship were 31% meaning that most of the schools register minimum number of games and sports offered by all the sampled schools. This implies that more than 67% of the games are not offered for competitions probably due to lack of being developed from the schools due to lack of PE teachers, facilities or both. That also confirms low participation of students.

Table 4.5: Availability of Pitches / Fields / Courts in Schools

PITCH / FIELD / COURT	AVAILABLE	% AVAILABLE	NOT	% NOT
Soccer	326	86	53	14
Volleyball	379	100	0	0
Netball	180	47.5	199	52.5
Basketball	326	86	53	14
Handball	324	85.5	55	14.5
Hockey	78	20.6	301	79.4
Badminton	379	100	0	0
Table Tennis	379	100	0	0
Rugby	134	35.4	246	64.6
Athletics	326	86	53	14
Karate	134	35.4	246	64.6
Cricket	0	0	379	100
Softball	0	0	379	100
Rounders	0	0	379	100
Baseball	0	0	379	100
Lone Tennis	0	0	379	100
Darts	0	0	379	100
Squash	0	0	379	100
Swimming	0	0	379	100
Gymnastics	0	0	379	100
Tug of War	0	0	379	100
Boxing	0	0	379	100
Teakwood	0	0	379	100

Table 4.5 above reflects that over 60% of the games that were available for schools were not offered thereby reducing the level of participation of the students in PE, Sports and games. It was also clear that there was no variation of students' games of choice from the traditionally known games. In both cases it was reflected that there were no facilities at 100% for the said games. The traditional sports and games i.e. Soccer, Volleyball, Handball, basketball and Athletics continued to enjoy facilities and equipment indicated by over 86% availability. Hockey as a result of the expense of its facilities and equipment

was available at 20.5%. Therefore availability of facilities and equipment impacted significantly on students' participation in PE, Games and Sports.

Table 4.6: Other games wished for

GAME	FREQUENCY	PERCENTAGE
Volleyball	18	4.7
Basketball	4	1.1
handball	7	1.8
Hockey	4	1.1
Cricket	23	6.1
Rugby	4	1.1
Rounder	23	6.1
Baseball	7	1.8
Lone Tennis	18	4.7
Darts	32	8.4
Squash	20	5.3
Swimming	53	14
Gymnastics	23	6.1
Tug of War	14	3.7
Boxing	37	9.8
Teakwood	11	2.9
Karate	9	2.4
Chess	4	1.1
Pool table	23	6.1
None	43	11.3
TOTAL	379	100

From the table above it's evident that there are number of students who would wish to participate in many other games that are not offered by their schools. This is an indicator of low participation given that all students in a school cannot be able to be

accommodated in the few games a school offers. Other data within the same study showed such occurrence was due to lack of sufficient facilities and equipment and PE, sports and games teachers to teach these games.

Table 4.7: Sources of interest of game(s) liked by Students.

Source of Interest	Frequency	Percentage
PE lesson	59	15.6
Media	109	28.7
Exposure	169	44.8
None of above	40	10.7
TOTAL	377	98.8

It can be noted from table 4.7 that some students developed interest in the games they liked through more than one source, but only 15.6% developed interest through PE lesson. This was an indicator that PE was not sufficiently taught in schools just as confirmed by some other data within the study that facilities were not available for PE teaching. Table 4.5 and Table 4.9 shows PE teachers were inadequate in schools.

Table 4.8: Equipment Availability

PE Attire / Games Kit / Coaches	Yes	% Yes	No	% No	TOTAL
Students with PE Attire	217	57.3	162	42.7	379
Teams with PE kit	57	15	322	85	379

The table 4.8 indicates majority of the students 57.3% had the PE attire the meaning parents had taken positive step towards enabling their children to participate in games.

The 85% of the teams not having teams games kit could only be interpreted as schools Principals negative attitude about games and sports or lack of finances by the school or both.

Table 4.9: Availability of Personnel

Availability of Personnel	Yes	% Y	No	% No	TOTAL
Teams with Coach for Each Game	0	0	379	100	379
With Programmed PE Lessons	68	17.9	312	82.3	379
With non-PE Teachers Trained Coaching	312	82.3	68	17.9	379

The table indicates a worrying trend where no school had a coach for each game or sport denoted by 0%. 82.1% indicated there were no programmed PE lessons. 82.3% of the respondents indicated that they had no PE trained teachers. All these are indicators of lack of adequate personnel to manage PE sports and games in schools, a reason for low students participation.

Table 4.10: No. of Games Coached by Games Masters in Different Schools

No. of Games	Frequency	Percentage
1	190	50.1
2	132	34.8
3	53	14
TOTAL	379	100

It's evident from the above table that only 50.1% of the schools had their coaches coach one game. The rest had two or three games to coach respectfully. This may have lead to

low participation as students could pull out for missing their coach when he was coaching the other teams. Low participation hence was due to lack of adequate personnel.

Table 4.11: Five top Students Actively Involved in Games

No. of Students	Frequency	Percentage
0	135	35.6
1	132	34.8
2	61	16.1
3	32	8.4
4	14	3.7
5	5	1.3
TOTAL	379	100

The table indicates that 64.4% of the respondents agreed that the top five students participated in games whereas 35.6% disagreed that non of them participated in sports and games. It can be alluded that those academic giants might have gotten awareness of benefits of participating in sports and games towards their academic effort and hence the 64.4% participation.

Table 4.12: Benefits of Participation in PE, Sports and Games

IMPROVEMENT AREA	RESPONSE			
	YES	% YES	NO	% NO
Sports				
Heal Some Diseases	223	58.8	156	41.2
Remove Stress	370	97.6	9	2.4
Give Mental Development	338	89.2	41	10.8
Give Gender Equality	230	60.7	149	39.3
Help in Emotional Development	244	64.4	135	35.6
Social Development	306	80.7	73	19.3
Is Proper use of Leisure Time	361	95.3	18	4.7
Helps in talents Development	360	95	19	5
Helps in Career Development	308	81.3	71	18.7
Helps in Moral Development	246	64.9	133	35.1

The indicates that 79% of the respondents acknowledged that they were aware of all the benefits arising from participation in PE sports and games cited in the list while 21% indicated they were aware of just some of the benefits. That indicated that awareness of these PE sports and games benefits would influence sports participation positively and be a source of motivation.

Table 4.13: PE and Examination

RESPONSE	Frequency	Percentage
Yes	39	10.3
No	340	89.7
TOTAL	379	100

The table shows 89.7% of the students respondents did not wish PE to be an examinable subject while 10.3 agreed it can become an examinable subject. On a verbal question as to why, majority said the curriculum was overloaded. Overloaded curriculum seemed a de-motivator for PE, sports and games participation.

Table 4.14: Principals Participation in Games

RESPONSE	Frequency	Percentage
Spectator	205	54.1
None	174	45.9
As a Coach	0	0
As a player	0	0
TOTAL	379	100

Table 4.14 indicated that 100% of the students respondents agreed that principals of the sample schools did not participate in sports in any of the options that would have

reflected their positive attitude towards sports .That was an indicator that principals were bad role models for students participation in sports.

Table 4.15 Forms of Athletes Motivation

Forms of Student Motivation on Performance	Frequency	Percentage
Handshake by principal	322	85
Clapping Hands	379	100
Certificates of merit	171	45.1
Money token	2	0.5
Promoted to Prefect	128	33.8
Given fee waivers	379	100

Table 4.15 above reflects that 45.4% of the respondents agreed that the best performers in sports and games were issued with merit certificates and others promoted to prefects besides the Principal's hand shake and clapping of hands. These two forms of motivation were good enough to motivate students to participate in PE, sports and games.

Table 4.16: Organizations Which Sponsors Sports

RESPONSE	Frequency	Percentage
Yes	75	19.8
No	304	80.2
TOTAL	379	100

There were very few organizations and corporate bodies that offered support to schools sports represented by 19.8% in table4.16 that was an indicator that outside organizations were not keen on promoting school sports participation or the Principals did not make any effort in that direction to improve students participation in PE, sports and games.

Table 4.17: Ability to convince Stakeholders to Finance Facilities and Equipment for Sports and Games was low

RESPONSE	FREQUENCY	PERCENTAGE
Strongly Agree	1	12.5
Agree	1	12.5
Undecided	1	12.5
Disagree	4	50
Strongly Disagree	1	12.5
TOTAL	8	100

Table 4.17 shows that the principals did not find it difficult to convince stakeholders during AGM to finance equipment and facilities for sports denoted by 62.5% and hence stakeholders were not to blame for low participation in sports and games.

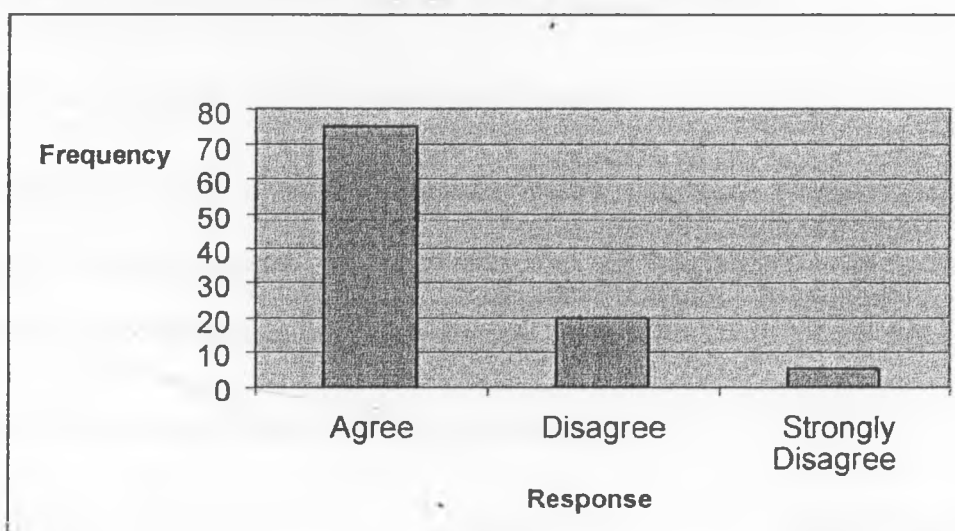


Figure 4.1: Alternative Funding of Sports Facilities and Equipment

The major source of fund for PE equipment was paid by parents for co-curricular activities represented by 75% in figure 4.1. The alternative is CDF 20%.the principals effort to solicit funds from CDF to support sports and games is a positive gesture that supported sports and games participation.

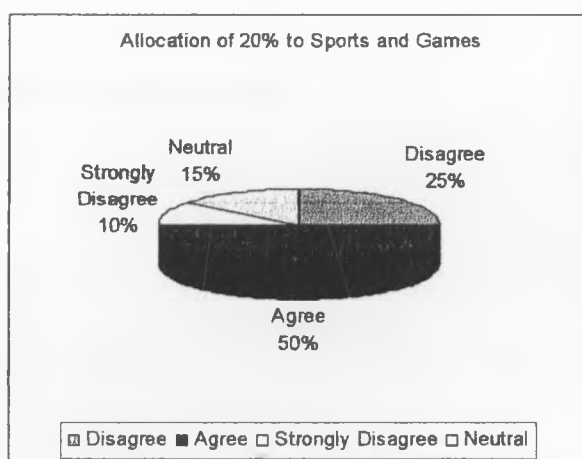


Figure 4.2: Allocation of 20% to Sports and Games

The principals disagree with 20% allocation for sports and games represented by 50%, Agree 25%, strongly disagree 10% and neutral 15%. This means sports and games were under financed to allow for reasonable participation.

Table 4.18: Academic Preference from Stakeholders

RESPONSE	FREQUENCY	PERCENTAGE
Strongly Agree	4	50
Agree	3	37
Undecided	0	0
Disagree	1	13
Strongly Disagree	0	0
TOTAL	8	100

Majority of principals stated that academic preference by stakeholders made it difficult to organizing sports programs in schools represented by 50% Strongly Agree, 37% Agree and 13% disagree table 4.18 .therefore great emphasis on academic subjects at the expense of sports and games was out of ignorance of stakeholders on benefits of students participation in sports.

Table 4.19 Insufficient Trained PE Staff

RESPONSES	FREQUENCY	PERCENTAGE
Strongly agree	5	62.5%
Agree	1	12.5%
Undecided	2	25.0%
TOTAL	8	100%

Lack of trained PE teachers affected running of PE and sports program as 70% strongly agreed while 20% were undecided. Only 10% disagreed. therefore lack of expertise led to poor participation in sports and games.

Table 4.20 Insufficient Facilities and Equipment

RESPONSES	FREQUENCY	PERCENTAGE
Strongly agree	7	90%
Disagree	1	10%
TOTAL	8	100%

Table 4.20 shows that respondents Strongly Agreed that lack of facilities strongly influences organizing of sports programs denoted by 90% while 10% disagreed. That implies that facilities and equipment impacted negatively on sports performance.

Table 4.21: Discipline in Relation to Games and Sports

RESPONSE	FREQUENCY	PERCENTAGE
Strongly Agree	2	25
Agree	3	37.5
Undecided	1	12.5
Disagree	2	25
Strongly Disagree	0	0
TOTAL	8	100

Discipline has a positive relationship with sports represented by Strongly Agree 25%, Agreed 37.5%, Disagree 25% and Undecided 12.5%. Therefore discipline impacted positively on school management .Nobody strongly disagreed that sports did not mitigate indiscipline.

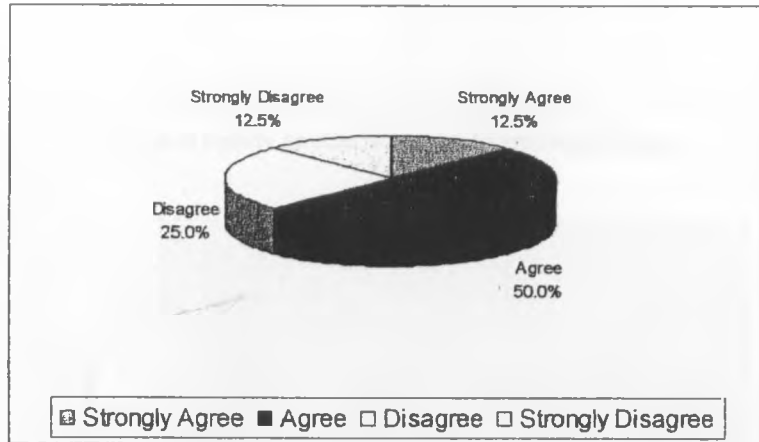


Figure 4.3: Obligation of Principals to Motivate Sports staff

The principal has an obligation to motivate performing sports personnel represented by 50% Agreed, 12.5% Strongly Agreed, 12.5% and 25% disagreed. Motivated staff produced better participation of students in sports and hence higher level of participation in sports and games.

Table 4.22: Relationship between Sports and attaining of academic goals

RESPONSE	FREQUENCY	PERCENTAGE
Strongly Agree	1	12.5
Agree	4	50
Undecided	1	12.5
Disagree	0	0
Strongly Disagree	2	25
TOTAL	8	100

The table 4.22 reflects 62.5% in support of sports impacting positively on academic goals and only 25% disagreed. This is an indicator that sports and games are vital for success of an institutional goals. There is a close positive correlation ship between academic goal attainment and sports participation.

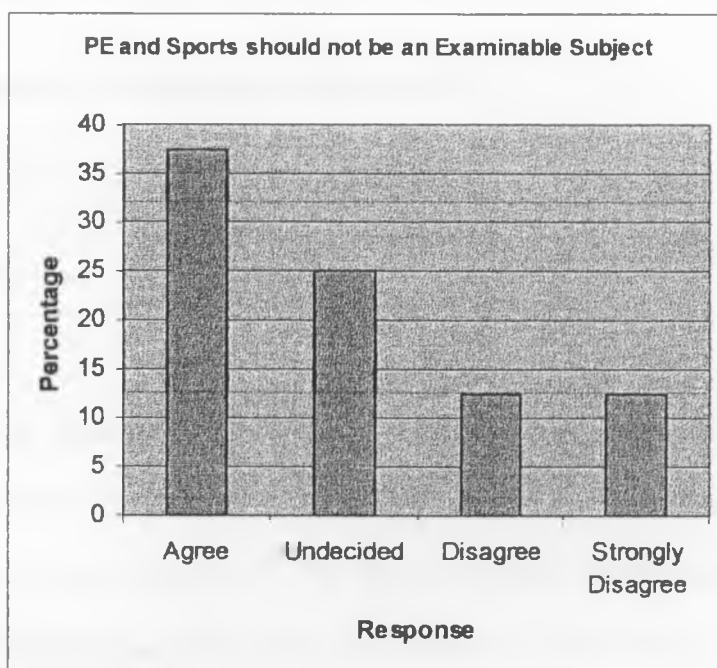


Figure 4.4: Principal perception on PE becoming an examinable subject

Majority of the principals agreed PE should not be made an examinable represented by 37.5%, Undecided 25% , Strongly Disagree 12.5% and Disagree 12.5%figure 4.4.from the earlier data this response could have been generated by stakeholders pressure on academic excellence for principal to sustain the job. They did not want an extra subject to account for.

Table 4.23: Lack of enough facilities and equipment is the main reasons for few Games and Sports in the school and hence low participation.

RESPONSE	FREQUENCY	PERCENTAGE
Yes	7	87.5
No	1	12.5
TOTAL	8	100

Principals confirmed that lack of PE sports and Games facilities contributed significantly to non participation of learners in sports represented by 87.5%.

Table 4.24: Teachers Professionally Trained for PE

RESPONSE	FREQUENCY	PERCENTAGE
Yes	1	12.5
No	7	87.5
TOTAL	8	100

According to the Games Masters PE sports and games are performed by non-professionally trained PE teachers. Only 12.5% are PE and sports trained teachers. Majority of the Games Masters (87.5%) are not trained professionally in Physical Education Such impact negatively on PE, sports and games performances.

Summary of the chapter

The chapter gives a descriptive summary of analysis of the respondents on the four main variables under investigation. The instrument of data collection have clearly brought out the effect of the four variables on the level of students participation. The variables includes, facilities and equipment. Personnel and training stakeholders awareness of the benefits of participation in PE, sports and games and principals attitude on participation in PE, sports and games. These findings will enable the researcher to draw valid conclusions and recommendations.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The purpose of the study was to establish the level of learners participation in PE, sports and games in secondary schools as the dependent variable. The independent variables included, facilities and equipments, personnel and training, knowledge and awareness of benefits of participating in PE, sports and games and the principals' attitudes towards PE, sports and games. The government policy on PE, sports and games and academic preferences by stakeholders were respectively studied as intervening and moderating variables. The researcher was also to propose some possible intervention that would mitigate the situation. This chapter gives the summary of the findings upon which the conclusion and the recommendations of the study are made.

5.1 Summary and Discussions of Major Findings

This section presents the summary of findings and discussions based on the objective of the study which were:

- (i) Establishing extent to which facilities and equipment influences learners participation in PE, sports and games .
- (ii) Determining to what extent personnel and training influences learners participation in PE, sports and games.

(iii) Evaluate to what extent principals' attitude towards PE. Sports and games influences learners participation in sports and games.

(iv) Establish to what extent knowledge and awareness of benefits of PE, and sports influences learners participation in sports and games.

5.1.1 Facilities and equipments

The study established that adequate facilities and equipments contributed significantly to the level of participations of learners in sports and games. The study established that there were six games offered by all sampled schools which happened to be most popular traditionally denoted by over 85,9% these are soccer, volleyball, basketball handball, athletics, table tennis. These games were offered in all categories of schools i.e. boys, girls, mixed public and private. But it was noted there was only one pitch/court per game which implied that where we have mixed schools and a male and a female team in each game, the teams had to alternate days of practice. This implied limitation of participation time. There should have been two pitches to give mixed schools equal opportunities to participate with boys or girls schools. It was also established that the one field/pitch was only accommodating one team hence limiting the number of learners who could possibly participate in the games as teams B, or C that would not necessarily be main school teams.

This was the explanation for most schools for having 12% of the whole school population engaged in sports. It was further established that those major games offered were the ones also offered for competition during KSSSA meets. All the other possible games

accounted for 60% Most of the respondents indicated that there were no facilities for any extra game in their respective schools which would otherwise attract more learners to participate even for enjoyment or other benefits. These discoveries agrees with the findings of Isa and Mohamed (2009) who opined that facilities and equipments are key factors in enhancing participation in games and sports.

Udoh (1986). Intimated that availability of the adequate facilities and equipments attracts high level of performance. These research noted that some games and sports like swimming and athletics were performed on borrowed facilities. This of course demotivated students who would have wished to participate in these sports from within their schools. Some principals and games masters reported that the missing games would have been initiated were there more space and finance. That confirmed there was low participation of students in PE, sports and games. Most of the Games Masters confirmed to the researcher that many of the students were keen to participate in the games not offered as they had experience about them from primary schools they had graduated from. The study also established that games and sports were offered only half of the year thus January to March , May to July the rest of the time no game was offered. The sports facilities were poorly kept during this rest period, they were never used. The study also established from all Games Masters that there were no care takers of the games facilities and equipments but the Games Masters who took charge of all that. This indicates that shortage of facilities and equipment translated to low level of learners participation in sports and games.

5.1.2 Personnel and Training

The study established that there was an acute shortage of trained PE teachers in secondary schools to teach PE. Sports and games and subsequently coach these games. The evidence in table 4.9 and table 4.10 showed that only 14% of the students' respondent developed interest in their games of choice through PE lessons. That was an indicator that PE was sparingly taught in secondary schools due shortage of PE staff. The table also established that majority of schools had Games Masters who were not Physical education trained. Some Games Masters in questions confirmed to the researcher that they landed on the job after merely being a coach of a game of choice. 38% of the students indicated they were taught or trained by a PE professional which is a further confirmation of the shortage of PE, sports and games teachers and coaches. That was also confirmed by both Games Masters and Principals as a factor for low participation.

Ministry of education has a clear guidelines spelt out in the physical education curriculum and syllabus. All the reflected games are supposed to be taught during PE lessons and followed up by same professionals for skills internalization during games time. Such would enable many students to participate in many games. The study further established that all private schools sampled had no PE trained teacher and the Principals confirmed they were not even eager to employ one as academics was their core business. With such schools attitude then students had to seek for other alternative motivation in order to participate in games. The study also established that these was very little effort to sponsor the games masters for coaching clinics to empower them to handle games and sports. The study established that only 15% were influenced by their coach to participate.

This is an indicator for low performance arising from students attitude on the few and untrained coaches. Students definitely would have wished to follow up the games they were taught in primary schools by professionally trained primary school teachers. It was also evident from the results of the study that 35% of the coaches coached two games which was another indicator for shortage of PE sports and games staff. There was no school that indicated that they had a coach for each game. This lead to low participation of students in sports This agreed with Udoh. (1986).is study that adequate and trained personnel produces high level participation and standards of sportsmen and sports women. Peter (2001) concluded from his study that availability of sports facilities and equipment will draw young people to participation but what they desire most is a PE and sports teacher to guide them on selected game and sport.

5.1.3 Knowledge and Awareness of Benefits of Participation in PE Sports and Games

The study established that over 62.5% of the respondent agreed that PE, sports and games help in attainment of schools education and academic goals table 4.22 .Majority of the principals agreed PE and sports should not be made an examinable subject table 413 and figure 4.4. The reason given was the overloaded curriculum. There was a very strong awareness by principals and Games Masters that PE, sports and games mitigates for discipline denoted by 75% table 4.21.

There was evidence of awareness of benefits of sports and games from the stakeholders perspective denoted by willingness to finance sports facilities and equipments which is denoted by 62% table 4.17. The students awareness of benefits stood at over 85% table

22. This could be the major source of their motivation in participation in the games. The study also found out that the respondent especially student did not wish PE sports and games be an examinable subject represented by 90% rejection table 4.13.

All the respondent conceded that it could not be examined given the shortage of PE teachers and overloaded curriculum that was already causing stress. But they all agreed sports and games mitigated stress by burning energy produced by stress related responses. That was in line with Wilson and Pritchard (20005) who concluded in his study that non-athlete student end up suffering higher level of stress attaining medical attention that athlete students. Awareness of the benefits of PE and sports is one great motivation for students motivation which is in agreement with the study of Aminuddin Yusof and Omar-Fauzee (2002). Both concurred that some of the reason for participation in sports and games are acquisition of physical fitness, psychological and social experiences. So the anticipated benefits become sources of motivation to participate in sports and games without which there will be low turnout as was the result in this study.

5.1.4 Principals' Attitude on Students Participation in PE Games and Sports

Responses from students indicated that 54% of principals participate in sports just as spectators and 46% indicated they did not participate in either of the options given in Table 4.14. It also came out that principals had identified need to motivate best student performers with tangible rewards that could make many students desire to excel. The best they did was giving school certificate denoted by 45% table 2.5 and promoting them to

perfect beside principals hand shake and clapping Table 4.3. The study also noted that principals for purpose of promoting sports and games sought for alternative funding from CDF which supplemented by 20% the school activity fund paid by parents who contributed 75% figure 4.2.

The principals indicated that they were able to convince the stake holders to finance sports and games facilities which are also an indicator that they did support sports and games .Table 4.17.The data also reviewed that principals were keen to supporting sports personnel which was an indicator of generally supporting participation in sports and games standing at 50% fig.8. This was in line with Lai (1991) who observed in his study that principals have great influence on teachers and students attitude on participation on sports.

They also agreed they ought to be role models of students and staff which was denoted by 87% of their response fig. 9 and in spite of agreeing at 88% that the schools co bossiness was academic achievement and not sports. That response was similar to an observation made Fun and poor (1992) castigated British education system adopted in Hong Kong that put more emphasis as academic achievements and only limited resources and time to PE and sports.

5.2 Conclusions

From the finding of the study the researcher makes the following:

The level of students participation in PE sports and games is negatively influenced by inadequate sports and games equipments table 4.2 and 4.3. The setting of only two academic terms per year period within which sports and games can be active in the school impacts negatively on the level of students participation in PE, games and sports as time is limited. Majority of schools lack qualified PE and sports teachers and hence the subject is inadequately attended to resulting to low participation in sports and games. The quality of performance cannot exceed the quality of the personnel handling them hence low participation. The high level of awareness of benefits of sports and games is the major motivation of students participation in sports and games in spite of other intravenous factors leading to low participation e.g. facilities and equipments, personnel and training among others.

Principals pressure on academic achievements by stake holders makes them to seem as if they are not keen on assuring high level of students participation in sports and games. Provision of qualified PE teachers is well beyond them and that is why they may not give an account of the Low performance. Thus the government policy on employment and academic preferences are contributory to low students participation in sports and games. Principals needs a strong backup by all stake holders which is lacking resulting to low level of students participation.

5.3 Recommendations

On the basis of these findings the following recommendations are made towards improving level of students participation in PE, sports and games.

- 1) The school management board, the government and all the stakeholders ought to provide adequate facilities and equipments for PE sports and games, to allow more participation
- 2) The government should ensure training of adequate personnel to teach PE, sports and games subject in secondary schools as it is the case of primary schools, diploma and certificate teachers training colleges. It should impress upon our universities to increase more space for PE subject specialization to supplement Kenyatta university which is the only one training PE graduates.
- 3) The government should ensure there are sufficient quality assurance and standards officers to ensure implementation of PE and sports curriculum in schools.
- 4) The DQASO should ensure there is better organization of sports championships so that they are spread out throughout the year and not leave third term free from sports ostensibly to allow concentration on academics. QASO should also ensure PE curriculum is effectively implemented in secondary schools.
- 5) More awareness of the students towards benefits of PE, sports and games should be emphasized for them to know about job opportunities in sports industry.
- 6) Curriculum review should be done to allow PE and sports subjects to be examinable like other subjects to make us realize full benefits of PE and sports activities.

5.4 Areas for further research.

The research is not exhausted and the researcher recommends the following areas for further research.

1. The same research but taking a larger sample.
2. The Analysis of the Role of School Administration in Enhancing Participation of Students in Sports.
3. The Assessment of the Impact of the School Program and Structure to Enhance Participation of Students in Sports.
4. Similar research be done in primary schools and colleges respectively.
5. Review of secondary schools curriculum loading to create more space for sports and exercises for students.

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Appendix 1

SECONDARY STUDENTS QUESTIONNAIRE

University of Nairobi

School of continuing and

Distance education

P O Box 593

NAIROBI

April, 2010

Dear Student,

I am a post graduate student doing masters degree in project planning and management. I am investigating factors that influence participation of learners in P.E and sports in secondary schools within Nyeri Central District where your institution is located.

You are kindly requested to fill the attached questionnaire. This is not a test.

Please answer all the questions truthfully and honestly as they apply to you alone.

The answers are for research purpose and they will be treated in confidence.

Thank you in advance for your cooperation.

Yours sincerely

C.N Rimbogi

SECONDARY SCHOOL STUDENTS QUESTIONNAIRE

SCHOOL NAME

NO OF RESPONDENTS

CATEGORY OF SCHOOL (BOYS, GIRLS, MIXED)

.....

SECTION A: (facilities and equipment)

Please take a few minutes to study this table which consist of common games and sports in our schools.

- | | | |
|--------------|-----------------|--------------|
| 1 Soccer | 11. Bandminton | 21. Boxing |
| 2 Volleyball | 12. Tabletennis | 22. Talkwodo |
| 3 Netball | 13. Baseball | |
| 4 Basketball | 14. Lonetennis | |
| 5 Handball | 15. Darts | |
| 6 Hockey | 16. Squash | |
| 7 Cricket | 17. Athletics | |
| 8 Rugby | 18. Swimming | |
| 9 Softball | 19. Gymnastics | |
| 10 Rounders | 20. Tug of War | |

i. How many games and sports out of the total above are offered in your school.

Indicate total number

ii. Identify the specific game/sport offered in your school quoting the number corresponding to the game e. g. 4 for basket ball or 0 for none

.....

iii. How many among the ones your school offers register for e.g. inter schools competition. Indicate total number or 0 for none.

.....

iv. How many fields/courts/pitches do you have for each game offered in your school. (indicate the name of the game and number of fields if any)

.....

.....

.....

.....

.....

.....

v. How many games among the ones offered in your school do you participate in (indicate number or 0 for none.)

vi. Which other game outside the ones offered would you have wished to play
(indicate its corresponding number from the table or 0 for none)

.....

vii. How did you develop interest of the game you like if any. Indicate using the
number corresponding to the options given.

- a. During PE lessons taught
- b. From media e.g. Television, Radio
- c. Exposure where the game is played.
- d. None of the above (if you have no game)

Answer

viii. Do you have appropriate PE and sports attire Yes or No

ix. Does the school have games uniforms for every team Yes or No
.....

SECTION B: (personnel and training)

x. From among the games in your school if any, do you have a coach for each game.
Yes or No.....

xi. Is your coach a PE trained teacher. Indicate one Yes, No, I do not
know.....

- xii. Do you have a well programmed PE lessons in the field where you are taught different skills in different games Yes or No
- xiii. Do you have non PE teachers coaching teams in your school if any Yes or No
- xiv. How many games from among the games Your school offers are coaches by the games master. Indicate if any

SECTION C: (knowledge/awareness of the PE and sports benefits)

- xv. From among the top five students (academically) in your class how many are actively involved in sports and games
- xvi. Do you think participation in sports and games can improve you in the following areas in your life. Tick the ones you agree with and put cross against one you disagree with

 - a. Heal some diseases
 - b. Remove stress
 - c. Mental development
 - d. Gender equality
 - e. Emotional development
 - f. Social development

g. Proper use of leisure time

h. Talent development

I Career opportunity

j. Moral development

17. Would you wish PE and Sports become an examinable subject in
secondary schools Yes No.....Give
reason.....

Appendix 2

PRINCIPAL'S QUESTIONNAIRE

University of Nairobi
School of continuing and
Distance education
P O Box 593
NAIROBI
April, 2010

Dear Sir,

I am a post graduate student taking Masters Degree in Project planning and management.

I am researching on factors influencing learners participation in P.E and sports in Nyeri Central District where your school is located.

I kindly request you to answer the questions honestly and faithfully as they apply to you alone. The data is for research purpose only and will be treated in confidence.

Thank you in advance for your cooperation

Yours sincerely

Charles Rimbogi

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

PRINCIPAL'S QUESTIONNAIRE

Instructions

Indicate your response on Likert scale provided.

1 Name of the school.....

Total enrolment.....

Principals gender Male [] female []

Below 30 [] 30-35 [] 40-45 [] 45-50 [] Above 50 []

How many school teams are active in your school? _____ (ones that register for inter-school championship *indicate by circling the number on Likert scale*)

	QUESTIONS	Strongly Agree	Agree	Undecided	disagree	Strongly Disagree
1	It's very difficult during the annual general meetings to convince the stake holders to fund facilities and equipments for sports and games	1	2	3	4	5
2	There exist no other alternative source of funding	1	2	3	4	5

	P.E and sports except the fee in the fee in the fee structure paid by the parents for co-curricular activities.					
3	Even some activities fund are directed to academic resource materials from games accounts as academic achievements is what you must account for to the stake holders to retain your job.	1	2	3	4	5
4	An allocation of 20% of activity fund to games and sports is sufficient support.	1	2	3	4	5
5	Some of the major difficulties in organizing sports programs in schools are: a) Insufficient support from the government, b) In sufficient PE trained	1 1 1	2 2 2	3 3 3	4 4 4	5 5 5

	staff,					
	c) Insufficient facilities	1	2	3	4	5
	and equipments,	1	2	3	4	5
	d) Academic preferences					
	from stakeholders,	1	2	3	4	5
	e) Poor support from non-					
	PE teacher,					
	f) Overloaded curriculum					
	on students.					
6	A number of principals got their first administrative promotions from their sports/games activities they handle up to a recognizable level of participation up to the national level	1	2	3	4	5
7	Games and sports do not really mitigate for discipline in	1	2	3	4	5

	school.					
8	Principals have no obligation, to motivate PE, sports and games teachers/coaches with money for the extra hours they spend on games and sports even on weekends as it is part of their duties.	1	2	3	4	5
9	A principal must be a sports/games role model for students by registering presence during games sessions.	1	2	3	4	5
10	The idea that human movement in sports is “beautiful” is “absurd”	1	2	3	4	5
11	Other non-PE teachers in the staff should be deployed to supplement PE staff in managing sports and games for school team.	1	2	3	4	5

12	It is the obligation of the principal to solicit for tangible rewards for the best sports girl/boy of the year e.g. waiver in terms of the school fees, scholarship just as the gesture of motivation.	1	2	3	4	5
13	Students who participate in games regularly are generally more satisfied with school life than non-athletes.	1	2	3	4	5
14	PE and sports program is necessary in attaining the education goals.	1	2	3	4	5
15	Time available after classes meant for games and sports are not sufficient to run sports programmes.	1	2	3	4	5
16	When it becomes necessary to reduce the curriculum loading PE and sports subject should	1	2	3	4	5

	be the first subject to go.					
17	There are several corporate bodies ever willing to support sports and games in schools but most principals are not keen to approach them.	1	2	3	4	5
18	Evidence of schools participation in variety of games and sports should one of the major criterions of principal's promotion.	1	2	3	4	5
19	The government should be keen to purchase the school neighbors land for a better settlement in order to avail more PE and sports facilities to the ever increasing students population.	1	2	3	4	5
20	PE and sports should be made an examinable subject.	1	2	3	4	5

Appendix 3

DISTRICT QUALITY ASSURANCE AND STANDARDS OFFICER

UNIVERSITY OF NAIROBI
SCHOOL OF CONTINUING AND
DISTANCE EDUCATION
P O BOX 593
NAIROBI
APRIL 2010

Dear Sir,

I am a student of Nairobi University pursuing Masters Degree in project planning and management. I am doing a research on factors influencing learner's participations in PE and sports in Nyeri Central District.

I am kindly requesting you to accord me an interview on the subject at your convenience. The data is purely for research purpose.

Thank you in advance for your cooperation.

Yours sincerely

C.N. Rimbogi

DQASO QUESTIONNAIRE

1 How frequently are primary school, secondary schools and colleges inspected to ascertain implementation of PE. Curriculum

2 What are the main challenges on the ground?

.....
.....
.....
.....

3 What is the government policy on registration of schools as pertains to sports facilities in accordance to education act

.....
.....

4 Do you agree that there are many schools registered by the ministry of education without required conditions? E.g. PE field

.....

5 How in your opinion do they get registered.

.....
.....

6 What is the staffing position of teachers in secondary schools.

.....
.....

7 What is your assessment of the learners participation level in PE , sports and games in the secondary schools?

.....
.....
.....

8 How many QASO officers do you have on the ground?

.....
.....

9 What are the main challenges of implementing PE and sports syllabus in the learning institutions?

.....
.....
.....
.....

10 What are your suggestions on the way towards improving level of participation in PE, sports and games?

.....
.....
.....
.....
.....

Appendix 4

GAMES MASTER

University of Nairobi
School of continuing and
Distance education
P O box 593

NAIROBI

April, 2010

Dear Sir,

I am a post graduate student taking Masters Degree in Project planning and management. I am researching on factors influencing learners participation in PE Education and sports in Nyeri Central District where your school is located.

I kindly request you to answer the questions honestly and faithfully as they apply to you alone. The data is for research purpose only and will be treated in confidence.

Thank you in advance for your cooperation

Yours sincerely

Charles Rimbogi

GAMES MASTER QUESTIONNAIRE

Name of the school

Category (Boys/Girls)..... No of Students

Gender

Age -

Below 30

30-35

35-40

40-45

46-50

above 50

How long have you been the games master in your school?

Below 2 years

2-4 years

5-7 years

above 7 years

Are you a physical Education Teacher by profession. Yes

No.....

Level of Education. Diploma

Degree

Masters

PHD

Others

SECTION A - Answer all questions.

1. How many sports/games does your school offer from among the ones in the games/sports category below? Please tick ones that apply in your school.

GAMES

i. Soccer

ii. Volleyball

iii. Basketball

SPORTS

i. Athletics

ii. Swimming

iii. Gymnastics

- | | |
|-------------------|----------------|
| iv. Handball | iv. Darts |
| v. Hockey | v. Snookers |
| vi. Cricket | vi. Pool |
| vii. Rugby | vii. Dance |
| viii. Softball | viii. Boxing |
| ix. Rounders | ix. Teakwood |
| x. Squash | x. Karate |
| xi. Badminton | xi. Tug of war |
| xii. Baseball | xii. Boxing |
| xiii. Lawn Tennis | |
| ix. Table Tennis | |

UNIVERSITY OF ZIMBABWE
 EAST AFRICAN COLLECTION

2. How many among those games and sports above does your school offer/ register for inter-school championship?

3. Indicate the total number of students' players in those games against the total enrolment

e. g. 60/300

4. Why is it that you have such few games and sports in your school? Please tick against any suggestions(s) below that applies to your school?

Lack of facilities Yes No

Lack of equipment Yes No

Lack of PE trained teachers Yes No

Lack of adequate support from the principal Yes No

Lack of awareness of the importance of PE and sports to the learners by some
of the stakeholders Yes No

Strong academic bias from the major academic stakeholders. Yes No

Others

5. How much time in hours is allocated for games after classes' (hours per games day)
..... How many days per week

6. Is that time sufficient to develop games and sports culture in your school?

Yes No

7. When you and your fellow coaches take your students out for external games exposure
over the weekend, do you receive subsistence allowance from the school per diem?

Yes No

8. How many games/sports depend on you the games master as their coach?
.....

9. How many teachers in your staff are professional PE trained teachers

10. Are you a member of games/sports equipment procurement/tender committee.

Yes No

11. Indicate the level in which your games team has ever won a trophy for your school in the last three years?

Division District Province Nationals

12. How often are you and your fellow coaches sponsored for coaching clinics/seminars when an appointment occurs? (Tick one that applies to you)

Never Rarely Always

13. Is your principal keen on kitting your school team? Yes No

14. What is the general attitude of other non-PE teachers on PE and sports? (Tick one that applies to you.)

Negative Positive Non-committed

15. In your view how do you rate school discipline of your athletes compared to the rest of the students that are non-athletes? (Tick one that applies to you).

Better than Worse of

16. Would you rather PE and sports be an examinable subject in secondary schools

Yes No Give your reason