

**ASSESSMENT OF FACTORS INFLUENCING UNDERGRADUATE STUDENTS'
CHOICE OF PHYSICAL EDUCATION AS A CAREER SUBJECT: A CASE OF THE
UNIVERSITY OF NAIROBI**

SIMIYU NBITA ANTONY

E55/10193/2018


**A RESEARCH THESIS SUBMITTED IN PARTIAL FULFILLMENT FOR THE
AWARD OF DEGREE OF MASTER OF EDUCATION (PHYSICAL EDUCATION AND
SPORTS)**

UNIVERSITY OF NAIROBI

AUGUST, 2022

DECLARATION

This thesis is my original work and has not been presented for award of degree in any other university.

Signature: 


Date: 28/3/2022

Name: **Antony Simiyu Nbita.**

Reg. No: **E55/10193/2018**

Declaration by supervisors

This thesis has been submitted for examination with our approval as University Supervisors.

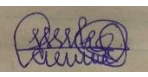
Signature: 

Date: 27/3/2022

Wanjira Janet K. (PhD).

Senior Lecturer,

Department of Physical Education and Sports.

Signature: 

Date: 28/3/2022

Michael David Otieno (PhD).

Lecturer,

Department of Physical Education and Sports.

Table of Contents

DECLARATION	ii
LIST OF TABLES.....	vi
LIST OF FIGURES.....	vii
DEDICATION	viii
ACKNOWLEDGEMENTS.....	ix
ACRONYMS	x
ABSTRACT.....	1
CHAPTER ONE	2
INTRODUCTION.....	2
1.1Background to the study.....	2
1.2 Statement of the problem	6
1.3 Purpose of the study.....	8
1.4 Objectives of the study	8
1.5 Research questions	9
1.6 Significance of the study	9
1.7 Limitations of the study	10
1.8 Delimitation of the study	11
1.9 Assumptions of the study	11
1.10 Definition of the significant terms	11
1.11 Organization of the study.	12
CHAPTER TWO	13
LITERATURE REVIEW	13
2.1 Introduction	13
2.2Attitudes of students towards studying Physical Education and Sports	13
2.3 Individual factors affecting choice of PE as a career subject.....	16
2.4. Institutional factors affecting choice of PE as a career subject	19
2.5 Social factors influencing choice of studying PE and sports discipline	21
2.6 Summary of the literature review.....	24
2.7 Theoretical framework	25
2.8 Conceptual framework	27

CHAPTER THREE	29
RESEARCH METHODOLOGY	29
3.1 Introduction.....	29
3.2 Research design	29
3.3 Area of Study.....	30
3.4 Target population	30
3.5 Sample size and sampling procedure	30
3.6 Research Instruments	32
3.7 Reliability of the instruments.....	32
3.8 Validity of the instruments.....	34
3.9 Data collection procedure	34
3.10 Data Analysis Techniques.....	35
3.11 Ethical consideration.....	36
CHAPTER FOUR.....	37
DATA ANALYSIS, PRESENTATION AND INTERPRETATION.....	37
4.1 Introduction.....	37
4.2 Questionnaire Return Rate	38
4.3 Demographic information of Respondents	39
4.3.1 Distribution of respondents by Gender	39
4.3.2 Distribution of respondents by Age	40
4.3.3 Distribution of respondents by grade attained in secondary school.....	40
4.3.4 Distribution of respondents by sponsorship program.....	42
4.3.5 Distribution of the parents of the respondents by educational level.....	43
4.3.6 Distribution of respondents by Subject Combination	44
4.4 Attitudes of undergraduate students towards studying physical education and sports	46
4.5 Individual factors influencing students' choice of PE.	58
4.6 Institutional factors influencing students' choice of PE.....	61
4.7 Social factors influencing students' choice of PE.....	64
CHAPTER FIVE	68
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	68
5.1 Introduction.....	68

5.2 Summary	68
5.3 Conclusion.....	71
5.4 Recommendations	72
5.5 Suggestion for further research	73
REFERENCES	74
APPENDICES	84
APPENDIX A: AUTHORIZATION LETTER (UNIVERSITY OF NAIROBI)	84
APPENDIX B: NACOSTI RESEARCH PERMIT	85
APPENDIX C: INFORMED CONSENT	86
APPENDIX D: STAFF QUESTIONNAIRE	87
APPENDIX E: STUDENT’S QUESTIONNAIRE	88
APPENDIX F: Declaration of Originality	93

LIST OF TABLES

Table 3. 1 Sampling frame of the study	31
Table 4.1: Questionnaire return rate	38
Table 4. 2: Distribution of respondents by Gender	39
Table 4. 3: Distribution of respondents by Age	40
Table 4. 4: Distribution of respondents by grade attained in secondary school	41
Table 4. 5: Distribution of respondents by Sponsorship program	42
Table 4. 6: Distribution of respondents' parents by education level	43
Table 4. 7: Distribution of respondents by Subject Combination	44
Table 4. 8: There are some P.E graduates I know	46
Table 4. 9: P.E provides an environment for developing good character traits	47
Table 4. 10: Existence of formal P.E classes in secondary school and participation by everyone.	47
Table 4. 11: P.E should be one of the subjects taught in universities to teacher andanjes	48
Table 4. 12: Engaging in P.E and sports makes one have a wholesome outlook in life.....	49
Table 4. 13: Physically active people are mentally alert than less active people	49
Table 4. 14: Choice of P.E subject of study in the University.....	50
Table 4. 15: I could advice someone to do P.E in the University	51
Table 4. 16: Physical activities in P.E help eliminate emotional tensions and bad moods.....	51
Table 4. 17: P.E is one of the most important subjects in teaching profession.....	52
Table 4. 18: P.E and sports make University life more enjoyable.....	53
Table 4. 19: Physical education classes are important academic classes	53
Table 4. 20: Active participation during P.E classes in secondary school	54
Table 4. 21: Importance of physical activities.....	55
Table 4. 22: Pursuing P.E in the university	55
Table 4. 23: Students who had already decided to study P.E before joining University	56
Table 4. 24: P.E has an important position in modern education	56
Table 4. 25: Cross tabulation on attitude towards P.E and Sports	57
Table 4. 26: Individual factors influencing Physical education and Sports	58
Table 4. 27: Institutional factors influencing Physical Education and Sports	61
Table 4. 28: Social factors that influence students' choice of studying physical education and Sports	64

LIST OF FIGURES

Figure 2. 1 Conceptual framework.....	28
---------------------------------------	----

DEDICATION

This work is dedicated to my family: my mother, Everlyne Nanjala; my wife, Merclyne Nbita Kwoba; and my son, Prince Ryan Nbita.

ACKNOWLEDGEMENTS

First, of course, to my heavenly father, above all, be all honor and glory for giving me strength and grace to complete this work.

I really appreciate my supervisors for their professional and untiring guidance that made this work take shape: Dr. Janet Wanjira and Dr. Michael Otieno. In particular, to Dr. Janet Wanjira, thank you so much for your tremendous support. I appreciate the chairman of the Physical Education department, Dr. Simon Munayi, for his support too. I'm also very much grateful to all the respondents who took part in the study.

I also appreciate my family for their support and encouragement; may this work be an encouragement to you especially those who are still pursuing education and their careers. To my first born son, Prince Ryan, who is yet to begin academic journey; may this work be a great inspiration to you. My sincere thanks go to all those who in one way or another, directly or indirectly, played a significant role towards the completion of this thesis.

ACRONYMS

CBC- Competence Based Curriculum

KICD- Kenya Institute of Curriculum Development.

MOEST- Ministry of Education Science and Technology

PA- Physical Activities.

PE-Physical Education

UNESCO- United Nation Education Scientific and Cultural Organization.

WHO- World Health Organization

NACOSTI- National Commission for Science, Technology and Innovation

ABSTRACT

Sedentary lifestyle is on top of the list of the leading risk factors for death worldwide. Physical Education is one of the subjects that provides good opportunity for students and teachers to participate in physical exercise. Based on the United Nations Educational Scientific and Cultural Organization (2006), Physical Education should be included in all learning institutions. Nonetheless, based on studies, the subject is not included in the curriculum in education programs in many parts of the world (Gerald, 2016). Lack of enough and adequately trained Physical Education professionals has been associated with the weak implementation and low status of Physical Education curriculum in institutions. Consequently, this study purposed to assess the factors influencing undergraduate students' choice of physical education as a career subject at the University of Nairobi. Teachers play an important role in the implementation of a curriculum. The study employed cross-sectional survey design. The independent variables were the social factors (peer influence, parental influence, culture, religious beliefs, prestige), individual factors (skill level, gender, previous exposure to PE, salary), institutional factors (curriculum content, teacher factors, facilities, scholarships, institutional traditions) and attitudes towards studying of PE. The dependent variable was the choice of PE as a career subject. The study was conducted at the University Of Nairobi in the Faculty of Education at Kikuyu campus and Kenya Science Campus. The study sample comprised of 15 female and 75 male students from Kenya Science and 85 male and 94 female students from Kikuyu Campus, 2 lecturers and 2 dean of students. The total sample had 273 participants. A self-administered questionnaire was used to collect data. The study generated both qualitative and quantitative data. The data generated by the study was cleaned, coded and entered into computer and analysed by use of Statistical Package for Social Sciences (SPSS) version 20. Quantitative data was analysed by use of descriptive statistics such as frequencies, standard deviation, percentages and means. Qualitative data generated from open-ended items was analysed using themes and discussed according to the research objectives. After analysis the results were presented in descriptive and qualitative form. Concerning attitude, the study indicated 72.7% of the students believed P.E to be one of the most important subjects in the teaching profession, 82.9% indicated that P.E makes university life more enjoyable, 82.8% agreed that P.E has an important position in the modern education, 81.2% indicated that they would advise someone to pursue P.E in the university and 88.1 % indicated that P.E should be one of the subjects taught in the university. Concerning institutional factors, the study found out that 36.7% of the students didn't have formal PE classes in their previous secondary schools and 31.0% of the students showed that they would have pursue PE as one of their subjects but they lacked practical skills in the field. On individual factors, majority 56.7% said it is easy to find a job in PE, 18% indicated that PE was a difficult subject because it contained a lot of physical activities and 27% indicated that PE is not a well-paying career. On social factors, 44.1% of the students indicated that they were advised by their teachers to pursue the career they were pursuing in the university, 37.5% agreed that they were influenced by their friends and 51% agreed that they were influenced by family members to choose the course they were studying in the university. However, 64% indicated that they chose their career because of prestige. The conclusion of the study was that individual factors such as skill level, gender, salary and past experiences; institutional factors such as curriculum content, facilities and scholarships; and social factors such as peer, parental and prestige influence choice of PE as a career subject. The study recommended further research on the attitude of parents towards PE, the influence of socioeconomic background towards students' choice of studying physical education and sports. The Ministry of education should employ more adequately trained physical education teachers in secondary schools as they play a big role in nurturing the attitudes of students towards studying P.E in the university. Quality assurance and the standards units should ensure that inspections are done to ensure the policy on teaching of P.E in secondary schools is adhered to.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

World Health Organization (2015) asserts that lack of sufficient Physical Activity (PA) is one of the ten leading risk factors for death worldwide. Sedentary lifestyle is indicated as one of the leading cause for innumerable chronic diseases (WHO, 2010). Poor health conditions and some chronic diseases can be combated when people engage in physical activities (Yore, Ham, Ainsworth et al., 2013). The benefits of Physical Education and physical activities are well documented. For example according to WHO (2015), physical activity is one of the most powerful weapon for annihilating current obesity epidemic, and other diseases associated with changes in lifestyle. According to Jay Mark (2021), lifestyle diseases are those that are associated with people's way of living such as absent of physical activities, smoking, alcohol, drug abuse and lack of balanced diet leading to diseases such as atherosclerosis, heart disease, cancer, blood pressure, stroke, obesity and type two diabetes. He concurs with WHO (2015) which advised that having an active lifestyle is a must for those who would want to avoid getting diseases like obesity, heart failure, high blood pressure, diabetes, cancer of the colon and premature death.

Based on United Nation Educational Scientific & Cultural Organization (2006), all education systems should have physical education included in their curriculums. Even so, many institutions of learning in many countries in the world do not have Physical Education in their education programs based on the overview of the literature on the global status of PE highlights (Gerald, 2016). There is low status and demise of PE in schools because of negative

attitudes and poor perception about the subject (Gerald, 2016). Lack of enough qualified professionals and low status of Physical Education and Sports caused by lack of assessment of the subject are some of the causes of negative attitudes towards PE (Baloka, 2018). Similarly, Hardman (2008) and Difiore (2010) highlighted lack of properly trained instructors, negative attitudes from instructors, students and caregivers toward PE, few and bad conditions of PE equipment and facilities, insufficient time, pressure for good performance in other examinable subjects as some of the setbacks in the attitude and implementation of PE curriculum in schools. Likewise, WHO (2011) observed that in Africa, there are few trained physical education professionals. This is likely to affect negatively the teaching of the subject. This study intends to examine the factors influencing undergraduate students' choice of Physical Education as a career subject.

There is need to have more undergraduate student-teachers studying PE and sports subject in order to have more PE teachers in secondary schools and colleges. Not only would there be more Physical Education professionals but also choosing PE as an academic subject in the university promotes skills development, good health lifestyle, character development and prepare students to live and work in the world of competition (Goldstein & Iso-Ahola, 2006).

Moreover, besides having sufficient PE professionals, understanding the social, individual and institutional factors that influence the choice of PE as a career subject is vital since that choice determines the future of a student and could impact the student's fulfillment in their career. Steve (2017) argues that most students at the university who choose PE a career subject get motivated by individual factors like prospect of money and prestige and give a low ranking to the health-related benefits of physical education. Factors such as parental education level,

school, peers, personality and socioeconomic status are some of the major influencers of a student's career goals (Crockett & Bingham, 2006).

A study by Williams (2009) uncovered that females' attitude towards PE have been painted by skewed beliefs about the harmful side effects of physical exercise: bodies becoming masculine. Similarly, Makokha (2004) found that boys have a more positive attitude towards PE than girls. Gitonga, R., Andanje, M. & Wanderi, P. (2012) argues that women participation in physical education and sports is shaped by cultural norms and age and sometimes as girls grow, they lose confidence in their abilities in sports and PE lessons generally. Steve (2017) advises that there is need for sustained interventions to educate and demystify misconceptions to attract women students to PE course.

Pascual (2014) noted that social factors like family and economic factors including employability and availability of jobs in the future affect students' choice of course in college. Similarly, Muraguri (2011) stated that a student's decision's to pursue a career is likely to be the influence of personal factors like skill, religious and cultural values, family of origin, expectations of the career and career guidance and counselling. Furthermore, Kimani (2013), Njagi (2013), Nyagosia (2011) and Reche, Bundi, Riungu & Mbugua (2012) are in agreement that a combination of institutional factors, social factors like family, teacher and individual factors impact greatly on the educational aspirations, attitudes and academic achievements of students. Equally, Owino (2016) observed that personal values and preferences, guidance from parents, peer influence and rules in the institutions influence students' attitudes and career choices. Likewise, Amolloh (2016) stated that individual factors, college career guidelines, peer pressure, parental will and academic competence as well as environmental

factors determine students' choice of a career subject. Andanje (2013) stated that parents influence their children's decisions in their pursuit of PE course at the universities in Kenya through parental encouragement, their beliefs and attitudes towards PE, role modeling and facilitation in terms of fee payment.

According to study by Al-Nahar (2015) in Jordan on first year students to ascertain how important PE was to them as a subject in college; Science, Mathematics and English language were considered more valuable to them as compared to PE which was ranked at position eight among ten subject choices. A study by Ronspires (2011) on undergraduate students in a Physical Education Teacher Education program at Eastern Illinois University concluded that the love for physical activity and sport, the chance to work with youths, positive experiences with a teacher, positive support of family and friends attracted students to PE profession.

Similarly, a study done at Harding University and Brigham Young University by McGaha & Barney (2014) on sixty-seven PE student-teachers revealed that most respondents chose to become physical education teachers because of family influences and that while they were growing up they had participated in sport and physical activities. To the contrary, a study by Aliyu Mohammed (2019) showed that family, friends, and failure to get enrolled in the courses they love, and the marketability of a course did not impact the students' choice of career in Physical Education.

A study by Boyle (2008) detailed factors affecting attitude towards PE as peer pressure, the changing fitness levels, dislike of activities and inadequate information on the importance of Physical Education. According to Hardman (2014), it is also at school level where positive or

negative attitude towards PE and physically active lifestyles are instilled, depending on the information received by learners from their teachers.

At the university level in Kenya, PE is an optional subject that is open to the students who attain the minimum university entry qualification, though due to lukewarm attention as a result of negative attitude towards it, it attracts fairly low enrollment of students (Andanje, 2013). Bachelor of Education at the University of Nairobi is a 4-year degree program that prepares students to join the teaching profession. Only those students who attain at least a C+ in K.C.S.E and in the two teaching subjects are enrolled to pursue Bachelor of Education. As asserted by Stein (2013), it is paramount to know the factors influencing undergraduate students' decisions to study PE course as they can impact a person's decisions to start or to keep on participating in the subject. Based on Morgan & Hansen (2008), trained PE professional teachers have a role to play to improve the perceived significance, perceptions and the positive attitudes towards PE. This study examined factors influencing undergraduate students' choice of studying Physical Education and Sport at the University of Nairobi.

1.2 Statement of the problem

According to the Kenya Institute of Curriculum Development, some of the national goals of education in Kenya are to promote personal development, fulfillment of oneself and improvement of positive attitudes towards health. Physical Education is one of the disciplines that contributes towards improvement of positive attitude towards good health. According to UNESCO (2006), all education systems should have physical education included in the curriculum. However, in many schools, PE has low status compared to other subjects being taught. A research by Gerald (2016) indicated that there is the demise of PE in many schools

due to negative attitudes towards it by teachers and even students. According to research, lack of enough qualified professionals is one of the causes of the low status and negative attitude towards PE (Baloka, 2018).

The problem in this study is that at the University of Nairobi in the Faculty of Education, which trains teachers, few undergraduate students choose to pursue PE and Sport compared to other subjects like Mathematics, English, Biology, CRE, Kiswahili and Physics among others (Registrar, 2019). The class of 2016 for example, out of 800 students in the college pursuing undergraduate degree in education, only 35 students were studying PE and Sports (Registrar, 2016). Worse still, at Kenya Science campus, out of 250 students, only 4 students were studying PE and Sports compared to subjects like Mathematics with 80 students. At the time of this study, Physical Education had always attracted fairly low enrollment of students compared to other subjects.

Having enough and adequately qualified Physical Education and Sports teachers is one way of raising the status of PE. Teachers are implementers of Physical Education curriculum in schools. University PE students upon becoming teachers would be in a good place to impact students positively concerning PE as they are the ones to educate students about the benefits of the subject. At this point in time Kenya is replacing 8.4.4 curriculum with the Competence Based Curriculum (CBC) where PE is one of the key subjects. Consequently, having sufficient and adequately trained PE teachers who have positive attitude towards the subject would be paramount in the smooth implementation of the curriculum. At primary level, one major challenge in the implementation of CBC has been lack of enough teachers (John, 2021). University of Nairobi, Kenyatta University, Masinde Muliro University of Science and

Technology, Laikipia University, Moi University and University of Eldoret are the only universities in Kenya that offers Physical Education (Janet, Elijah & Francis, 2016).

In Kenya, many studies in the area of PE and Sports have zeroed in on sports clubs, national teams and different levels of education like primary school and secondary school with only a few in the universities. This study assessed factors influencing undergraduate students' decisions of choosing PE as a career subject at the University of Nairobi. The independent variables were social factors including peer influence, parental influence, culture and prestige; individual factors including skill level, salary, passion, gender and previous exposure to PE; institutional factors including curriculum content, teacher factors, scholarships, institutional traditions and grade; and attitudes. The dependent variable was the choice of PE as a career subject.

1.3 Purpose of the study

This study purposed to assess the factors in the institutions, social factors, individual factors and attitudes that influence undergraduate students' choice of Physical Education as a career subject.

1.4 Objectives of the study

The objectives of this study were:

1. To find out the attitudes of undergraduate first year students towards choice of physical education as a career subject.
2. To identify individual factors influencing undergraduate students' choice of studying physical education and sports as an academic subject.

3. To examine institutional factors influencing undergraduate students' choice of studying physical education and sports.
4. To establish social factors influencing undergraduate students' choice of studying physical education and sports.

1.5 Research questions

1. How are the attitudes of undergraduate students towards choice of studying physical education?
2. How does individual factors influence the undergraduate students' choice of studying physical education?
3. How does institutional factors influence undergraduate students' choice of studying physical education?
4. How does social factors influence the undergraduate students' choice of physical education as a subject of study?

1.6 Significance of the study

The study generated valuable data about the students' attitudes and factors influencing their choice of studying Physical Education. The data obtained from the study could assist the Ministry of Education, Science and Technology (MOEST) come up with ways of influencing the factors impacting students' choice of P.E and Sport in schools, colleges and especially in universities. For example, designing programs that create awareness on the importance of Physical Education and Sport could be one of the ways. This may help increase the enrolment of first year bachelor of education students who take P.E as a subject in the University. When

the enrolment increases there will be increase in trained PE teachers and professionals. This will help in the smooth implementation of Competence Based Curriculum (CBC) which has Physical Education as one of its core subjects. The findings of the study may also help the departments of Physical Education and Sports come up with strategies that help change the attitudes towards PE. For example, they can design programs that create awareness on the importance of PE and job opportunities related to PE; and these help increase the enrolment of students taking P.E as a subject of study. The study generates information about the institutional factors affecting attitudes towards choice of Physical Education as a subject of study. These information forms the ground for recommendations to the relevant authorities on the areas that needs improvement so as to raise the attitude of students towards studying PE as a subject of study. The findings of this study avails useful data to scholars for further research.

1.7 Limitations of the study

The study was limited to a small sample from only one university thus its findings may be generalized with caution to other universities in the country. The research used self-report questionnaire only, therefore the researcher didn't have the power to control the candidness of the respondents. However, the researcher made all effort and impressed upon the students on the importance of them providing honest feedback. This study assessed the situation as it was at the time of study. The current situation may change over time since there is no control over what the future may bring forth. Sometimes curriculums, laws and policies among others change with time.

1.8 Delimitation of the study

The study assessed social factors, individual factors, institutional factors and attitudes influencing undergraduate first year Bachelor of Education students' choice of studying PE in the Faculty of Education at the University of Nairobi. The study was also delimited to the use of self-report questionnaires that was employed to gather the required data.

1.9 Assumptions of the study

The study was carried out under the following assumptions;

- i) The information that was collected from the respondents was a true reflection of the factors influencing the choice of studying physical education and sports in the University of Nairobi.
- ii) The researcher mainly depended on the honesty of the respondents for the provision of information for the study and therefore it was assumed that they gave out accurate and honest information. However, the researcher detailed to the respondents the need to provide honest information.
- iii) The respondents interpreted the questionnaire correctly.

1.10 Definition of the significant terms

Attitudes towards studying PE: refers to the thoughts or feelings that influence a student's decision of either choosing or not choosing Physical Education as subject of study at the University of Nairobi.

Factors influencing: refers to variables that control the decision of an undergraduate student's choice of PE as an academic subject.

Individual factors: refers to variables identified within a student including skills, age, knowledge, attitudes, and personal characteristics that determine choice of Physical Education as a subject of study.

Institutional factors: refers to rules, practices and routines in an educational institutional that affect a student's choice of PE.

Physical Education (PE): refers to a planned program of exercise and performance of a variety of physical activities in universities for students to learn.

Social factors: refers to variables including family, peer, prestige, culture, environment, community, government, media and religion which influences a student's choice of PE and Sports.

1.11 Organization of the study.

This study is organized into five chapters: Chapter one includes the introduction which consists of the background to the study, statement of the problem, purpose of the study, research objectives and questions, significance of the study, limitation of the study, delimitation of the study, basic assumptions of the study, definition of the significant terms and organization of the study; Chapter two includes the literature review related to the study, theoretical framework and conceptual framework. Chapter three includes the study methodology that was employed in carrying out the study.

Chapter four presents data analysis, presentation and discussions. Lastly, chapter five contains summary of the findings, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter deals with review of the literature on the different sections related to the study including attitudes of student towards studying physical education, individual factors influencing choice of studying Physical Education, institutional factors influencing choice of studying physical education and social factors influencing choice of studying physical education.

2.2 Attitudes of students towards studying Physical Education and Sports

Attitude is a key variable which plays an important part in learning; and the attitudes and values which students bring to college determine the quality and quantity of what they learn, remembers and uses (Shyam, 2012). Attitudes towards physical education impact students' learning and enjoyment, and it helps to encourage participation in physical education (Dismore & Bailey, 2011). According to Ajzen & Fisbein (2011) attitudes shape students behavioral intentions and, ultimately, their consequent actions.

A study was undertaken by Halil (2019) on the factors affecting faculty of sports sciences students' attitudes towards Physical Education and sports in Turkey. The current study was undertaken in Kenya. The target population was all the undergraduate students studying at the Faculties of Sports Science at various universities. The study employed descriptive research design and stratified sampling technique. The study sample comprised of eight hundred and forty-two students drawn from each department and undergraduate level. For correlation analysis, Pearson correlation test was used. The study found that fresh man students had more

positive attitude towards Physical Education and sports and that as the grade levels and ages of students increased, the attitudes towards sports decreased. Could this be true with the situation in the universities in Kenya? This suggests the need to find out what is the situation in Kenyan universities.

A survey by Miles, Chen & Fengjuan (2014) of nine hundred and forty-nine student's attitudes towards their university Physical Education experience was carried out in four Chinese universities. The research employed self-report questionnaires to gather information like the current study. The study revealed that the university students had moderately favorable attitudes about PE and that the attitudes and perceptions had some connections with their involvement, a minute relationship with their lifelong involvement in physical activities beyond school, and a meaningfully positive relationship with their achievement in PE.

A survey by Mohammed (2016) of one thousand three hundred and eighty-eight King Fahd University of Petroleum and Minerals students enrolled in PE course in Eastern Province of Saudi Arabia set out to assess the attitudes of male students in the university towards physical education curriculum that include Health Education. A self-report questionnaires which were reviewed to check their validity by thirteen PE university professors and Ph.D lecturers were employed. Descriptive statistics was employed to define the overall attitude of the students. From the research findings the students had positive attitude towards PE. From the sample, 83.0% of the students agreed that the curriculum was useful in helping them build friendships while 79.6% agreed that the course was useful in helping them develop healthy lifestyles. The study was restricted to male students only and did not factor in the female students yet some studies show that females have more negative attitude towards Physical Education compared

to men. Makokha (2004) found that boys have a more positive attitude about PE compared girls. The current study examines the attitude of both male and female students towards physical education.

Bhaskar, Nandy and Adhikari (2012) undertook a study on Physical Education teachers' preparation program on growth of attitudes towards Physical Education. The study used longitudinal study which was carried out through quasi-experimental research design. Contrary, the current study used cross-sectional survey design method. Using stratified random sampling technique, a sample of one hundred and twenty-eight students was selected from a number of different institutions of teacher education in West Bengal in India. The findings of the study indicated that attitudes towards physical education of the college students was positive. To determine if the situation is the same in Kenya, the present study concentrated on the University of Nairobi in Kenya.

Al-Nahar (2015) conducted a study in Jordan, on first year students to ascertain the importance of PE to them compared to other subjects taught in college. The study showed that subjects like Science, Mathematics and English language were considered more valuable to first years compared to PE which was ranked at position eight among ten choices. To the contrary, an investigation was carried out of randomly selected first year, second year and third year students' attitudes towards PE as a profession in Nepal by Shyam (2012). This study employed descriptive survey design and self-report questionnaire to collect data. From the research findings, the first year students had more positive attitude towards Physical Education because of its ability to provide ground for developing socially; however, the second year and third

year students had more positive attitude towards PE due to its health and fitness benefits. However, the study didn't include the fourth year students.

2.3 Individual factors affecting choice of PE as a career subject

Based on individual reasons, people pursue different careers. Individual factors like experiences, personality traits, skills, values and passions influence college students' career paths. Pascual (2014) undertook a study on factors affecting high school students' career preference in Philippines using validated questionnaire checklist like the current study. The study adopted descriptive assessment, descriptive correlational and descriptive normative methods of research. The study used sixty-nine fourth year student-respondents of the University of Rizal unlike the current study which used two hundred and sixty-nine students. The data collected were statistically analyzed using SPSS similar to the current study. Pascual's study found out that availability of work after college is the first and most important consideration of students in selecting a course in college. If this is the situation in Philippines as noted by the study, is the situation the same in Kenya? The current study was an attempt to answer this question amongst others.

A survey by Nyamwanje (2016) of two hundred and ninety-six undergraduate students chosen from six universities using purposive sampling and systematic sampling and employing descriptive survey design set out to investigate the impact of interests of students on the choice of career among the undergraduate students in public and private universities in Kisii County, Kenya. In the study, the self-report questionnaire was used to collect data. The study showed that the interest of a student is the most powerful determinant of a career choice. According to the study, 48.1% of the students indicated that satisfaction, security and motivation

influenced their choice of career. The study, however, failed to put into consideration other social factors like the skill levels of the students that this current study studies.

According to research, using self-made questionnaire, by Darren (2013) of the factors that affected the career choices of one hundred and twenty-eight freshmen aged 17-19 at the University of Tennessee at Martin; there were innumerable individual factors that influenced college students choosing careers including passion, salary, past experiences and race. From the study, 27% of the students admitted to have been influenced by the knowledge of the rewards of the career while 22% were influenced by their families. The factor that greatly influenced students' choice of career was family while the rewards of the career came second.

A study was conducted by Ronspires (2011) on undergraduate students in a Physical Education Teacher Education program at Eastern Illinois University to ascertain what attracted the students to Physical Education. The study used interview and observation methods to obtain information from students and triangulation to determine internal validity. In analyzing the data, thematic analysis was used. The study uncovered that love for physical activity and sport, the chance to work with youths, positive experiences with a teacher, positive support of family and friends attracted students to Physical Education profession. Furthermore, a survey of factors influencing young people's choice of career subject in higher Education in England by Institute for Employment Research (2011) at the university of Warwick employing longitudinal study revealed that ethnicity, the love for the subject and salary were the factors that influenced the young people's choice of career subjects. The research revealed that young people who said that a subject was their favorite subject at school

were more likely to study the subject in higher education; and those who agreed that the subject was marketable were more likely to pursue the subject in higher education.

According to Steve (2017), most students in the university do not participate in sports due to the fear of injuries and see obtaining a degree to be more important to them than physical activities. He further opined that those who participate in sports do so for the prospect of money and fame and give a low ranking to the health-related benefits of physical activities. A research by Safania (2013) revealed that girls generally felt less skilled compared to boys during Physical Education and sports; and those students who felt they were less skilled felt left out since they were not freely placed in team activities and competitions. Fisetite's (2011) study indicates that girls are more disturbed about being scanned and judged by their bodies and skills when they engage in physical activities during PE and these make them unsafe and less comfortable leading to the development of wrong perception towards the subject. However, Edward (2015) reported that there is no relationship between gender and attitudes towards PE.

A study was conducted at Qatar University by Derwesh and Al-sawi (2010) concerning students' perceptions and attitudes towards PE and the differences between the perceptions among male and female students. A sample of 70 students from the department of PE was used in the study. The research study indicated that students desired that practical material be increased and theoretical courses be decreased in PE curriculum. According to Darwesh, the content of the curriculum affects students' choice of Physical Education as a career subject. A research by Leenders, Sheerman, Philip (2013) carried out in Midwestern University to examine the reasons for students enrolment in college physical Education classes reports that

20% participants enroll in PE classes to learn new activities, 18% enroll to participate in enjoyable physical activities, 1% to improve their abilities and skills, 9% to improve fitness level and 9% to have an opportunity to exercise regularly. A research by Moe (2012) posits that when people become cognizant of the fact that physical education is effective in the prevention of diseases and promotion of good health, their attitudes towards physical education becomes more positive and their participation level increase.

2.4. Institutional factors affecting choice of PE as a career subject

A study was conducted in the United States at Harding University and Brigham Young University by McGaha & Barney (2014) among 67 (42 males and 25 female) PE student teachers using survey design similar to the current study. The study particularly investigated the factors affecting PE majors' decisions to choose physical education as a career subject. The study established that most students chose to become physical education teachers because of participation in PE and sports in their former schools, while growing up and due to role models like teachers and family influences. The study reported that 88% of the students had played on an athletic team on high school. The study showed that 60% of the respondents wanted to have fun at work, 44% wanted to be paid for having fun, while 57% wanted to stay associated with sports. The current study was conducted in Kenya to ascertain if the situation is the same in Kenya.

The study on university students by Zoran (2013) indicated that most students in the university knew very well the benefits associated with participation in sports; however, 57% did not participate in sports. Some of the reasons leading to these paradoxical findings were due to lots of academic pressure (Zoran, 2013). Similarly, a research conducted by Bloemhoff (2010)

at the University of Free State in South Africa revealed that the prevalent of physical activity among undergraduate students was as little as 33%. Most university students spent their time on activities such as studying, watching television, gaming, using computer, sitting and talking and hanging out with friends.

A study of one hundred and ten randomly selected University of Nairobi third year and fourth year undergraduate students of Bachelor of Education enrolled for the academic year 2014/2015 was conducted by Owino and Amolloh (2016). Though the current study was also conducted at the University of Nairobi, it focused on first year students unlike Owino and Amolloh who focused on third year and fourth years. Moreover, Owino and Amolloh's study concentrated on choice of History as a career subject unlike the current study which focused on Physical Education among other subjects. The study employed cross-sectional survey design and structured questionnaires to investigate factors influencing Bachelor of Education Arts Students' selection of history as a career subject. The current study employed the same data collection tools. The respondents' attitudes were measured using a three-point likert scale. The study concluded that teachers have influence on how students value a particular subject and students' attitude towards an instructor greatly impacts their attitudes towards a subject. The study reports that 9% of the students admitted to have been influenced by their teachers to pursue the subject they were pursuing. The study recommended that varsities to provide career guidance and counselling to undergraduate students to help them avoid making ignorant career decisions. However, the study did not factor in the first years who, as compared to the other years, are usually less exposed. Stephen (2014) reports the scarcity of adequately trained professionals, the insufficiency of facilities and equipment, gender barriers,

cultural values, non-educational status of the PE, inadequacy of inspection and insufficiency of time allocated on the timetable are some of the contributors to the marginalized status of Physical Education. Similarly, a study by Luke & Sinclair (2011) reports five factors that determine attitude towards PE as curriculum content, educator conduct, class room atmosphere, student self-perceptions and facilities.

2.5 Social factors influencing choice of studying PE and sports discipline

The society shapes the way people think and do things. Social factors like family impact career paths of students. Children who have grown up in a good family background are highly likely to pursue their parent's careers (Owino and Amolloh, 2016). A research was conducted on the role of parents and impact in the teaching and learning of Physical Education and perception and attitude of Physical Education students using descriptive survey design and self-administered questionnaire by Andanje (2013) among one hundred and three undergraduate Physical Education students-teachers in Kenyan Universities offering PE as an academic discipline. Pretesting was conducted using twenty students who were pursuing a degree in sport science in one of the universities. Split-Half reliability test method was employed to test the reliability of the measuring instruments. Split-Half reliability test method was also used to test the reliability of the instruments used in the current study. The data collected were evaluated for frequencies and percentages by use of statistical package for social sciences (SPSS). The current study used similar data collection and analysis tools. The findings showed PE to be the most favorite subject for 87% of the respondents compared to other subjects. The study reported that 65% of the respondents were encouraged by their parents to pursue the subject and 64% indicated that parents provided support in terms of material for their PE

studies. The study concluded that parents influence their children's attitudes and learning of PE in educational institutions. Parents may exert powerful influence on their children's physical activity through many ways including but not limited to parental encouragement, beliefs and attitudes towards PE and role modeling (Andanje, 2013). The study recommended that Kenyan universities should enlist parents as people who influence their children to pursue PE as an academic subject in the university.

A survey of two hundred and ninety-three undergraduate students sponsored by Compassion International in public universities in Kenya by Njeri (2013) using self-administered questionnaire and survey design investigated how social factors like family, peers and role models influence career choices. The study established that social factors like economic background, family, peer influence and role models have influence over students' choice of career in higher institution of learning. However, the study unfolded that role models had the greatest influence. Role models include teachers and parents.

A survey was conducted on sixteen principals, two hundred and thirty-four Teachers Service Commission (TSC) teachers, one hundred and four form four students' leaders and sixteen Parents Teachers Association (PTA) chairpersons by Getange and Sagwe (2016). The survey set out to investigate factors impacting choice of career path by students in public secondary school in Manga Subcounty, Nyamira county-Kenya. Descriptive survey method was adopted. In analyzing quantitative data statistical analysis was done to generate frequencies and percentages. For qualitative data, thematic analysis was employed. The study employed questionnaires to collect data from teachers and students like the current study. Interviews were used to obtain information from principals and PTA chair persons. The study concluded

that career ambitions were determined by social and cultural background of students, parent's education, peer pressure, parental educational level and occupations significantly influence students' career choices. The findings of the study indicated 85.4% of the students interviewed were influenced by their friends to choose their careers and 92.7% had been influenced by their siblings in choosing their careers. The study further discovered that many students in secondary schools make uninformed career choices due lack of career guidance. Getange and Sangwe carried their study in high school. Most form fours are not experienced enough to make informed choices about careers that is why they depend on their friends and parents for guidance. Is the situation the same with the university students? The current study focused on university students and this question will undoubtedly be answered.

A study on social factors influencing female students' participation in and study of PE and Sports at the University of Ilorin in Nigeria by Ogidan, Onifade and Ologele (2013) employed descriptive research design and two hundred students randomly sampled. The current study used 273 respondents as the sample. Validation of the instruments of research was done by three lecturers in the Department of Human Kinetics and Health Education at the University of Ilorin. Split-half reliability test was used to ascertain the reliability of the study instruments. This study used the same test to determine the reliability of the instruments. Chi-square was used to analyze the results of data collected by the study. The study revealed that cultural beliefs, parental influence, religion, peer group and gender had powerful influence on student participation in and choice of PE and sports as a career subject. The study recommended that the government should encourage student participation in PE by providing incentives like

scholarships. However, Ogidan's study focused on female students only, hence it may not be generalizable to males as well. This current study was conducted on both male and females.

A study of two hundred and forty students comprising of one hundred and twenty each from two Nigerian universities drawn from 300 Level and 400 Level by Aliyu Mohammed (2019) using purposive sampling examined the determinants of career choice among the Physical Education majors. The study employed a questionnaire designed using the 4 point Likert scale similar to the current study. The data was analyzed using frequencies, percentages and Chi-square at a significance level of 0.05. The results showed that family including parents, peers, failure to enroll in the courses they loved and marketability of the course did not influence the students' choice of career. The study recommended that students be given guidance in careers matters. The study also recommended that the same research be carried out in different universities. Could the situation be same in Kenya? The current study sheds light on this.

2.6 Summary of the literature review

The reviewed studies majorly concentrated on the attitudes towards and factors influencing choice of studying Physical Education and Sports in the universities. This study focused on the examination of factors affecting undergraduate students' choice of studying PE. Findings from various studies indicate that love for physical activity and sport, salary, past experiences, race, the chance to work with youths, positive experiences with a teacher, positive support of family and friends are some of the individual factors that attracted students to PE profession (Ronspires , 2011; Darren, 2013; McGaha& Barney, 2014). However, Aliyu Mohammed (2019) showed that family, friends, and failure to get enrolled in the course they loved, and the marketability of a course did not influence a students' choice of career.

Based on the findings of a number of studies by (Awino & Amolloh, 2016; Stephen, 2014; Njeri, 2013), social and institutional factors like family, peers, role models including qualified teachers, shortage of facilities, equipment, gender barriers, cultural aspects and gender, impact students' choice of studying of Physical Education and Sports in the university. The cause for low status of PE have been found to be lack of qualified teachers, shortage of facilities, equipment, gender barriers, cultural aspects, non-educational status of the subject, inadequate inspection and less time allocated on the timetable. This study sought to ascertain the factors influencing Bachelor of education students' choice studying Physical Education and sports as a career subject.

2.7 Theoretical framework

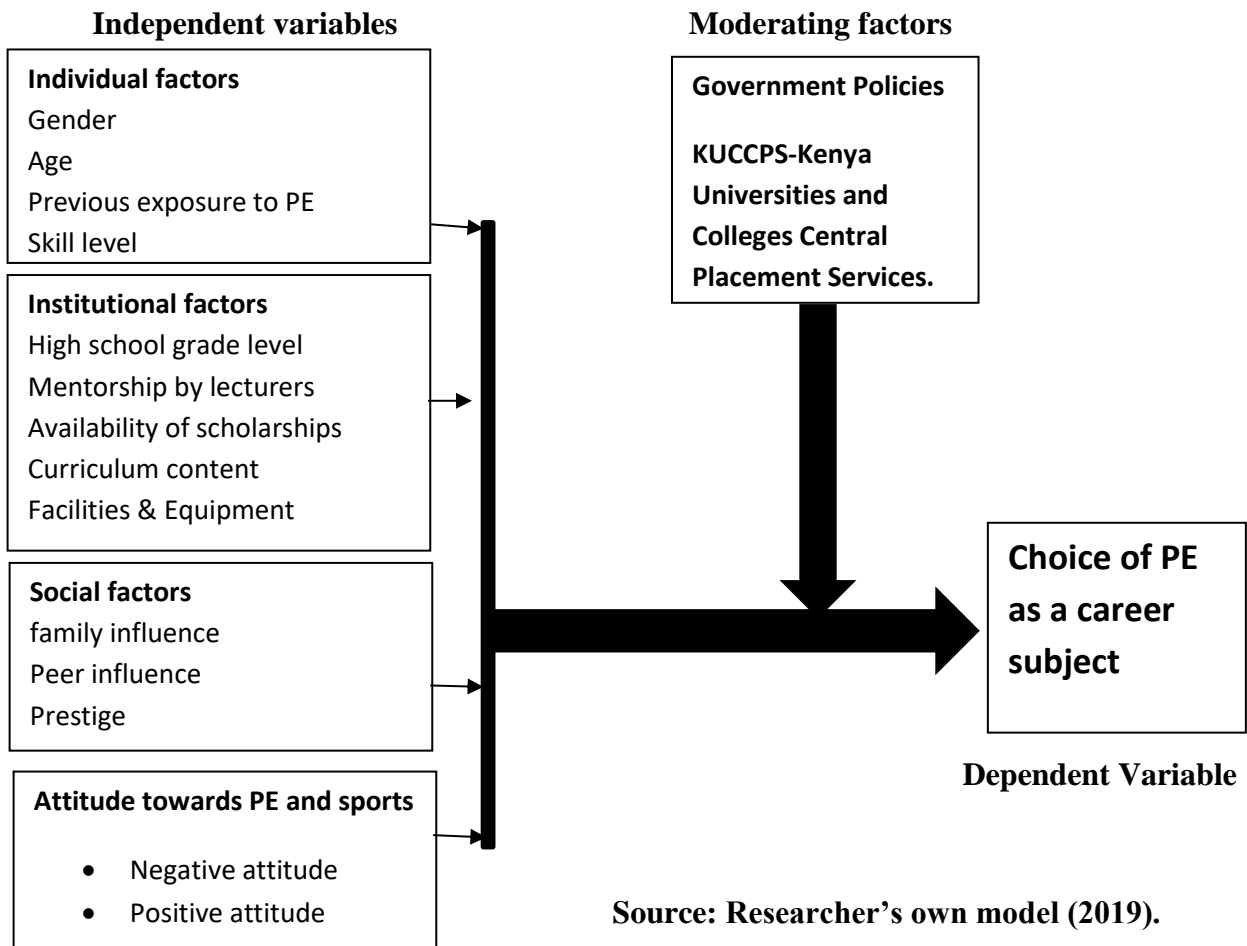
This research study adopted the McLeod, (2009) Expectancy-value Theory which states that all responses to stimuli are determined by people's attitude towards the stimuli. According to expectancy-value theory, expectancies for success and subjective task value are the greatest determinants of choice of and persistence in tasks. Expectancies refer to how confident a person is in his/her ability to succeed in a task whereas task values are how important, useful, or enjoyable the individual perceives the task. Expectancies and values interact to predict engagement, continuing interest, and academic achievement. The theory was appropriate in this study because it allowed the researcher to understand attitude and how it influences studying of PE and sports; inasmuch as our behaviors, actions, feelings and language unfold and express our attitudes. Beliefs give birth to our attitudes which shape our behaviors and determine our involvement in activities or not (Rikard, 2006). According to the theory, all responses to stimuli are determined by individual's attitude towards the stimuli. As such, to

know, for instance, whether bachelor of education students at the university would choose to study PE as one of their subject combination, their attitudes and factors that influence their attitudes towards studying the subject must be known first. When their attitudes are understood, their views would be understood too (Malaba, 2008). People's attitudes are many a times expressed through their speeches and actions. Our beliefs more often than not give birth to our attitudes which shape our behaviors and determine our involvement in activities and those we choose to abandon (Rikard, 2006). Attitudes flow from beliefs and yields intentions and actions (Kieran, 2009). Knowing students' beliefs is key to understanding their attitudes, interests and involvement in PE and sports. The three components of attitude include the behavioral component, cognitive domain and affective domain. Verbal statements of favorable or unfavorable feelings towards a stimulus reflect the affective domain while the cognitive domain refers to verbal statements. Outward actions seen from students reflect behavioral component. The affective domain has six divisions which was used by this research to ascertain the students' attitudes towards studying PE and Sports. The six divisions are knowledge, comprehension, application, analysis, synthesis and evaluation (Borich, 2010). The five divisions of cognitive domain are receiving, responding, valuing, organization and characterization (Borich, 2010). The behavioral component consists of divisions: naturalization, articulation, precision, manipulation and imitation. This study adapted the concepts of McLeod, (2009) Expectancy-value Theory to assess the factors influencing students' choice of Physical Education and sports as a career subject. The theory states that all responses to stimuli are determined by people's attitudes and perceptions towards the stimuli.

2.8 Conceptual framework

As shown in the figure 2.1 below, there are many factors which influence a student's choice of studying PE and sports. This conceptual framework is grounded on the premise that the choice of studying Physical Education as a career subject by undergraduate first year students is a product of individual factors, social factors, institutional factors and attitudes towards Physical Education. The individual factors that influence choice of studying Physical Education include gender, previous exposure to PE, skill level and jobs opportunities. The institutional factors that influence choice of studying PE and sport include institutional traditions, mentorship by lecturers, curriculum content, scholarships and facilities and equipment. Social factors influencing students' choice of Physical Education include parental influence, peer influence and prestige. Generally, choice of studying PE and sports by students is influenced by attitudes towards PE, social, individual and institutional factors under the moderating variables of government policy and Kenya Universities and Colleges Central Placement Services (KUCCPS). The moderating variables complement the independent variables with respect to choice of Physical Education as an academic subject. Kenya Universities and Colleges Central Placement Services places students in various course programs based on the choices of the students and their performance in Kenya Certificate of Secondary Education. For example, for a student to be placed on a degree program, they must have attained a minimum of C+ in Kenya Certificate of Secondary Education.

Figure 2. 1 Conceptual framework



Source: Researcher's own model (2019).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with the methods and procedures that were employed in carrying out this study. The chapter is divided into subsections: research design, area of study, target population, sample size and sampling procedure, research instruments, data collection procedure, validity and reliability of research instruments, data analysis techniques and ethical considerations.

3.2 Research design

The study employed cross-sectional survey design method. It was considered suitable for the study because it involves gathering information at one point in time only and the researcher's chance to manipulate the variables or organize the phenomenon that come after or follow is minimal. It is therefore suitable when collecting data concerning attitudes. The method is also suitable since has one contact only with the study population; therefore, it assesses the way a situation is at the time of the research. Sometimes situations change with time because there is no control of what the future brings. The method is also suitable especially when there is limited time and resources. The independent variables were the social factors (peer influence, parental influence, prestige), Individual factors (skill level, gender, previous exposure to PE, salary), institutional factors (curriculum content, teacher factors, facilities, scholarships, institutional traditions) and attitudes towards studying of PE and Sports while the dependent variables was choice of studying PE by the students.

3.3 Area of Study

The study took place at the University Of Nairobi Faculty Of Education at Kikuyu campus located in Kiambu County and Kenya Science Campus located in Nairobi County.

3.4 Target population

The target population for this study was the 2020/2021 first year undergraduate bachelor of education male and female students in Faculty of Education at the University of Nairobi which has two campuses: Kenya Science and Kikuyu Campuses. At the time of this study Kenya Science campus had 298 male and female first year students while Kikuyu Campus had 602 male and female first years. The two colleges had 8 PE lecturers and two dean of studies, in total making a target population of 910.

3.5 Sample size and sampling procedure

Simple random sampling, purposive sampling and stratified sampling techniques were used in this study to select students in Kenya Science and Kikuyu Campuses. Purposive sampling was used because it allowed the use of population sample which was informative (Mugenda & Mugenda, 2013). The 45 students who were studying PE, two deans and two lecturers who took part in the study were picked purposively. They had the first hand information concerning the University of Nairobi and Physical Education course. All the students who were pursuing Physical Education and any other combination were few and they also had first-hand information concerning Physical Education: the reason behind them been picked purposively. The deans of the two colleges and the two PE lecturers were asked to complete the relevant section of the questionnaire under the assumption that the two categories of persons had first information on Physical Education as a subject in the university. To achieve gender balance,

stratified sampling was applied. The gender of students from the two campuses were taken as strata. This ensured that both male and female were represented in the sample in proportion to their number in the population. Stratified random sampling helps in getting more accurate representation in the sample by the division of the population into smaller homogenous groups whereas simple random sampling allows individuals to have an equal chance of been selected (Best & Khan, 2010). Students were categorized on the basis of gender. From each category the students were assigned numbers, which were written on papers and mixed in a container and then picked at random. Through simple random sampling, 15 female and 75 male students were chosen from the Faculty of Education, Kenya Science campus whereas in the Faculty of Education, Kikuyu campus, 85 male and 94 female students were chosen. A total of 90 students were selected from Kenya Science while a total of 179 students were selected from Kikuyu Campus. The total sample was 273 people.

Table 3. 1 Sampling frame of the study

	Male	Female	Total
Kikuyu Campus Students	85	94	179
Kenya Science Students	75	15	90
Dean of Students	2		2
Lecturers	1	1	2
Total	163	110	273

Based on Mugenda and Mugenda (2013), should the study population be not more 10,000, a sample size of between 10% and 30% is an acceptable representation of the target population. So the sample been 30% of the population was a good representation of the target population.

3.6 Research Instruments

Two self-report questionnaires including staff questionnaire (appendix D) and students' questionnaire (appendix E) with both closed and open ended questions were employed in collecting data. Staff questionnaire had eleven items (appendix D) and was designed to capture information about the institution and PE subject. The students' questionnaire had five sections (A,B,C,D,E) including background information, attitude towards PE and sports course, individual factors, social factors and institutional factors influencing choice of studying PE. Section A comprised of eight items and captured background information of the participants while section B on the attitudes of the participants had 17 items adapted from Wears attitude scale towards PE which was employed to ascertain the degree to which the students disagree or agree with some beliefs and opinions about PE. Wear's scale has a reliability of .97 and a validity of .94 (Johnson & Nelson, 1988). Five-point Likert rating scales was used in collecting data on attitude. Section C was comprised of individual factors and it had 7 items; section D on social factors had 8 items while section E on institutional factors influencing choice of studying PE had 7 items.

3.7 Reliability of the instruments

A measuring instrument that is reliable always gives consistent and stable results (Kothari, 2004). To ascertain reliability, pre-testing was done on 20 first year students from Kenya

Science campus who had been selected randomly. These students did not take part in the final study. The number of participants selected for pretesting represented 7% of the total study sample. Based on Mugenda & Mugenda (2003) a pretest sample must be between 1% and 10% and the larger the sample the smaller the percentage should be. To ascertain the reliability of the questionnaire, split-half reliability test was carried out. This method is appropriate when it is not possible to administer the test in two different times. The split-half reliability test involved splitting the instruments' items into two halves of odd and even numbers. To work out the reliability coefficient of the questionnaires, Pearson product-moment correlation coefficient was used. Pearson correlation was used at 0.05 level of significance. To find out the degree to which the contents of the questionnaires were reliable in producing similar response, Spearman Brown Prophecy formula was computed. The reliability of the instrument was given by

$$R^2 = \frac{2(\text{reliability of 0.5 test}) (r)}{1+(\text{reliability of 0.5 test}) (r)}$$

$$R^2 = \frac{nr}{1+(n-r) r}$$

Where R²=correlated reliability, R=Uncorrelated reliability,

N= Number of parts N=2

[Tuckman (1978)]

The results of the computation showed that there was a strong positive correlation between the two test scores. The students' questionnaire produced a correlation coefficient of 0.823

while the staff's questionnaire yielded a correlation coefficient of 0.85. A correlation coefficient of about 0.7 or higher should be considered good enough to demonstrate that the research instruments were reliable (Warren, 2000; Huck, 2000). Therefore the research instruments were considered reliable.

3.8 Validity of the instruments

Validity is the extent to which an instrument measures what it is supposed to measure. The researcher used Physical Education departmental lecturers who helped in verifying and assessing the content validity of the questionnaires. Validation helped in detecting any grammatical errors and item interpretation difficulties and how much time it would take the respondents to answer the questionnaires. Pre-testing of the instruments on 20 first year students from Kenya Science campus was done to ensure that the instruments were valid. It was also used to train five research assistants on how to administer the questionnaire. Following pre-test study the data collection instruments were polished by changing and removing unsuitable items and correcting grammatical errors.

3.9 Data collection procedure

The researcher was given an introductory letter by the department of Physical Education (APPENDIX A). The letter was used to get a research permit from the National Commission for Science, Technology and Innovation (NACOSTI) before the actual field work began (APPENDIX B). Five research aides were given some training on how to use the research tools. They were also trained on the procedures to be followed during data collection process. The researcher and the research aides contacted the research participants directly since they were above 18 years. The researcher and the research assistant visited the University of

Nairobi's constituent colleges and proceeded with the data collection. The data collection took place on weekend. First the researcher and the assistants would explain to the students all the objectives of the study, the advantages of the study and all the ethical considerations before having all of them voluntarily sign a consent form (appendix C) and proceeded to fill the questionnaires. Each of them took approximately ten minutes to complete the questionnaire. The researcher and the research assistants monitored the entire process. They collected the questionnaires immediately after they have been completed.

3.10 Data Analysis Techniques

The study generated both qualitative and quantitative data. Raw data was sorted, and checked to establish completeness. Thereafter, the data was cleaned and coded. To carry out the analysis, the data was entered into the computer and analysed using the Statistical Package for Social Sciences (SPSS) version 20. Responses were assigned numerical values. Quantitative data was analysed by use of descriptive statistics such as frequencies, percentages, means, and standard deviation. Qualitative data generated from open-ended items was analysed using themes and discussed according to the research objectives. The analysis involved identification of themes which were guided by the study objectives. The data was also coded according to the identified themes. Thereafter, the themes of the study were connected together based on their relationships and related to the research objectives that included the attitudes of students, social, institutional and individual factors influencing students' choice of studying Physical Education and sports in the university. The study results were presented in tables, charts and graphs.

3.11 Ethical consideration

The aim of the research was detailed verbally and in writing on the questionnaire to the participants. The respondents were given leeway to participate voluntarily with no monetary rewards. Those who were willing to take part in the research were given consent form to sign. Only those who signed the forms were allowed to participate in the study. Issues pertaining to confidentiality of the study participants including protecting their secretive information were adhered to. The participant were also not required to write their names on the questionnaire.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents data analysis, presentation and interpretation of the study findings. The chapter introduces the data analysis section which comprises of the instrument return rate, demographic information of the respondents, data analysis and interpretation. The study assessed the factors influencing undergraduate students' choice of Physical Education as a career subject. The findings are discussed and presented according to the objectives of the study which includes:

- To find out the attitudes of undergraduate students towards choice of physical education as a career subject.
- To identify individual factors influencing undergraduate students' choice of studying physical education and sports as an academic subject.
- To examine institutional factors influencing undergraduate students' choice of studying physical education and sports.
- To establish social factors influencing undergraduate students' choice of studying physical education and sports.

4.2 Questionnaire Return Rate

A total of 273 questionnaires were administered. Table 4.1 shows the response return rate.

Table 4.1: Questionnaire return rate

Type of instrument	Number administered	Number returned	%return rate
Dean	2	2	100%
Lecturers	2	2	100%
Kenya Science Male Questionnaire	75	60	80.0%
Kenya Science Female Questionnaires	15	15	100.0%
Kikuyu Campus Male questionnaire	85	80	94.1%
Kikuyu Campus Female Questionnaires	94	90	90.0%

Table 4.1 shows that the response rate was high at 100% for the deans of students, lecturers and Kenya Science female students while 90.0% for Kikuyu Campus female students, 80.0% for Kenya Science male students and 94.1% for Kikuyu Campus male students. The percentages were considered sufficient for the generalizations of the study's findings to be made. Based on Kothari (2004), questionnaires should have a return rate of 60% or above for the results to be acceptable in making generalizations of the findings.

4.3 Demographic information of Respondents

The study set out to gather information concerning the background of the study participants. It is factual that our backgrounds play a major role in how we think and the decisions we make in life. The questionnaire gathered data concerning their gender, age, sponsorship program, highest educational level, secondary school location and subject combination.

4.3.1 Distribution of respondents by Gender

In this study it was found necessary to determine the gender distribution of the respondents in order to establish the gender participation of males and females in the study. Male and female have different aspirations, interests and likes. Table 4.2 shows the Distribution of respondents by Gender.

Table 4. 2: Distribution of respondents by Gender

Gender	Frequency	Percentage
Male	140	57.1
Female	105	42.9
Total	245	100.0

Table 4.2 shows that majority, 57.1%, of the students were Male while 42.9% were Female. This implies that most of the study participants were male. This could be attributable to the fact that at the time of research Kenya Science had very few female students compared to male students. Gender was considered a significant variable owing to the fact that it has an influence on the participation in Physical Education.

4.3.2 Distribution of respondents by Age

Data was presented in table 4.3 which showed the distribution of respondents by age.

Table 4. 3: Distribution of respondents by Age

Age	Frequency	Percentage
Below 20years	178	72.7
21-25years	63	25.7
26-30years	4	1.6
Total	245	100.0

Table 4.3 shows 72.7% of the students were below 20 years while 25.7% were in the age category of between 21-25 years and 1.6% in the age category of between 26-30 years. The findings of the study showed that most of the students were not experienced and exposed enough to singly make informed decisions as far as career matters are concerned; hence, they required some guidance to avoid making ignorant and regrettable decisions. Most students complete secondary school education at the age of 18.

4.3.3 Distribution of respondents by grade attained in secondary school

The study had set out to find out the grade that most of the respondents who participated in the study had attained in secondary schools to qualify them for university degree courses.

Table 4.4 shows the distribution of the study participants by grade attained in secondary school.

Table 4. 4: Distribution of respondents by grade attained in secondary school

Grade	Frequency	Percentage
A	2	0.8
A-	13	5.3
B+	61	24.9
B	115	46.9
B-	38	15.5
C+	15	6.1
C-	1	0.4
Total	245	100.0

Table 4.4 shows majority 46.9% of the students had attained grade B, 0.8% had attained grade A, 5.3% had attained grade A-, 6.1% had attained grade C+, 0.4% had attained grade C-, 24.9% had attained grade B+ and 15.5% had attained grade B- respectively in secondary school. This shows that almost all the students had the required grade to join the university. The minimum university entry qualification at the time of this research was C+ and above for students aspiring to pursue degree certificates. At the University of Nairobi, students who pursue Bachelor of Education, must have attained a minimum qualification of a mean grade of C+ and above in K.C.S.E and attained not less than a C+ in all the two subjects they intend to study. However, this has been changing every now and then depending on the performance of students in an academic year. Kenya Universities and College Central Placement Services (KUCCPS) places students in different course programs based on their secondary school performance.

4.3.4 Distribution of respondents by sponsorship program

The study on sponsorship program of the students was categorized as self-sponsored and government sponsored programs. Table 4.5 shows the distribution of respondents by sponsorship program.

Table 4. 5: Distribution of respondents by Sponsorship program

	Frequency	Percentage	Mean	Std
Self-sponsored	22	9.0	1.91	0.286
Government sponsored	223	91.0		
Total	245	100.0		

Table 4.5 shows that majority 91.02% of the students were government sponsored while 8.98% were self-sponsored. This demonstrated that most of the students who qualified for university were being sponsored by the government. The study results indicate that most of the undergraduate students depended on the government for sponsorship since they could not afford to sponsor their own education. Inasmuch as they had not qualified for other courses of their choice that were sponsored by the government some of the students had enrolled in the course as an alternative. However, compared to government sponsored students, out of their own will, virtually all the self-sponsored students chose to study Bachelor of Education in the university. Moreover, the enrollment of low number of students in the degree course program as self-sponsored demonstrate that higher education in Kenya is costly and only few students can afford. As such, majority of students depend on government sponsorship, Higher Education Loans Board, scholarships and Bursaries.

4.3.5 Distribution of the parents of the respondents by educational level

Table 4.6 shows the distribution of parents of the respondents by their education level.

Table 4. 6: Distribution of respondents' parents by education level

Education Level	Father		Mother	
	f	%	f	%
PhD	6	2.4	0	0.0
Masters	18	7.3	19	7.8
Degree	63	25.7	50	20.4
Diploma	47	19.2	58	23.7
Certificate	39	15.9	33	13.5
K.C.S.E	40	16.3	43	17.6
K.C.P.E	26	10.6	32	13.1
Never Completed Primary	6	2.4	10	4.1
Total	245	100.0	245	100.0

On Educational Level of the Mother, Table 4.6 shows that majority 25.7% had a degree, 19.2% had a diploma and 16.3% had K.C.S.E certificate. On Educational Level of the Mother, Table 4.5 shows majority 23.7% had a Diploma while 20.4% had a Degree and 17.6% had attained K.C.S.E certificate. This showed that on average, the respondents' fathers had the highest level of education as compared to their mothers.

These findings indicate that most of the parents to the study participants had attained the highest level of education and may have known the importance of education to influence the choices of degree programs of their children. Parents may exert powerful influence on their children's physical activity through many ways including but not limited to parental encouragement, attitudes towards PE and role modeling (Andanje, 2013). "Parents have more influence on the courses that their children choose than the guidance and counselling teachers" (Owino & Amolloh, 2016).

4.3.6 Distribution of respondents by Subject Combination

The students who participated in the study were both from Kenya Science and Kikuyu campuses of the Faculty of Education. The faculty trains students to become secondary school teachers. It offers various subjects where each student studies two teaching subjects. Table 4.7 Shows the Distribution of respondents by subject Combination.

Table 4. 7: Distribution of respondents by Subject Combination

Subject Combination	Frequency	Percentage
Biology/Chemistry	15	6.1
Mathematics/Physics	25	10.2
Mathematics/Chemistry	32	13.1

Mathematics/ICT	3	1.2
Mathematics/P.E	10	4.1
English/Literature	61	24.9
Geography/P.E	10	4.1
Mathematics/Business	4	1.6
Geography/Business	7	2.9
History/Kiswahili	8	3.3
Business/P.E	16	6.5
History/C.R.E	12	4.9
Business/History	2	.8
Early childhood Education	13	5.3
P.E/Kiswahili	1	.4
Kiswahili/Geography	6	2.4
P.E/History	4	1.6
Mathematics/Geography	4	1.6
Mathematics/P.E	8	3.3
Kiswahili/C.R.E	4	1.6
Total	245	100.0

Table 4.7 shows 6.5% of the students were pursuing Business and P.E, 4.1% Mathematics and P.E, 4.1% Geography and P.E and 1.6% History and PE compared to 24.9% of the students who were pursuing English and Literature, 13.1% Mathematics and Chemistry and 10.2% Mathematics and Physics. This shows few students were pursuing PE as compared to other subjects like English, Biology, Chemistry, Physics and Mathematics. This implies that few of the students who were pursuing P.E and participated in the study were from Kikuyu Campus. This concurs with the research by WHO (2011) which observed that in Africa, there are few trained physical education professionals. Lack of enough well trained and qualified Physical Education professionals and low status of PE because of the demise of assessment of students at national level are some of the causes of negative attitude towards the subject (Baloka, 2018).

Kenya Certificate of Secondary Education and Kenya Certificate of Primary Education do not provide national exams for Physical Education.

4.4 Attitudes of undergraduate students towards studying physical education and sports

The researcher sought to assess the attitudes of undergraduate students towards studying physical education and sports as an academic subject. Table 4.8 shows the respondents awareness of P.E graduates.

Table 4. 8: There are some P.E graduates I know

Statement	Frequency	Percentage	Mean	Sd
strongly disagree	32	13.1	3.69	1.409
Disagree	30	12.2		
Neutral	9	3.7		
Agree	84	34.3		
Strongly agree	90	36.7		
Total	245	100.0		

On the questionnaire, respondents were asked to show if there were some PE graduates they knew and responded as shown in Table 4.8. Majority 36.7% of the students strongly agreed that there are some P.E graduates they knew while 34.3% agreed and 13.1% strongly disagreed. This shows that majority 71.0% knew that PE is a course that people study in the university. However, 25.3% disagreed to have known any graduate in Physical Education. This showed that many secondary school students did not know that Physical Education was a subject that was offered in the university like other subjects including Mathematics and English. This clearly indicates that they never had Physical Education teacher way back in secondary school.

Table 4.9 shows P.E provides an environment for developing good character traits.

Table 4. 9: P.E provides an environment for developing good character traits

Statement	Frequency	Percentage	Mean	Sd
Strongly Disagree	5	2.0	4.27	0.909
Disagree	10	4.1		
Neutral	17	6.9		
Agree	96	39.2		
Strongly Agree	117	47.8		
Total	245	100.0		

Table 4.9 shows majority 47.8% of the students strongly agreed that P.E provides an environment for developing good character traits while 39.2% agreed and 6.9% were neutral. However, only 6.1% disagreed. This implies that P.E enables student to develop good character traits and this can be attributed to the skills and knowledge an individual attains during practice since it requires discipline and hard work. Similarly, Goldstein & Iso-Ahola (2006) stated that PE promotes skills development, good health lifestyle, character development and prepare students to live and work in the world of competition.

Table 4.10 shows existence of formal P.E classes in respondents' previous secondary schools and participation by everyone.

Table 4. 10: Existence of formal P.E classes in secondary school and participation by everyone.

Statement	Frequency	Percentage	Mean	Sd
Strongly Disagree	44	18.0	3.41	1.527
Disagree	41	16.7		
Neutral	13	5.3		
Agree	65	26.5		
Strongly Agree	82	33.5		

Total	245	100.0
-------	-----	-------

Table 4.10 shows majority 33.5% strongly agreed that in secondary school formal P.E classes existed and everyone participated while 44.7% disagreed. This implies that on average, formal P.E classes existed and that many students participated in the classes. There are some relationships between participation in PE classes in secondary school and choice of PE as a career subject in the university. According to McGaha & Barney (2014) study at the University of Harding in the United States, most students chose to become physical education teachers because of participation in PE and sports in their former schools and while growing up.

Table 4.11 shows that P.E should be one of the subjects taught in universities to teacher trainees.

Table 4. 11: P.E should be one of the subjects taught in universities to teacher trainees

Statement	Frequency	Percentage	Mean	Sd
Strongly Disagree	5	2.0	4.43	0.905
Disagree	8	3.3		
Neutral	16	6.5		
Agree	65	26.5		
Strongly Agree	151	61.6		
Total	245	100.0		

Table 4.11 shows majority 61.6% of the students strongly agreed that P.E should be one of the subjects taught in universities to teacher trainees while 26.5% agreed and 6.5% were neutral respectively with a Mean=4.43, Sd=0.905. This implied that majority of respondents understood the importance of having adequately trained PE graduates. This also showed that the student-teachers knew that Physical Education holds an important position in schools. A

study by Boyle (2008) detailed learner factors affecting attitude towards PE as inadequate information on the importance of PE, peer pressure, the changing fitness level of learners and dislike of activities.

Table 4.12 shows engaging in P.E and sports makes one have a wholesome outlook in life.

Table 4. 12: Engaging in P.E and sports makes one have a wholesome outlook in life

Statement	Frequency	Percentage	Mean	Sd
Strongly Disagree	3	1.2	4.33	0.859
Disagree	6	2.4		
Neutral	27	11.0		
Agree	80	32.7		
Strongly Agree	129	52.7		
Total	245	100.0		

Table 4.12 shows 85.4% of the students indicated that engaging in P.E and sports makes one have a wholesome outlook in life. However, few 14.6% did not agree that engaging in P.E and sports makes one have a wholesome outlook in life.

Table 4.13 shows physically active people are mentally alert compared to less active people and they participate effectively in the general activities of life.

Table 4. 13: Physically active people are mentally alert compared to less active people

Statement	Frequency	Percentage	Mean	Sd
Strongly Disagree	4	1.6	4.40	0.907
Disagree	12	4.9		
Neutral	11	4.5		
Agree	74	30.2		
Strongly Agree	144	58.8		
Total	245	100.0		

Table 4.13 shows majority 58.8% of the students strongly agreed that physically active people are mentally alert compared to those who are less active while 30.2% agreed and 4.9% disagreed. This implies that the respondents understood that participation in physical activities has mental benefits. The mental benefits of engaging in physical activities in PE classes are well known and documented. Similarly, according to Shyam (2012) study of university students at Nepal, the sophomore and third year students had more positive attitude towards PE due to its health and fitness benefits. This findings is contrary to Steve (2017) who argued that most students at the university who choose physical education and sport as a subject get motivated by individual factors like prospect of money and prestige and give a low ranking to the health-related benefits of physical education.

Table 4.14 shows choice of P.E as a subject of study in the University.

Table 4. 14: Choice of P.E subject of study in the University

Statement	Frequency	Percentage	Mean	Sd
Strongly Disagree	20	8.2	3.80	1.305
Disagree	25	10.2		
Neutral	42	17.1		
Agree	55	22.4		
Strongly Agree	103	42.0		
Total	245	100.0		

Table 4.14 shows majority 42.0% of the students strongly agreed that they could take P.E as a subject in the university while 22.4% agreed and 17.1% were neutral. This implied that P.E as a subject has being positively embraced in the society and people take it as a career. This is contrary to Steve (2017), who opined that most students from university do not participate in Physical Education due to the fear of injuries and see obtaining a degree to be more important to them than physical activity. However, 18.4% stated that they could not take

physical education as a career subject in the university when given a chance. This demonstrated that there is still a segment in the society who have poor perception and negative attitude towards PE.

Table 4.15 shows I could advice someone to do P.E in the University.

Table 4. 15: I could advice someone to do P.E in the University

Statement	Frequency	Percentage	Mean	Sd
Strongly Disagree	4	1.6	4.21	0.942
Disagree	11	4.5		
Neutral	31	12.7		
Agree	83	33.9		
Strongly Agree	116	47.3		
Total	245	100.0		

Table 4.15 shows majority 47.3% of the students strongly agreed that they could advise someone to do P.E in the university while 33.9% agreed and 12.7% were neutral with a Mean=4.21, Sd=0.942. However, 6.1% indicated that they could not advise someone to pursue Physical Education in the university. According to Ogidan, Onifade and Ologele (2013) peer influence, cultural beliefs, parental influence, religion, and gender had great influence on students' participation in and choice of PE and sports as a career subject.

Table 4.16 shows the degree to which physical activities during P.E lessons helps eliminate harmful emotional tensions and bad moods.

Table 4. 16: Physical activities in P.E help eliminate emotional tensions and bad moods.

Statement	Frequency	Percentage	Mean	Sd
Strongly Disagree	3	1.2	4.38	0.838
Disagree	6	2.4		
Neutral	21	8.6		
Agree	81	33.1		

Strongly Agree	134	54.7
Total	245	100.0

Table 4.16 shows majority 54.7% of the students strongly agreed that intense physical activities during P.E lessons help eliminate harmful emotional tensions and bad moods while 33.1% agreed and 8.6% were neutral. This showed the respondents knew the emotional benefits of P.E. Based on Zoran (2013), most students in the university know very well the benefits that could be reaped after participation in sports; however, 57% do not participate in sports. This demonstrated that most students in the university who like sedentary lifestyle do so not because of lack of the knowledge of the benefits of active lifestyle.

Table 4.17 shows P.E is an important subject in the teaching profession.

Table 4. 17: P.E is an important subjects in the teaching profession

Statement	Frequency	Percentage	Mean	Sd
Strongly Disagree	4	1.6	4.03	0.968
Disagree	12	4.9		
Neutral	51	20.8		
Agree	84	34.3		
Strongly Agree	94	38.4		
Total	245	100.0		

Table 4.17 shows majority 38.4% of the students strongly agreed that P.E is one of the most important subjects in teaching profession while 34.3% agreed and 20.8% were neutral. This implies that most of the respondents 72.7% had positive attitude towards P.E. This is inconsistent with the research by Al-Nahar (2015) conducted in Jordan, on first year students to ascertain the importance of PE for students as compared to other subjects taught in the university. The findings of the study showed that subjects like Science, Mathematics and

English language were considered more valuable to first years as compared to PE which was ranked at position eight among ten choices.

Similarly, Stephen (2014) reports that Physical Education is a marginalized subject in many institutions of learning. Insufficiency of adequately trained teachers, insufficiency of facilities and equipment, cultural and religious values and lack of adequate inspections and little time allocated on the school timetable are some of the contributors to the marginalized status of Physical Education (Stephen, 2014).

Table 4.18 shows P.E and sports make University life more enjoyable.

Table 4. 18: P.E and sports make University life more enjoyable

Statement	Frequency	Percentage	Mean	Sd
Strongly Disagree	7	2.9	4.20	0.987
Disagree	11	4.5		
Neutral	24	9.8		
Agree	86	35.1		
Strongly Agree	117	47.8		
Total	245	100.0		

Table 4.18 shows majority 47.8% of the students strongly agreed that P.E and sports make university life more enjoyable while 35.1% agreed and 9.8% were neutral. Few (7.4%) disagreed. The study is in accord with the findings by Leenders, Sheerman and Philip (2013) study on Midwestern University students which indicated that 20% of the respondents were enrolled in PE classes to study different activities but 18% enrolled to have fun.

Table 4.19 shows Physical education classes are important academic classes.

Table 4. 19: Physical education classes are important academic classes

Statement	Frequency	Percentage	Mean	Sd
------------------	------------------	-------------------	-------------	-----------

Disagree	4	1.6	4.44	0.708
Neutral	19	7.8		
Agree	87	35.5		
Strongly Agree	135	55.1		
Total	245	100.0		

Table 4.19 shows majority 55.1% of the students strongly agreed that physical education classes are important academic classes while 35.5% agreed and 7.8% were neutral. This indicated that more than half of the respondents knew the benefits of physical education.

Table 4.20 shows active participation during P.E classes in secondary.

Table 4. 20: Active participation during P.E classes in secondary school

Statement	Frequency	Percentage	Mean	Sd
Strongly Disagree	21	8.6	3.73	1.246
Disagree	27	11.0		
Neutral	25	10.2		
Agree	97	39.6		
Strongly Agree	75	30.6		
Total	245	100.0		

Table 4.20 shows majority 39.6% of the students agreed that they were active during P.E classes in secondary school while 30.6% strongly agreed and 11.0% disagreed. There is a relationship between participation in P.E classes in formative years and choice of P.E as a career subject in the university. Most students chose to become physical education teachers because of sport and physical activity participation while growing up (McGaha& Barney, 2014). Few 19.6% indicated that they were never active participants in P.E classes when they were in secondary school. This could probably be because of negative attitude towards the subject or some others factors including health issues.

Table 4.21 shows Physical activity is of major importance to my life.

Table 4. 21: Importance of physical activities

Statement	Frequency	Percentage	Mean	Sd
Strongly Disagree	6	2.4	4.23	0.904
Disagree	6	2.4		
Neutral	24	9.8		
Agree	99	40.4		
Strongly Agree	110	44.9		
Total	245	100.0		

Table 4.21 shows majority 44.9% of the students strongly agreed that physical activity was of major importance to their life while 40.4% agreed and 9.8% were neutral. Few, 4.8%, revealed that they didn't know the importance of physical activities. It seems there is a part of the society that doesn't know the health benefits of physical activities. However, the importance of P.E cannot be underestimated. According to WHO (2015), physical activity is one of the most powerful weapon for annihilating current obesity epidemic, and other diseases associated with changes in lifestyle.

Table 4.22 shows students could have pursued P.E in the university but because of social pressure they did not.

Table 4. 22: Pursuing P.E in the university

Statement	Frequency	Percentage	Mean	Sd
Strongly Disagree	75	30.6	2.67	1.505
Disagree	62	25.3		
Neutral	22	9.0		
Strongly Agree	42	17.1		
Strongly Agree	44	18.0		
Total	245	100.0		

Table 4.22 shows 30.6% of the students indicated that they didn't pursue P.E in the university out of their own will but because of social pressure. However, 43.3% didn't pursue P.E in the university because of social pressure. This concurs with a study by Njeri (2013) which revealed that peer influence and role models have influence over students' choice of career in higher institution of learning.

Table 4.23 shows distribution of students who had already decided to study P.E even before they joined University.

Table 4. 23: Students who had already decided to study P.E before joining University

Statement	Frequency	Percentage	Mean	Sd
Strongly Disagree	96	39.2	2.47	1.541
Disagree	54	22.0		
Neutral	24	9.8		
Agree	25	10.2		
Strongly Agree	46	18.8		
Total	245	100.0		

Table 4.23 shows majority 61.2% of the students strongly disagreed to have decided to study P.E before even joining university while 22.0% disagreed and 18.8% strongly agreed. This implied that some of the students had the passion of studying P.E as a subject and they were never advised by anyone concerning choice of PE in the university.

Table 4.24 shows P.E has an important position in modern education.

Table 4. 24: P.E has an important position in modern education

Statement	Frequency	Percentage	Mean	Sd
Strongly Disagree	22	9.0	4.17	1.233
Disagree	8	3.3		

Neutral	12	4.9
Agree	67	27.3
Strongly Agree	136	55.5
Total	245	100.0

Table 4.24 shows majority 55.5% strongly agreed that P.E has an important position in modern education while 27.3% agreed and 9.0% strongly disagreed. Few 11.3% of the students indicated that Physical Education do not hold an important position in modern education. Gerald (2016) revealed that there is low status and demise of PE in the schools in the developing world because of the poor attitudes and perceptions about the subject.

Table 4.25 shows the individual factors of P.E and Sport Cross tabulation.

Table 4. 25: Cross tabulation on attitude towards P.E and Sports

		students chose to do P.E after the first day of orientation in the university		
		Yes	No	Total
P.E is one of the most important subjects in teaching profession	Strongly Disagree	0	4	4
	Disagree	0	12	12
	Neutral	1	50	51
	Agree	9	75	84
	Strongly Agree	17	77	94
Total		27	218	245

Table 4.25 shows that majority 77% of the student strongly agreed that P.E is one of the most important subjects in teaching profession. Many people understand the importance of Physical Education. This is closely related to a study by Al-Nahar (2015) conducted in Jordan, on first year students to ascertain the importance of PE to students compared to other subjects taught in college; subjects like Science, Mathematics and English language were considered more

valuable to first years as compared to PE which was ranked at position eight among ten choices.

Yanik (2018) found out that those students who are active participants in PE are not very much committed to the school compared to those who are active participants. According to Yanik (2018), participation in extracurricular activities in school and success in academics have some relationship. On top of having fun and great time in physical education classes, P.E and school belonging have some relationship. Both male and female teacher trainees have positive attitudes towards Physical Education and Sports (Gitonga et al., 2012). Institutions of higher learning should provide rigorous training programs to teacher trains to enable them to develop and implement sports programs both in school and out of school setting (Mwangi, Kamenju and Rintaugu, 2013).

4.5 Individual factors influencing students' choice of PE.

Table 4.26 shows individual factors influencing physical education and Sports.

Table 4. 26: Individual factors influencing Physical education and Sports

Individual Factors	Yes		NO	
	f	%	f	%
1. students could have pursued PE as one of my academic subject of the study but I lack practical skills in the field	76	31.0	169	69.0
2. PE is a difficult subject because it involves a lot of physical activities	44	18.0	201	82.0

3.	I fear participating in physical activity classes due to injuries	56	22.9	189	77.1
4.	I was an active participant in PE classes back in secondary school	138	56.3	107	43.7
5.	PE is not a well-paying career	41	16.7	204	83.3
6.	It is easy to find a job in PE	141	57.6	104	42.4
7.	I used to find the activities in PE enjoyable way back in secondary school.	176	71.8	69	28.2

Table 4.26 shows 69.0% of the respondents indicated that lack of practical skills in the field was not what caused them not to pursue PE as one of their academic subject in the university. However, 31.0% stated that they would have pursued PE as one of their academic subject but lacked practical skills in the field. This implied that most students 69.0% did not pursue P.E because of lack of practical skills in the field. However, a research at Qatar University by Derwesh and Al-sawi (2010) indicated that students desired that practical material be increased and theoretical courses be decreased in PE curriculum. The contents of a curriculum can be a determinant of whether a student chooses a career or not. Morgan, Saunders & Lubans (2012), observed that participation in PE classes helps the physical development of students, increase confidence in self and reduces stress and depression. The importance of Physical Education is indisputable.

Further, Table 4.26 shows majority 82.0% of the students indicated that PE was not a difficult subject because it involves a lot of physical activities. Nonetheless, 18.0% indicated that P.E

is a difficult subject because of the many physical activities it has. This implies that most students 82.0% do not see P.E as a difficult subject despite it having a lot of physical activities. Majority 77.1% of the students disagreed that the fear of injuries did prevent them from participating in physical activity classes while 22.9% agreed that it did. This implied that majority of students 77.0% participate in physical activities without fearing the injuries they might get during competitions. This means most students belief in their ability to perform in the field. Williams (2009) uncovered that females' attitude towards PE have been painted by skewed beliefs about the harmful side effects of physical exercise: bodies becoming masculine.

Majority 56.3% of the students agreed they were active participants in PE class way back in secondary school while 43.7% disagreed. This implied that many 56.3% of the students did participate in P. E classes in secondary school. This contributes to positive attitude towards studying PE in college.

Majority 83.3% of the students agreed that P.E is a well-paying career while 16.7% disagreed. This implies that majority of students 83.3% believed that PE is a well-paying career. Prospect for money and marketability are some of the factors that influence students' choice of career. Careers that are in demand attract high number of students. Those that do not have readily available jobs and are not lucrative attracts low enrolment.

Majority 57.6% of the students agreed that it was easy to find a job in PE while 42.4% disagreed that it was not. This implies that P.E has vast job opportunities. Pascual (2014) noted that economic factors including employability and availability of jobs in the future affect students' choice of course in college.

Table 4.26 shows majority 71.8% of the students agreed that they used to find the activities in PE enjoyable way back in secondary school while 28.2% never enjoyed participating. This implies that many students enjoy participating in physical education activities.

4.6 Institutional factors influencing students' choice of PE.

Table 4.27 shows Institutional factors influencing Physical Education and Sports.

Table 4. 27: Institutional factors influencing Physical Education and Sports

Institutional Factors	Yes		NO	
	f	%	f	%
1. I used to have a PE teacher in secondary school	157	64.1	88	35.9
2. When I came to the university I was to take PE as one of my subjects but I was opted out after the orientation.	24	9.8	221	90.2
3. PE lessons were taught regularly way back in secondary school	87	35.5	158	64.5
4. In secondary school we had enough physical facilities for PE	95	38.8	150	61.2
5. I can't pursue PE because it had too much physical activities I don't like	28	11.4	217	88.6
6. I was advised by my teacher to pursue the subjects I'm studying	73	29.8	172	70.2

7. I chose to do PE after the first day of orientation in the university	27	11.0	218	89.0
--	----	------	-----	------

As shown in the Table 4.27, majority 64.1% of students had PE teachers in secondary schools while 35.9% indicated that they didn't have PE teachers in secondary school. This implies that on average there were enough P.E teachers in secondary schools. However, many didn't not have Physical Education teachers. Teachers are very important as they are the implementers of curriculum. It is also at school level where positive or negative attitude towards PE and physically active lifestyles are instilled, depending on the information received by learners from their teachers (Hardman, 2014). There is need for the government of Kenya to employ more physical education teachers in secondary schools.

Majority 90.2% of the students disagreed that when they came to the university they were to take PE as one of their subjects of study but were opted out after the orientation while 9.8% agreed. Orientation of first years upon entry in the university is paramount. Some of them enter university with skewed perceptions about certain careers. There is need for universities to provide career guidance and counselling to help first years make enlightened career choices.

Majority 64.5% of the students disagreed that PE lessons were taught regularly way back in secondary school while 35.5% agreed. This implies that P.E lesson did not receive the relevance it required like other subjects.

Majority 61.2% of the students indicated that they never had enough physical facilities for PE in secondary school. Only 38.8% indicated that they had enough facilities in secondary schools. This implies that most schools did not have enough physical facilities for P.E. A study by Luke & Sinclair (2011) reports five factors that determine the kind of attitudes

student have towards PE as the content of the curriculum, instructor conduct, class atmosphere, learners beliefs and facilities in the institution.

Majority 88.6% of the students indicated they can pursue P.E despite it having a lot of physical activities. However, 11.1% indicated they can't pursue PE as a career subject because of it having too much physical activities. Generally this implies that students do not pursue P.E based on physical activities involved.

Table 4.27 shows majority 70.2% of the students disagreed that they were advised by their teacher to pursue the subjects they were studying while 29.8% agreed. This implies that teachers are not the major determinants of the type of subject a student chooses in the university though they have some influence.

Majority 89.0% of the students indicated that they didn't choose to do PE after the first day of orientation in the university. However 11.0% indicated that they chose to do P.E after the first day of orientation. This implies that the first day of orientation can determine whether the student does P.E as a course or not. Stephen (2014) reports that insufficiency of adequately trained professionals, inadequacy of facilities and equipment and inadequacy of allocated on the class timetable are some of the contributors to the marginalized status of Physical Education.

Institutions are some of the important places for an individual when it comes to the development of social relationships and having a sense of belonging. They offer environment where learners interacts outside the family situation. The students' feelings of being a part of the institution and relating with friends provides a sense of belonging (Libbey, 2007). Friends and teachers help learners feel a sense of belonging (Slaten, Ferguson, Allen, Brodrick & Waters, 2016).

4.7 Social factors influencing students' choice of PE

Table 4.28 shows the social factors that influence students' choice of studying physical education where SD= Strongly Disagree, D=Disagree, N=Neutral, A=Agree, SA=Strongly Agree, Sd=Standard Deviation

Table 4. 28: Social factors that influence students' choice of studying physical education and Sports

	SD		D		N		A		SA		Mean	Sd
	f	%	f	%	f	%	f	%	f	%		
My parent's career influenced my career choice	87	35.5	63	25.7	15	6.1	33	13.5	47	19.2	2.55	1.545
A family member's advice influenced my career choice	44	18.0	58	23.7	16	6.5	56	22.9	71	29.0	3.21	1.519
I was advised by a friend to choose the career I'm pursuing	72	29.4	67	27.3	14	5.7	52	21.2	40	16.3	2.68	1.490
My secondary school teacher influenced my career choice	67	27.3	58	23.7	12	4.9	48	19.6	60	24.5	2.90	1.583

I chose my teaching subject because it is Prestigious	36	14.7	35	14.3	16	6.5	39	15.9	119	48.6	3.69	1.537
I chose the career because my friend was doing it	166	67.8	46	18.8	5	2.0	12	4.9	16	6.5	1.64	1.164
My religious believes influenced my choice of career	154	62.9	39	15.9	16	6.5	17	6.9	19	7.8	1.81	1.280
My parents cannot allow me to take PE as a career subject	136	55.5	43	17.6	18	7.3	20	8.2	28	11.4	2.02	1.411
Average Mean											2.56	1.441

Table 4.28 shows majority 35.5% of the students strongly disagreed that their parent’s career had an influence on their career choice while 25.7% disagreed and 19.2% strongly agreed. This implies that most students made their own choices when it came to career matters. Few (32.3%) students were influenced by their parents’ careers. Andanje (2013) stated that parents influence their children’s decisions in their pursuit of PE course at the universities in Kenya. “Children who have grown up in a harmonious family environment are more likely to pursue their parent’s careers” (Owino and Amolloh, 2016).

Concerning family member’s advice influencing their career choice, majority 29.0% of the students strongly agreed while 23.7% disagreed and 22.9% agreed. This implies that family

members' advice does have some influence on the students' career choice. However, it is not a major influence. Family members includes but not limited to siblings, parents, aunts, cousins and nephews. This is in agreement with the study by Getangwe & Sagwe (2016) on students which indicated that siblings and friends influence choice of careers.

Majority 29.4% of the students strongly disagreed to have been advised by a friend to choose the career they were pursuing while 27.3% disagreed and 21.2% agreed. This implies the advice from friends do not majorly influence the students career choice of a student.

Majority 27.3% of the students reported that they were not influenced by their secondary school teacher to pursue the career they were pursuing. However 24.5% agreed to have been influenced. This implies that secondary school teachers influences students' career choice to some degree. When asked whether they chose the subject because it was prestigious, majority 48.6% of the students strongly agreed while 15.91% agreed and 14.7% strongly disagreed.

When the study participants were asked whether they chose the career because their friends were doing it, majority 67.8% of the students strongly disagreed while 18.8% disagreed and 6.5% agreed respectively. This implies that students' friends doing P.E do not influence greatly the students' choice.

When asked whether religious believes influenced students choice of career, majority 62.9% of the students strongly disagreed while 15.9% disagreed and 7.8% strongly agreed respectively. This implies that students' choice of doing P.E as a career is not majorly influenced by his or her religious believes. This is in dissonance with the study by

Ogidan, Onifade and Ologele (2013) which showed that cultural beliefs and religious beliefs have significant influence on students' participation in and choice of PE and sports as a career subject.

Respondents were asked whether their parents could allow them to take PE as a career subject. Majority 55.5% of the students strongly disagreed while 17.6% disagreed and 11.4% strongly agreed respectively. Some students 11.4% reported that it was very difficult for their parents to allow them to pursue PE as a career subject. This means parents have skewed information about PE. Parents should be informed about the myriad benefits of Physical Education to health and also the job opportunities that are there for PE graduates. According to Sanger and Osguthorpe (2013), family, friends and instructors' influence determine whether students get involved in Physical Education or not. Social ties plays an important role in the participation in physical education through provision of support and motivation (Heaney & Israel 2002).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary by highlighting the main findings, conclusions and recommendations.

5.2 Summary

The study investigated the factors influencing undergraduate students' choice of Physical Education as a career subject: A case of the University of Nairobi, Kenya. A self-report questionnaire was used to collect data. The study was guided by four objectives:

- To find out the attitudes of undergraduate first year students towards choice of physical education as a career subject.
- To identify individual factors influencing undergraduate students' choice of studying physical education and sports as an academic subject.
- To examine institutional factors influencing undergraduate students' choice of studying physical education and sports.
- To establish social factors influencing undergraduate students' choice of studying physical education and sports.

The review of related literature concentrated on the appropriate objectives, theoretical framework and conceptual framework. The study used cross-sectional survey design method which was right for this study because it involved collection of required data at one point in time only and hence the researcher's chance to influence the variables or organize the phenomenon that follow is minimal. The design was suitable for investigating attitudes. The target population included 8 PE lecturers and two dean of studies from both Kikuyu and Kenya Science campuses, 298 male and female first year students from Kenya Science Campus and 602 male and female first years from Kikuyu Campus. The total target population was 910. Purposive sampling was used to pick 2 Deans and 2 lecturers from both campuses, stratified sampling was used to ensure gender balance by use of strata and simple random sampling was used to select 15 female and 75 male students from Kenya Science and 85 male and 94 female students from Kikuyu campus. The total sample comprised of 273 people.

Questionnaires for the deans of students or lecturers and questionnaires for students were used to collect data. The data collected was cleaned, coded and thereafter analysed using the Statistical Package for Social Sciences (SPSS) version 20 after been entered into computer. The quantitative data were analysed by use of descriptive statistics including frequencies, percentages, means, and standard deviation.

The first objective was to find out the attitude of students towards PE and Sport. The study indicated 72.7% of the students believed that P.E was one of the most important subjects in the teaching profession, 82.9% indicated that P.E makes university life more enjoyable, 82.8% agreed that P.E has important position in the modern education, 81.2% indicated that they

would advise someone to pursue P.E in the university and 88.1 % indicated that P.E should be one of the subjects taught in the university.

The second objective was to find out the individual factors influencing first year students' attitude towards studying P.E. Out of all the respondents, 57.6% indicated that it was easy to find a job in PE; however, 83.3% agreed that P.E is not a well-paying career. Few 22.9% indicated that they fear participating in Physical Education classes due to injuries. Majority 77.1% indicated that they don't fear participating in P.E classes because of injuries; nonetheless, 18.1% affirmed that P.E is a complex subject for it involves lots of physical activities and 31.0% indicated that they didn't pursue P.E because they lacked practical field skills.

This study explored the institutional factors influencing undergraduate first year students attitudes towards studying Physical Education and Sport in the university. Majority 61.2% of the students indicated that they never had enough physical facilities for PE in secondary school. Concerning P.E teachers, 35.9% of the respondents indicated that they never used to have P.E teachers in secondary schools. Moreover, 64.5% of the students indicated that PE lessons were never taught regularly way back in secondary school. However, 11.0% indicated that they decided to pursue P.E in the university after the first day of orientation.

Regarding social factors it was observed that family members and friends have a great influence on students' choice of a career subject in the university. Few 19.2% indicated that their parents' career influenced their choice of career in the university. The study showed most students made their own choices when it came to career matters in the university. Majority 51.9% indicated there family members influenced their choice of a career subject in the

university. The study indicated 21.2% of the students had been advised by a friend to choose the career they were pursuing. However 24.5% of the students agreed to have been influenced by their secondary school teachers to pursue the career they were pursuing. This implies that secondary school teachers influence students' career choice to some degree. Some students 11.4% reported that it was very difficult for their parents to allow them pursue PE as a career subject. From the study, prestige and cultural believes also did influence students choice of a teaching subject in the university.

5.3 Conclusion

The study assessed the factors influencing undergraduate students' choice of studying physical education and sports as an academic subject and concluded that both male and female participants show positive attitudes towards physical education and sports as a career subject of choice. These findings support most of the studies that were reviewed in the literature.

Regarding individual factors it was concluded that factors such as gender, demographic and psychological aspects greatly influence students' choice of physical education and sports as a career subject. These factors are very key in determining whether a student participates in P.E or not. They should be put into consideration through guidance and counselling, moral support and sensitization.

Concerning institutional factors, the study concluded that factors including but not limited to availability of Physical Education facilities, availability of enough P.E professionals, career guidance and counselling programs influence students' attitudes towards choice of P.E as a career subject. From the study, some students made up their minds to pursue PE as a subject of study after they had been oriented. Physical Education professionals including lecturers

should design programs that will help deal with the impediments that inhibit choice of physical education as a career subject by students. P.E in secondary school did not have regular classes despite having enough teachers and majority of students pursued P.E out of their own free will and not because they were pressured by their teachers in school.

On social factors, it was concluded that parents, teachers and friends have a great impact in determining the participation of students in physical education. These factors are the determinants of the attitudes of the students towards studying physical education and sports as an academic subject. However, the findings of this study have uncovered that the prestige of a subject is the main determinant of students' selection of the subject. Family was found to be the second major influence as far as choice of a career subject is concerned. Essentially, the undergraduate students' choice of Physical Education as an academic subject is influenced by individual factors, institutional factors, social factors and attitudes towards Physical Education.

5.4 Recommendations

- The university should improve and promote positive attitude towards Physical Education in the university students by ensuring quality equipment and resources for P.E are available.
- Quality assurance and the standards units should make ensure that monitoring is done to ensure the policy on teaching of P.E in secondary schools is adhered to. Secondary school teachers should regularly teach P.E classes based on the requirements.
- The study found that some secondary schools do not have enough and sufficiently trained physical education instructors. Ministry of education school employ more

physical education teachers in secondary schools as they play a big role in nurturing the attitudes of students towards studying P.E in the university.

- The government alongside the Ministry of Education, Science and Technology should design seminars that educate parents, teachers and students the importance and benefits of studying Physical education and sports and create more job opportunities for the PE graduates.
- Universities should come up with programs which are geared towards enlightening of students in matters related to careers and job market trends. This means they will have to do regular job market trends research to have the correct information.

5.5 Suggestion for further research

Based on the findings, the current study suggests as follows:

- Future research should also be conducted on the influence of socioeconomic and environmental background and its effect towards students' attitude in studying physical education and sports.
- Further study to be conducted to ascertain the attitudes of parents to establish whether the attitudes they have towards PE could be influencing students' choice of studying of PE in the university.
- Studies on interventions should be designed and tested that target identified barriers to ensure students choice of P.E as a career subject.

REFERENCES

Andanje, M. & Rintaugu, E.G. (2013). Parental role and influence in the teaching-learning of physical education. *International journal of sports science*, 3(5), 183-187.

Ajzen, I. & Fisbein, M. (2011). *Understanding attitude and predicting social behavior*. Englewood Cliffs, NJ: Prentice-Hall.

Al-Nahar, H. (2015). *Students' attitudes towards physical education classes*. The University of Jordan: Amman.

Aliyu, M. (2019). Determinants of Choice of Career Among Physical Education Majors of Two Nigerian Universities. *Educational Journal*, 8(1), 27-29.

Baloka, P. (2018). *Battle Towards Educational Challenges in Western Provinces of Zambia*. Lusaka: Chilufya Press.

Bailey, R, Armour, K, Kirk, D, et al. (2009). The educational benefits claimed for physical education and school sport: an academic review. *Research Papers in Education* 24(1): 1– 27.

Bhaskar, C., Nandy, S. & Adhikari. (2012). A Study on Physical Education Teachers' Training Programme on Development of Attitude towards Physical Education, *IOSR Journal of Humanities and Social Science (JHSS)*, 2(4), 01-03

Best, J.K. & Khan, J.V. (2010). *Research in Education*. Boston: Allyn and Bacon.

- Boyle, S.J. (2008). *Physical activity among adolescent and barriers to delivering physical education in Cornwall and Lancashire*. UK: BMC public health.
- Borich, G.D. (2010). *Effective Teaching Methods*. Englewood cliffs, NJ: Merrill.
- Crockett, L.J & Bingham, L.R. (2006). Anticipating adulthood: Expected timing of work and family transitions among rural youth. *Journal of Research on Adolescence, 10*, 151-172.
- Darren, F.(2013). *Factors Affecting career choices of college students Enrolled in Agriculture*. Unpublished Master's Thesis. The University of Tennessee, Martin.
- Defiore, G.J. (2010). *The shape of physical education, health and wellness programs in high-need middle schools*. Doctoral Dissertation, New York University.
- Edward, S. L. (2015). *Challenges facing the Teaching and Learning of Physical Education In Primary Schools in Mwiri/Nanguba Zone, Samia Sub-County, Kenya*. Unpublished Masters Project. Kenyatta University.
- Fisette, J. L. (2011). Exploring how girls navigate their embodied identities in physical education. *Physical Education and Sport Pedagogy, 16*(2), 179-196.
- Gerald, K. (2016). *The perceptions and attitudes of secondary school learners from the Zambezi region of Namibia towards Physical Education*. Unpublished Master's Thesis. University of the Western Cape.

- Getange, K.N & Sagwe, G. (2016). Factors influencing students' career choices in public secondary school in Manga Subcounty, Nyamira county, *International journal*, 3(1), 1-10.
- Gitonga R., Andanje, M., Wanderi P. & Bailasha, N. (2012). Teacher – Trainers Attitudes towards physical Education in Kenya. *Educational Research and Reviews*, 7 (27): 585 –588.
- Hardman, K. (2008). Physical education in schools. A global perspective. *Kinesiology*.40 (1), 5- 8.
- Hardman, K. (2014). *Global Vision of the Situations, Trends and Issues of sport and Physical Education in schools*. Bangkok: Thailand Inc.
- Heaney C, Israel BA., (2002) Social networks and social support: Glanz K, Rimer B, Lewis F, *Health Behavior and Health Education: Theory, Research, and Practice*. 3rd ed San Francisco, CA: Jossey-Bass; 2002
- Institute of Employment Research, (2011). Factors influencing young people's STEM subject choice for Higher Education. England: University of Wawick.
- Jay, K.M. (2021). Medical Definition of Lifestyle disease. Retrieved from https://www.medicinenet.com/lifestyle_disease/definition.htm
- Janet, K., Elijah, G. & Francis, M. (2016). Development of Physical Education and Sports in Kenya in the 21st Century: an early appraisal. *The Russian Journal of Physical Education and Sports*, 11(4), 2070-4798.

John, R.O. (2021). Implementing the competency-based curriculum in Kenya: Successes and Challenges. Retrieved from <https://www.researchgate.net/publication/351692119>

Kimani, N.G., Kara, M.A., Njagi, W.L. (2013). Teacher factors influencing students' Academic performance in secondary schools in Kenya. *International Journal of Education and Research*, 6 (22).

Kieran, D. (2009). Philosophical Perspectives, *Hume on Practical Reason*, 3, 65-89.

Kenya Institute of Curriculum Development, (2008). *Early Childhood Development and Education Syllabus*. Nairobi: Kenya Institute of Curriculum Development.

Kothari, C.R. (2004). *Research Methodology, Methods and Techniques*. New Delhi: New Age International Publishers.

LaCaille LJ, Dauner KN, Krambeer RJ, Pedersen J. (2011) Psychosocial and environmental determinants of eating behaviors, physical activity, and weight change among college students: a qualitative analysis. *J Am Coll Heal*. 59(6):531–8

Libbey, H.P. (2007). School connectedness: Influence above and beyond family connectedness (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database (UMI No. 3287822).

Leenders, N.Y., Sheerman, W.M., & Philip, W. (2013). College physical activity courses: Why do students enroll and what are their health behaviours? *Research quarterly for*

exercise and sport, 74, 313-318.

Loukas A, Roalson LA, Her Slaten CD, Ferguson JK., Allen KA, Brodrick DV, Waters L.

(2016) School belonging: A review of the history, current trends, and future directions. *The Educational and Developmental Psychologist*, 2016;33(1):1-15.

<https://doi.org/10.1017/edp.2016.6>

Luke, M.D., & Sinclair, G.D. (2011). Gender difference in adolescents' attitudes toward school physical education. *Journal of Teaching in Physical Education*, 11(1). 36-46.

McGaha, P., & Barney, D. (2014). Why teach PE? Factors that affect students' decisions to teach physical education. *Asian journal of physical education & Recreation*, 19(1), 14-25.

Morgan, P. J. & Hansen, V. (2008). Classroom teachers' perceptions of the impact of barriers to teaching physical education on the quality of physical education programs. *Research Quarterly for Exercise and Sport*, 79(4), 506-516.

Morgan, P. (2004). Importance of physical education in schools to combat childhood obesity. London Cassel Educational Ltd. *Southern Medical Journal*, 92, 577-58.

Makokha, A. S. (2004). Pupils' attitude towards participation in Physical Education: A case of Secondary Schools in Nairobi Province, Kenya. Unpublished Masters Thesis. Kenyatta University- Nairobi.

Malaba, P. (2008). *Conflict between Perceptions and Thoughts*. Harare: Zimba

Press. McLeod, S.A. (2009). *Attitude and Behaviour*. Retrieved from <http://www.Simplepsychology.org/attitude.html>

McLeod, S.A. (2009). Attitude and Behavior. Retrieved from <http://www.Simplepsychology.org/attitude.html>

McNeill, L.H, Kreuter, M.W. & Subramanian, S.V. (2006). Social environment and physical activity: a review of concepts and evidence. *Social Science Med*: 63(4):1011–1022

McArthur LH, Raedeke TD, (2009). Race and Sex differences in college student physical activity correlates. *Am J Health Behav*,33(1):80–90

Miles, B., Fengjuan, L., & Chen, J. (2014). University Students' Attitudes Towards Physical Education Teaching. *Journal of Teaching in Physical Education*, 33, 186-212.

Morgan PJ, Saunders KL, Lubans DR.(2012) Improving physical self- perception in adolescent boys from disadvantaged schools: psychological outcomes from the physical activity Leaders randomized controlled trial. *Pediatric obesity*, 2012 7(3), 27-32. <https://doi.org/10.1111/j.2047-6310.2012.00050.x>

Mohammed, H.H. (2016). Attitude of Male University Students towards Physical Education Curriculum that Includes Health Education. *Indian journal of Science and Technology*, 9(36).

Mugenda, O.M, & Mugenda, A.G. (2003). *Research methods; Qualitative and quantitative approaches*. Nairobi. ACTS Press.

- Mugenda, O.M, &Mugenda, A.G. (2013).*Research methods;Qualitative and qualitative approaches*.Nairobi: ACTS Press.
- Muraguri, J.M.(2011). Factors influencing degree choices among female undergraduate students at the University of Nairobi: A case study of the 2010/2011 cohort. Unpublished MA research project. University of Nairobi.
- M. N. Sanger and R. D. Osguthorpe, (2013). Modeling as moral education: Documenting, analyzing, and addressing a central belief of preservice teachers. *Teaching and Teacher Education, vol. 29, pp. 167–176.*
- Mwangi F., Kamenju J. & Rintaugu, E. (2013). The Educational role of Kenya Teachers Colleges Sports Association (KTCSA): *International Journal of Education and Research Vol. 1 No. 7 July 2013.*
- Mwisukha, A., Gitonga, E.L. & Njororai, W.W.S. (2004).Analysis of post-graduate research in the department of physical education, Kenyatta University, Kenya.*Journal of Cross- cultural Psychology and Facilitation, 6, 81-86.*
- Njeri, B.M. (2013). *Factors influencing Career Choice among undergraduate students in Public universities in Kenya-A case of Compassion International sponsored students*. Unpublished Masters Project. University of Nairobi-Kenya.
- Nyagosia, O.P. (2011). *Determinants of differential Kenya certificate of secondary education performance and school effectiveness in Kenya*. Nairobi: Kenyatta University.

- Nyamwange, J. (2016). Influence of Students' Interest on Career Choice among first year University students in public and private Universities in Kisii County Kenya.
- Ogidan, R.J., Onifade, O.A., & Olegele, I. (2013). Social Cultural Factors Influencing Women's Participation in Sports as Perceived by Female Students of the University of Ilorin. *Makerere journal of higher education*, 4(2), 159-167.
- Oliveira M.M.d., Campos M.O., Andreazzi M.A.R.d., Malta D.C., (2017) Características da Pesquisa Nacional de Saúde do Escolar—PeNSE. *Epidemiol. Serv. Saúde.* ;26:605–616.
- Owino, O.J., & Amolloh, O.P. (2016). Factors influencing Bachelor of Education Arts students' selection of History as a career subject. *Universal journal of educational research*, 4(10), 2236-2246.
- Pascual, N.T. (2014). Factors Affecting High School Students' career preference: A Basis for career planning program. *Internal journal of sciences: Basic and Applied Research*, 16(1), 1-14.
- Petroezi, A. & Aidman, E. (2009). Attitude and doping: A structural equation analysis of the relationship between athletes' attitude, sports orientation and doping behaviour. Retrieved from <http://www.ncbi.nlm.gov/pmc/articles/PMC2217289/>
- Rikard, L. & Banville, D. (2006). High school student attitudes about physical education. *Sport, Education and Society*, 11(4), 385-400.
- Rech C.R., Camargo E.M.d., Araujo P.A.B.d., Loch M.R., Reis R.S. (2018). Perceived Barriers to Leisure-Time Physical Activity in the Brazilian Population. *Rev. Bras.*

Med. Esporte. **24**,303–309.

Ronspies, S.(2011). Who wants to be a physical education teacher? A case study of a Non-Traditional Undergraduate Students in a Physical Education Teacher Education program. *The qualitative Report*, *16*(6), 1669-1687.

Shehu, J. (2009). Professional development experiences of physical education teachers in Botswana: epistemological implications. *Teacher Development*, *13* (3).

Steve, E. (2017). Attitude of female University students towards participation in sports. Retrieved from <https://www.researchgate.net>.

Stephen, K.M. (2014). Teachers perception on the influence of facilities and equipment on the implementation of Physical Education curriculum in Nyandarua County, Kenya. *Online Journal of Social Sciences Research*, 7-8.

Stein, S. (2013). Student attitude toward physical education and physical activity: A review of measurement issues and outcomes. *Journal of Teaching in Physical Education*, *19*(1), 97.

Shyam, P.S. (2012). *The attitude of Physical Education college students and parents towards Physical Education as a profession*. Unpublished Ph.D. Thesis. Techno global University- Meghalaya.

Halil, E. (2019). The Factors Affecting Faculty of Sport Sciences Students' Attitudes towards Sports. *Universal Journal of Educational Research*, *7*(1), 272-277

Toriola, A.L., Owolabi, B., & Kalui, M. W. *Physical Education in Botswana Schools and*

Colleges (8-1 I). Gaborone: Department of Physical Education.

UNESCO.(2006). *International Conferences on Education*. Paris: UNESCO.

Williams, A. (2009). *Issues in PE for the years*. London: The Palmer Press

World Health Organization (2015). Physical activity: key facts. Retrieved from
<http://www.who.int/mediacentre/factsheets/fs385/en/>

World Health Organization (2010). *Global recommendations on physical activity for health*.
Geneva: Switzerland.

Yore, M.M., Ham, S.A., Ainsworth, B.E., Kruger, J., Reis J.P., Kohl, I. H.W.& Macera,
C.A. (2013). Reliability and validity of the instrument used in BRFSS to assess
physical activity. *Medicine Journal on sports*, 18, 96-12.

Yanık, M. (2018).The effects of on the high school students engagement level of sport
events Spormetre. *Beden Eğitimi ve Spor Bilimleri Dergisi*, 16(1), 73-78.
https://doi.org/10.1501/Sporm_0000000344

APPENDICES

APPENDIX A: AUTHORIZATION LETTER (UNIVERSITY OF NAIROBI)



**UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION & EXTERNAL STUDIES
SCHOOL OF EDUCATION
DEPARTMENT OF PHYSICAL EDUCATION AND SPORT**

**Telegram: "CEES"
Telephone: 020-27019202
FAX: 33136**

**P.O. Box 30197
NAIROBI
OR P.O. BOX 92
KIKUYU KENYA**

24th May 2021

To: Who it may concern

Sir/ Madam

Subject: Simiyu Nbita Antony E55/10193/2018

The above mentioned student is pursuing his Master of Education (Physical Education and Sports) degree. He has opted to conduct research on the topic "**SELECTED FACTORS INFLUENCING UNDERGRADUATE STUDENTS' ATTITUDES TOWARDS STUDYING PHYSICAL EDUCATION: THE CASE OF THE UNIVERSITY OF NAIROBI**". In this respect he has to collect his data basically from the University of Nairobi.

The purpose of my letter is to introduce him to you. Kindly give him all the assistance he requires in the search for knowledge on attitudes towards physical education at the university. Meanwhile I have encouraged him to adhere to all Ministry of Health protocols on COVID-19.

Thank You

A handwritten signature in black ink on a light yellow background.

Dr. Simon Munayi(PhD)

Chairman, Department of Physical Education and Sport

APPENDIX B: NACOSTI RESEARCH PERMIT


REPUBLIC OF KENYA


**NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION**

RefNo: **931239** Date of Issue: **21/September/2021**

RESEARCH LICENSE



This is to Certify that Mr.. ANTONY NBITA SIMIYU of University of Nairobi, has been licensed to conduct research in Kiambu, Nairobi on the topic: SELECTED FACTORS INFLUENCING UNDERGRADUATE STUDENTS' ATTITUDES TOWARDS STUDYING PHYSICAL EDUCATION: THE CASE OF THE UNIVERSITY OF NAIROBI for the period ending : 21/September/2022.

License No: **NACOSTLP/21/13012**

931239
Applicant Identification Number


Director General
**NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
INNOVATION**

Verification QR Code



**NOTE: This is a computer generated License. To verify the authenticity of this document,
Scan the QR Code using QR scanner application.**

APPENDIX C: INFORMED CONSENT

You have been selected to take part in a study examining the factors influencing first year students' choice of studying physical education and sports degree course. I am a master's student at the University of Nairobi. You will be requested to respond to a self-report questionnaire. Be assured that your participation and responses will be kept confidential, therefore you are asked to complete the questionnaire as honestly as possible with all the required information without including your name. I will gladly answer any question concerning the study if I am contacted through my phone number 0715330548. All participants are expected to benefit from the research findings and recommendation made to the government. By signing this consent form that you have read you agree to take part in the study. However you are free to withdraw your participation at any time if you so wish as your participation is voluntary.

Signature of the investigator.....Date.....

Signature of the participant.....Date.....

APPENDIX D: STAFF QUESTIONNAIRE

Instructions

The purpose of this questionnaire is to obtain data on the factors influencing undergraduate students' choice of studying PE and sports. Your name should not be indicated on the questionnaire. The information given is confidential and will only be used based on the purpose of this study. Kindly answer all the questions given sincerely and accurately as possible.

ANSWER ALL QUESTIONS

1. Gender: Male Female
2. How many years have you taught in the university? less than 5 5-10 10 and above
3. What is your highest academic qualification? PhD Masters Degree
4. What is your position in the University?
5. Do you have enough PE facilities in your institution? YES NO
6. Do you have scholarships for Physical Education students? YES NO
7. Do you have programs sensitizing students on the importance of PE? YES NO
8. Do you think PE is marketable? YES NO
9. Do you think PE should be one of the subjects taught to teachers trainees? YES NO
10. Do you think PE has an important position in modern education? YES NO
11. Could advice a student to pursue PE in the university? YES NO

APPENDIX E: STUDENT'S QUESTIONNAIRE

Instructions

This study assesses the factors influencing undergraduate students' choice of studying PE and sports as a career subject at the University of Nairobi. The purpose of this questionnaire is to obtain data on the factors influencing attitude towards studying PE and sports. Your name should not be indicated on the questionnaire. The information given is confidential and will only be used based on the purpose of this study. Kindly answer all the questions given sincerely and accurately as possible.

Section A: Background Information (Tick where appropriate).

1. Gender: Male Female
2. What grade did you get in secondary school? _____
3. Sponsorship program: self-sponsored government sponsored
4. What is the highest educational level of your father? PhD Masters Degree
 Diploma Certificate KCSE KCPE Never completed primary
5. What is the highest educational level of your mother? PhD Masters Degree
 Diploma Certificate KCSE KCPE Never completed primary
6. My secondary school was in town: YES NO
7. Subject combination: _____ and _____
8. Age: _____

Section B: Attitude

The purpose of this section is to gather information on first year students' choice of PE as a career subject

Kindly indicate the extent to which you agree or disagree with each of the following statements by ticking the most appropriate number after each statement.

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

		Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
1.	There are some PE graduates I know	5	4	3	2	1
2.	PE provides an environment for developing good character traits	5	4	3	2	1
3.	In secondary school we used to have formal PE classes and everyone participated	5	4	3	2	1
4.	PE should be one of the subjects taught in universities to teacher trainees	5	4	3	2	1
5.	Engaging in PE and sports make one have a wholesome outlook in life	5	4	3	2	1
6.	Physically active people are mentally alert than less active people	5	4	3	2	1
7.	I can take PE as a subject in the university	5	4	3	2	1

8.	I could advice someone to do PE in the university	5	4	3	2	1
9.	Intense physical activities during PE lessons helps eliminate harmful emotional tensions and bad moods	5	4	3	2	1
10.	PE is one of the most important subjects in teaching profession	5	4	3	2	1
11.	PE and sports make university life more enjoyable	5	4	3	2	1
12.	Physical Education classes are just as important as academic classes	5	4	3	2	1
13.	I was active during PE classes in secondary school	5	4	3	2	1
14.	Physical activity is of major importance to my life	5	4	3	2	1
15.	I would have pursued PE in the university but because of social pressure I cannot	5	4	3	2	1
16.	I voluntarily decided to take PE as a subject even before I joined University	5	4	3	2	1
17.	PE has an important position in modern education	5	4	3	2	1

Section C: Individual factors

The purpose of this part is to gather information about individual factors influencing students' choice of PE as a career subject. Your honest opinion will be highly appreciated. Show the extent of your perception towards PE and sports by ticking in the appropriate box.

	NO	YES
--	----	-----

1.	I could have pursued PE as one of my academic subject but I lack practical skills in the field		
2.	PE is a difficult subject because it involves a lot of physical activities		
3.	I fear participating in physical activity classes due to injuries		
4.	I was an active participant in PE classes back in secondary school		
5.	PE is not a well-paying career		
6.	It is easy to find a job in PE		
7.	I used to find the activities in PE enjoyable way back in secondary school.		

Section D: Social factors

To what extent did each of the following factors influenced your choice of a teaching subject?

Kindly indicate the extent to which you agree or disagree with each of the following statements by ticking the most appropriate number after each statement. **Key:** 5 Strongly agree, 4 Agree, 3 Undecided, 2 Disagree, 1 Strongly disagree.

	RATING	Strongly Disagree	Disagree	Undecided	Agree	Strongly agree
1	My parent's career influenced my career choice	1	2	3	4	5
2	A family member's advice influenced my career choice	1	2	3	4	5
3	I was advised by a friend to choose the career I'm pursuing	1	2	3	4	5

4	My secondary school teacher influenced my career choice	1	2	3	4	5
5	I chose my teaching subject because it is prestigious	1	2	3	4	5
6.	I chose the career because my friend was doing it	1	2	3	4	5
7.	My religious believes influenced my choice of career	1	2	3	4	5
8.	My parents cannot allow me to take PE as a career subject					

Section E: Institutional factors

The purpose of this part is to gather information about institutional factors influencing students' career choice. Your honest opinion will be highly appreciated. Show your agreement or disagreement by ticking in the appropriate box.

		NO	YES
1.	I used to have a PE teacher in secondary school		
2.	When I came to the university I was to take PE as one of my subjects but I was opted out after the orientation.		
3.	PE lessons were taught regularly way back in secondary school		
4.	In secondary school we had enough physical facilities for PE		
5.	I can't pursue PE because it has too much physical activities I don't like		
6.	I was advised by my teacher to pursue the subjects I'm studying		
7.	I chose to do PE after the first day of orientation in the university		

APPENDIX F: Declaration of Originality

Name of the Student: ANTONY SIMIYU NBITA
Registration Number: E55/10193/2018
College: College of Education and External Studies
Faculty/School/Institute: School of Education
Department: Department of Physical Education and Sport
Course Name: Master of Education(Physical Education and Sport)
Title of the work: Assessment of Factors Influencing Undergraduate Students choice of Physical Education as a career subject: A Case of The University of Nairobi.

DECLARATION

1. I understand what Plagiarism is and I am aware of the University's policy in this regard.
2. I declare that this **Thesis** is my original work and has not been submitted elsewhere for examination, award of degree or publication. Where other people's work or my own work has been used, this has been properly acknowledged and referenced in accordance with University of Nairobi's requirement.
3. I have not sought or used the services of any professional agencies to produce this work.
4. I have not allowed, and shall not allow anyone to copy my work with the intention of passing it off as his or her own work.
5. I understand that any false claim in respect of this work shall result in disciplinary action in accordance with University Plagiarism Policy.

Signature: 

Date: 30/8/2021