

INFLUENCE OF INSTITUTIONAL AND TEACHER RELATED FACTORS ON IMPLEMENTATION OF PHYSICAL EDUCATION CURRICULUM IN PUBLIC SECONDARY SCHOOLS IN BOMET COUNTY, KENYA

^{1*} Koskei Caroline Chepwogen & ² Dr. Charity Limboro, PhD

^{1*} Student, School of Education and Life Long Learning, Kenyatta University [KU], Kenya

² Lecturer, School of Education and Life Long Learning, Kenyatta University [KU], Kenya

Accepted: October 2, 2023

ABSTRACT

Physical education (PE) is an important component in the holistic development of individual, thus among the core subjects in the basic levels of education. Research has affirmed that PE enhances self-confidence and skills for psychomotor and social aspects of development. It also improves health and reduces stress. Despite the benefits, there is growing evidence globally that PE especially among learners at the secondary school level is on the decline. In Kenya, the physical education threshold set for students in secondary school is 40 minutes per week, which falls far below the World Health Organization guidelines recommendation of 60 minutes on a daily basis, and even then, most of the PE lessons are not implemented as prescribed. However, institutional and teacher factors that affect implementation of PE curriculum in Kenya's secondary schools have received minimal attention in research. Therefore, this study established the influence of institutional and teacher factors in the implementation of PE curriculum in public secondary schools in Bomet County, Kenya. The study was anchored on the Achievement Goal Theory. Correlational research design was employed. The study had a target population of 390, comprising of 130 principals and 260 P.E teachers. The study sampled 39 principals and 78 P.E teachers totaling to 117 respondents. Thematic analysis was applied to analyze qualitative data while frequencies and percentages were used to analyze quantitative data. Further, chi-square test was used to test the hypotheses, which was facilitated by the Statistical Package for Social Sciences (SPSS). The study established a significant relationship between implementation of PE curriculum and PE teachers' status ($p = 0.002 < 0.05$). In addition, the study established a significant relationship between PE teachers' training and implementation of the PE curriculum ($p = 0.000 < 0.05$). Further, the results indicated a significant relationship between PE instructional facilities and implementation of the PE curriculum ($p = 0.001 < 0.05$). Finally, the results demonstrated a significant relationship between the PE teachers' workload and implementation of PE curriculum in public secondary schools in Bomet County ($p = 0.001 < 0.05$). Based on the findings, the study recommended that the Ministry of Education should allocate the schools with adequate funds to enable the principals put in place adequate PE facilities and purchase adequate modern equipment to help the PE teachers implement the PE curriculum effectively. The Teachers' Service Commission (TSC) should employ and post more trained PE teachers in these schools and provide in-service training for teachers on implementation of PE curriculum. This would ease workload and equip teachers with up to date knowledge and skills on PE, which would enhance effective implementation of PE curriculum in schools.

Key Words: Physical Education, Curriculum: Public Secondary Schools, Teachers' Factors

CITATION: Koskei, C. C., & Limboro, C. (2023). Influence of institutional and teacher related factors on implementation of physical education curriculum in public secondary schools in Bomet County, Kenya. *Reviewed Journal of Education Practice*, 4 (1), 158 – 170.

INTRODUCTION

Physical education (PE) in high school is vital for the development of motor and cognitive skills. It also plays a key role in enhancing hand-eye coordination and good body movements, which help in creating body image that is healthy (Nokia & Karlsson, 2014). According to Granero-Gallegos (2012), PE contributes to better health and mental development among students. A healthy student with a balanced mind is able to focus on class activities and this can improve academic performance. Similarly, Yen, Sarah and Mark (2014) reported that students who passed PE tests performed better on examination tests in English and Mathematics compared to those who had poor PE test results. This is evident that PE can improve students' academic achievement, as such; it should be implemented in schools.

In addition, researcher has shown that PE enables students in high schools to sustain lifelong knowledge-related information (Basch, 2011) this enhances their performance. According to D'Elia, Mazzeo and Raiola (2018), the inclusion of PE lessons helps students to advance muscle strength and heart health. On the same breath, Basch (2011) poised that PE also helps in improving nutrients absorption, digestive processes, and metabolism. Further, it helps in self-esteem enhancement, motor skills development, health and nutrition improvement, and elimination of Stress (Basch, 2011). Despite the health benefits associated with PE, Hillman, Erickson and Hatfield (2017) observed that implementation of PE in secondary schools is low in majority of countries worldwide, leading to an increasing number of students who are unfit, overweight with adverse outcomes of deprived health and low performance.

Worldwide, 29% of the Countries do not implement PE according to policy requirements (UNESCO, 2014). In addition, the World Health Organization (WHO), (2016) revealed that 81% of 11-17 aged children worldwide did not meet the minimum recommendation of 60-minute daily exercise guidelines. According to Vickerman and Maher (2018), PE is a compulsory subject in almost every EU Country and plays a key role in promoting student social, physical, and personal growth. In high schools, the time allocated to PE per week is 30 to 240 minutes per week, however, Vickerman and Maher (2018) reported that as of 2017, 31% of PE subjects were canceled in majority of the schools at an international rate of 44%. According Curry (2018) due to heavy workloads in schools, majority of the teachers in Europe frequently skipped the PE lessons to teach other subjects. This is evident that PE teachers' workload can influence the implementation of PE curriculum in schools. Therefore, it was important to establish whether PE teachers' workload influenced implementation of the PE curriculum in secondary Schools in Kenya.

In North America, about 70% of the high schools do not take PE courses, as stated by the education and health departments (WHO, 2016). In addition, Laura, McManus and Harris (2018) reported that 51.7% of students in the USA attended PE classes on a distinctive week and only 29.9% of students attended PE classes daily. Further, the Centers for Disease Control and Prevention (CDCP) (2018) revealed that only 26.1% of students in high school in USA participated in PE lessons for at least 60 minutes on a daily basis. According to the report by the CDCP (2018), girls recorded low participation in PE at 44.1 % than boys at 52.4%. In addition, the exercise level decreased with increasing learning levels (CDCP, 2018), from 27.9% in grade 9 to 63.1% in grade 12. The reports give proof to the decline of PE programs in learning institutions, a trend that may affect students' health and performance.

In Asian high schools, Sugino and Mimura (2017) reported that PE was offered at an average of 85 minutes in a week and an average of 33% of PE courses in Asian high schools get canceled in majority of the schools. Among the key reasons was that PE is not a respectable occupation for graduates from colleges. In China, Fan and Cao (2017) found that participation of learners in PE was low; these results became more pronounced among junior middle and junior high school students in rural areas. Similarly, the School Physical Education World- Wide Survey (WWSSPE), (2017) reported that many regions in Africa, Middle East, Oceania and Latin America recorded lower proportions of PE implementation at 38%, 27% 25% and 11% respectively. The WWSSPE (2017) highlighted many institutional barriers which contributed to poor implementation of PE curriculum including; budget constraints, absence of professional development, crowded curriculum and lack of facilities and equipment. This implies that lack of in-service training of teachers and inadequate facilities and equipment can hinder implementation of PE in schools. Therefore, it was important for this study to establish if the same factors influenced implementation of PE curriculum in secondary schools in Kenya.

Africa is ranked among the regions with the uppermost low PE rate at 69% followed by the Middle East at 65% (World- Extensive Environmental Education Research School, 2017). According to Hendricks (2017),

majority of high schools in Africa allocate an average of 96 minutes for PE in a week, and as of 2017, 65% of PE subjects had been severely cancelled in many schools due to teacher apathy, inadequate PE resources, bad weather and lack of qualified staff, compelling teachers to use PE time for other subjects. On the same breath, Kzkara (2018) pointed out that in many parts of Africa, PE in high schools lack the support of teaching and supervision largely due to inadequacy of PE resources which is a major obstacle in delivering PE curriculum. This shows that lack of adequate resources affect implementation of PE curriculum in schools.

According to Ricketts (2019), shortage of qualified teachers in the delivery of PE programs remains a major concern in many countries. Most PE teachers are insufficiently trained at initial teacher training program with little or no access to continuous technology development programs (Ricketts, 2019). In addition, Gathu, Ndungu and Bomett (2015), pointed out that lack of recognition, compensation and promotion of PE teachers, coupled with inadequate staff and poor condition of the inadequate facilities, contributes towards the negative attitude among PE teachers, leading to poor implementation of the PE curriculum in many African countries.

In Kenya, schools have allocated 40 minutes for PE lessons in a week, which falls far below the recommended WHO 60-minute daily exercise guidelines (WWSSPE, 2017). This places Kenya among the countries with the lowest time allocation PE in high schools worldwide, and this is alarming given the benefits that will be lost (Muriithi, 2017). Kenya's PE curriculum was developed and is recurrently reviewed by the Kenya Institute of Curriculum Development (KICD). However, Wanyama (2017) pointed out that there exist differences in policy and PE implementation in schools, as PE remains a sidelined subject in majority of the schools in Kenya.

Despite the documented benefits of PE, Muriithi (2017) reported that several secondary schools in Kenya have significantly decreased PE time in favor of subjects that are considered more important, and teachers consider PE as a time of exertion from hard work in the classroom. This is also evident in Bomet County, where by a standardized test report showed that PE was not satisfactorily performed in schools (Bomet County Education Office, 2017). The report from the County highlighted a number of factors associated to poor performance in PE including; less time allocation for PE lessons in favour of other subjects, bad weather patterns and negative attitude towards PE by teachers and learners. However, there is lack of adequate empirical evidence related to institutional and teacher factors influencing the uptake of PE curriculum in public secondary schools. Therefore, this study purposed to establish institutional and teacher factors influencing PE curriculum implementation in public secondary schools in Bomet County, Kenya.

Purpose of the Study

This study established the influence of teachers' factors on implementation of physical education curriculum focusing on public secondary schools in Bomet County, Kenya. The specific objective was to find out how PE teachers' status influence implementation of PE curriculum in public secondary schools in Bomet County. The study was guided by the following research hypotheses;

- **H₀₁** There is no relationship between PE teachers' status and implementation of PE curriculum in public secondary schools in Bomet County.

LITERATURE REVIEW

PE Teachers' Status and Implementation of Physical Education Curriculum

The physical education real legal, perceived nature and its teachers is an issue that poses controversies: the historical may be subject to definition that is 'local' and / or practical and the end may be diverse. A studies show that the global titles legal status is required in 77% of countries and 33% in the region of North America denotes substantial differences with 92% of Europeans. With the exception of Oceania, global data suggest that physical education is well-thought-out to be inferior to other studies. The uppermost rates of alleged low levels of physical education are found in North America, Africa and the Middle East at 77%, 69% and 65% respectively.

An ambiguity in the case of PE teachers exists in some countries for example from Western Europe. According to the school, 20% of PE teachers are categorically respected since they are the physical activity foundation in their school, however a 60% of those teachers are incapable to accentuate their crucial role and the rest that accounts to 20% dismissed PE due to their negative attitude. In some countries, PE teacher ruled

out factors of identity and inequality and uncertainty to be affecting what we do. Inequality that is economically based reinforced by schools, associated with classroom teachers or a group.

In Lithuania, Tlinkūnienė and Kardelienė (2013) found that the physical education teachers' status was pointedly lower compared to teachers of other subjects like mathematics, Lithuanian among others. Kardelienė et al. (2009) argue that education system subjects that are testable are considered to be worst since they are the backbone in primary metal work field in the school. As a result, there is a decrease in the number of teachers that specialize in subjects that are non-academic. It is fascinating to note that students as well as parents are also more vital in academics teachers, especially for Lithuanian, textbooks and mathematics compared to subjects that are non-academic (music, technology, ethics education (ethics, religion), and physical education).

Teachers' salaries, in addition, are indisputably significant for quality education. In Belgium, Austria, France, Spain, Portugal, and the UK, teachers who are specialists are offered better salary on the PE teaching job. As a result, the education level varies substantially, with countries like Ireland and Finland recording better levels of PE. The unswerving connection between salary and qualifications of teacher leads us to the salary issues, which are related directly. Switzerland pays the highest, with a maximum of \$ 68,000 yearly, followed by the Netherlands, Germany and Belgium. In UK, a low-income earner, receive earnings of \$ 44,000 yearly (European Commission for Education, 2013).

Salaries of teachers should be assessed based on the national income other than prices terms. Turkey ranks 23rd based on primary and secondary schools' opinions in the 21 OECD countries, at all three levels, Turkey is below the standard of OECD. The highest wages are Luxembourg, Switzerland and Germany; lower Latvia (UNESCO, 2014). However, it should be noted that there has been a steady wage rise in Turkey since the beginning of 2000. Countless teachers of PE engage in teaching or doing other work at leisure time to earn extra money. In this regard, teachers have received support from the state (Turkish National Department of Education, 2017; Turkey Public Health Authority, 2014).

Hardman (2008) reports that PE has remained a marginalized subject in schools across the world. An international study geared towards investigating other African nations, found that the PE condition was low and was at high risk of being excluded. Groves and Welsh (2010) also point out that some educators think that replacement of comprehension and physical learning can impact negatively on mental development of students. Previous studies by Rathedi (1997) have shown that in some primary schools in Africa, PE State remains questionable since subject is not tested. Musangeya et al. (2000) also argued that teachers were disadvantaged in schools where PE was rated low and considered in to be in its infancy. Teachers' PE lessons, knowledge and responsibilities unawareness leads to negative situations.

Mutiti (2011) pointed out those schools in Zambia uses PE class time for breaks from cumbersome classroom work. This therefore, encourages PE teachers to have justifications for their subject's existence and to demand control over real-time of their time. Among the school subjects, PE is not considered part of key topics. It has been misunderstood, considered less important and inferior and generally neglected in schools. According to a study conducted by Shimishi and Ndhlovu (2015) that focused on PE teachers' views in Zambia's primary schools, found out that teachers were negative about PE yet it was a compulsory subject in schools. PE lessons were looked down upon, ignored and considered it as a time appropriate for students to play as well as have fun. Some administrators and teachers saw PE as a sport or play that consumes academics' time. The study results concluded that teachers had negative perceptions towards

Theoretical Framework

This study was anchored on the Achievement Goal Theory, that was proposed by Nicholls (1984) and used by Duda and Nicholls Duda (1992) in sports. The Achievement Goal Theory is grounded on two objectives types. One of the objectives describes the successes as well as failures of people's partaking in a definite aspect (e.g., in the PE categories). Success is very vital in the individual's involvement in a specific task, this is because it enhances their motivation as well as having deep effect on their behavior (Roberts & Treasure, 2012). At rejection level (focus of motivation), people who are job-loving (learning) focuses their behavior in development of skills, and their skill comprehension originate from their dedication, effort and perseverance.

Individuals who focus on the ego functioning (performance) focus on their behavior as a result of their activity involvement, their potential comprehension emanates from comparing themselves to others. According to Duda (2001; 2013), the theory application outcomes may help in predicting constructive (or potentially

undesirable) behavioral, health and well-being related to participation in activity of physical. In content level (focusing on the current study), the concept of stimulating climate is a setting that is psychological triggered by others who are vital in a specific situation, which leads each individual to perform in a certain way (work / study or self-esteem / performance)). According to Standage, Gillison and Treasure (2007) and Duda (2013), in a condition where the weight, exertion, enhancement, teamwork and self-explanatory goals, there is a propensity towards this task, and as an outcome, one assumes adaptation strategies (extra effort in action, choose challenging tasks) more morals that are persistent, and better performance that are better).

In addition, in an environment where there is emphasis on outcomes and comparisons that social bound, individuals are more likely to adopt approaches that are maladaptive for success (less persistence, that involve not much commitment, increases apprehension, and inferior performance). The incorporation of AGT as well as SDT into the work setting according to Kingston, Harwood and Spray (2006) and Almargo, Bunuel, Moreno-Murcia and Spray (2015), outcomes from the union of both physical activity theories have shown that guidance on career reflects high interaction with laws that are independent, and the individual's determination, despite the unintentional consequences, shows a high degree of consistency with highly means of motivation that are controlled.

Over the years, searches have been carried out at countless locations, gymnastics included (Georgiadis, Biddle & Chatzisarantis, 2001), college runners (Ntoumanis, 2001), high school students (Spray, Wang, Biddle & Chatzisarantis, 2006) or high school students' beginners (Hein & Hagger, 2007; Sererrano et al., 2016), have shown that the achieving goals or achieving status are related with dissimilar autonomy levels. Therefore, since BPN has an effect on ethical principles, one would reason that success conditions could have a superior influence on basic needs as well. In search of answers, few authors (Biddle, Soos & Chatzisarantis, 1999; Ntoumanis, 2005; Keshtidar & Behzadnia, 2017; Monteiro, Pelletier & Moutão, 2018) have joint both types of ideas to recognize the interdependency that supports their framework for several results types that includes human performance and the future practice purposes.

The theory was relevant in this study as it emphasizes on the role of motivational climate on achievement of goals, the goal in this context is the implementation of PE curriculum in Secondary schools. According to the theory, the success of implementing PE in schools will depend on the level of goals assigned by the school management, the nature of the feedback and support given to PE teachers, the evaluation criteria used to judge implementation of PE Curriculum, and the manner in which instructing of PE is recognized. The theory helps to shape our understanding of the motivation for success in physical education. In the context of the PE curriculum, this concept was used to explore aspects of teachers and school that impact on implementation of Physical Education curriculum in secondary schools through inspiring perspectives.

METHODOLOGY

Research Design: This study employed a correlational research design. According to Orodho (2016) correlational study design allows the researcher to measure the relationship between variables without manipulating them. This design was appropriate for this study because the aim of the study was to establish how institutional and teacher factors influence implementation of PE curriculum in secondary schools. Therefore, the design was helpful in pointing out the relationship between the variables, which informed whether the independent variables influenced the dependent variable

Location of the study: The study was conducted in Bomet County. The County is located in the former Rift Valley Province bordering Kericho County to the North and North East and Narok County to the South East (Refer to Appendix VII for Map). The County has five sub-county administrative units with 25 county assembly wards and 66 locations. The choice of the study locale was informed by the County standardized test report, which revealed that teachers did not prioritize PE; as such PE was not satisfactorily performed in public secondary schools in the County (Bomet County Education Office, 2017).

Target Population: The study had a target population of 390, comprising of 130 principals and 260 P.E teachers from all the 130 public secondary schools in Bomet County.

Sampling Technique: The study employed three sampling techniques to sample a representative unit of respondents for the study. First, purposive sampling technique was employed to select Bomet County. The County was purposefully selected because the county reports, revealed that secondary schools do not prioritize PE.

Secondly, stratified sampling technique was used to categorize the public secondary schools in Bomet County into girls' boarding; boys' boarding; mixed boarding; mixed day, and mixed day and boarding. The classification into the strata was done to ensure equal representation from each stratum. Orodho (2016) asserts that stratified sampling allows proportionate representation of respondents from the target population; therefore, stratified sampling was employed in this study to increase representation and reduce biasness.

Third, simple random sampling was employed to select 30 % of the targeted public secondary schools in the County from each stratum.

After sampling the schools, purposive sampling technique was used to select PE teachers and the principals from the sampled schools.

Sample size: According to Mugenda and Mugenda (2009), 10-30% of the target population can be taken as being representative of the entire population. Therefore, the study sampled a total of 117 respondents, comprising of 39 principals and 78 teachers as illustrated in table 1.

Table 1: Sample Size as per Category of Respondents

Category	Target population	Sample size (30%)
Public Secondary schools	130	39
School Principals	130	39
Teachers	260	78
Total	390	117

Research Instruments: Questionnaires and interview schedules were used for data collection. Interview schedules collected data from the principals while questionnaires collected data from the PE teachers.

Questionnaire: This study used questionnaires to collect the required information from the teachers. Questionnaires were preferred because they collected a lot of information from all the teachers within a short period of time, which saved time and financial resources. According to Creswell (2016), questionnaires are instruments that are widely used in survey studies, because they are easy to administer and economical as they generate large amount of data within a short period of time.

The questionnaires had five sub-sections; the first section had items, which collected data on the demographic characteristics of respondents. The four sections had items, which collected information on the specific objectives of the study. The sections had statements rated on a five-point Likert scale format and participants were expected to respond to the items by indicating whether they Strongly Agree (SA), Agree (A), Moderate (M), Disagree (D), Or Strongly Disagree (SD). The response categories were assigned codes from 1 to 5 for analysis.

Interview Schedule: Interview schedule were used to collect data from the principals. Interviews are important in that they avail data that is in-depth which cannot be obtained by use of questionnaires. According to Orodho (2016), it is inevitable for respondents to decline answering questions or to ignore the interviewer, thus, through interviews a higher response rates are obtained. Therefore, the research utilized the interview schedules to collect detailed information from the principals on implementation of P.E in their respective schools, status of P.E teachers in their schools, P.E teachers' work load, training of P.E teachers, challenges facing the implementation of P.E and strategies that can be applied to improve PE implementation in public secondary schools

Pilot Study: A pilot study was conducted five (5) public secondary schools in Bomet County prior to data collection exercise. The schools did not participate in the main study. According to Creswell (2015), a pilot study is an important step in research because it will help the researcher to determine the reliability and validity of the research instruments. The instruments were administered to 10 respondents, which will include one PE teacher and one principal from each category of public secondary schools i.e one girls' boarding; one boys' boarding; one mixed boarding; one mixed day, and one mixed day and boarding. Through the exercise, the researcher was able to identify weaknesses of the research tools. This aided the researcher to look at the clarity, relevance and adequacy of the questions in the instruments and restructured them in a way that helped collection of adequate, detailed and relevant data.

Validity of the Instrument: Validity is the test ability to measure what it is expected to. This study utilized content validity in determining whether the study instruments actually measured what they intended to. This was achieved in two ways; first the researcher went through all the items in the instruments to ensure that they are clear and they adequately measured the study variables. Second, the researcher requested two subject experts to go through the tools and ensure clarity, relevancy and adequacy of the items. Ambiguous and vague questions were rephrased while irrelevant items were deleted or replaced. These adjustments helped to improve the quality and validity of the instruments used in the actual data collection exercise.

Reliability of the Instrument: Reliability is the rate measure at which a research tool produces results that are consistent after experiments replication (Kothari, 2003). The researcher ensured that the questionnaire was reliable through the test-retest method, where by the questionnaires were administered to the same group of respondents twice over a one-week period during the pilot study. The results from the two administrations were calculated using Cronbach Alpha and compared. According to Fraenkel and Wallen (2000), the proposed tool should only be used if a value of 0.70 or more is generated from a reliability test. The researcher ascertained that the instruments were reliable after obtaining a cronbach coefficient of 0.822, which was above the recommended threshold of 0.70.

Data collection Procedure: On the scheduled dates, the researcher visited the sampled schools and data was collected in two stages:

Stage I: The researcher conducted interviews with the school principals. The sessions kicked off with introductions after which the researcher engaged the Principals in questions as guided by the interview schedule. The questions helped the researcher to collect detailed information in regard to the study objectives by asking follow up questions where necessary.

Stage II: The researcher administered the questionnaire to the PE teachers; this was done during break or lunch hours, this allowed the respondents to fill in the instrument and submit it to the researcher immediately. The questionnaires collected information on PE teachers' status, PE teachers' training, PE facilities and PE teachers' workload.

Data Analysis: After data collection, the instruments were sorted out. Quantitative data from the questionnaires was coded and entered in the Statistical Package for Social Sciences (SPSS) version 22. Accuracy of the data entry was confirmed before running any test.

After data entry, descriptive statistics mainly percentages and frequencies were employed to analyze the data. After running the descriptive statistics and obtaining the percentages, frequencies and means, the researcher used the Pearson Product Moment of Correlation to test the hypothesis. The second stage of the analysis involved the analysis of qualitative data. The qualitative data from the interviews was analyzed thematically according to the study objectives. The data obtained was used to compliment and expound on the meaning of quantitative data from the questionnaires. The voices of the interviewees were captured in the findings.

RESULTS

The study sought to establish how PE teachers' status influenced implementation of PE Curriculum in public secondary schools in Bomet County. The information on this objective was collected from the participants using a questionnaire and an interview schedule. The teachers were given questionnaires with statements describing status (recognition, compensation and promotion of PE teachers) of PE teachers, which they were asked to read and indicate the extent to which they agreed with the statements. In addition, the principals were interviewed to provide detailed information on PE teachers' status in their respective schools. The results are presented in table 2:

Table 2: PE Teachers' Status

Statement	SA	A	N	D	SD	Mean
Physical education is highly recognized in our school	5 (6.6%)	20 (26.3%)	32 (42.1%)	11 (14.5%)	8 (10.5%)	2.43
PE teachers get equal recognition with non-PE teachers	15 (19.7%)	18 (23.6%)	10 (13.2%)	28 (36.8%)	5 (6.6%)	2.68
PE teachers get equal compensation with non-PE teachers	20 (26.3%)	33 (43.4%)	5 (6.6%)	10 (13.2%)	8 (10.5%)	1.68
PE teachers are fairly remunerated for their work	7 (9.2%)	10 (13.2%)	5 (6.6%)	43 (56.6%)	11 (14.5%)	3.13
PE teachers get equal responsibility with their non-PE teachers	6 (7.9%)	12 (15.8%)	3 (3.9%)	35 (46.1%)	20 (26.3%)	2.76
PE teachers are considered for promotion in equal status with their non-PE counterparts	5 (6.6%)	20 (26.3%)	32 (42.1%)	11 (14.5%)	8 (10.5%)	2.43

Scale: 1-strongly disagree, 2-Disagree, 3-Undecided, 4-Agree, 5-Strongly agree

The results on table 2 showed that majority 33 (43.4%) of the participants agreed that PE teachers get equal compensation with non-PE teachers (m=1.68). Further, the results show that majority 32(42.1%) of the respondents were neutral on whether Physical Education is highly recognized in their schools and whether PE teachers are considered for promotion in equal status with their non-PE counterparts (m=2.43). On the other hand, the results indicate that majority of the respondents 28(36.8%) disagreed that PE teachers get equal recognition with non-PE teachers (m=2.68). Similarly, majority 43(56.6%) disagreed that PE teachers are fairly remunerated for their work (m=3.13). As well, majority 35(46.1%) disagreed that PE teachers get equal responsibility with their non-PE teachers (m=2.76).

The results indicate that Physical Education was not highly recognized in majority of the schools. In addition, the results show that PE teachers were given equal compensation with non-PE teachers. However, they did not receive equal recognition with non-PE teachers and they were not fairly remunerated for their work . Further, the results show that PE teachers were not given equal responsibility with their non-PE teachers and it was not clear whether they received promotion in equal status with their non-PE counterparts. The principals submitted similar responses during interviews as reported:

“Physical education is not prioritized as other subjects. As much as we may wish to do so, the teachers have limited time to cover the syllabus. Thus we tend to focus more on those subjects which students will be tested on.” Principal 1

“Not really, we do not teach physical education as much, however each class has at least do one PE lesson in a week. You can agree with me that the teachers are under pressure to finish the syllabus, yet time is what we do not have especially after the calendar was interrupted with the COVID-19 Pandemic.” Principal 2

“I am not sure whether the PE teachers are promoted equally like others because promotions are done by TSC.” Principal 3

“My opinion is that the PE teachers are not fairly remunerated given the workload they handle. For instance there is only one trained PE teacher in this school against the whole population of learners. So to help ease his workload, we have assigned other teachers to assist in PE lessons” Principal 4

“No, physical education is not prioritized because of too much content to be covered in other subjects and time is short. Also PE is not tested in K.C.S.E.” Principal 5

“ TSC needs to improve on the payment of PE teachers.” Principal 6

“PE is not recognized because teachers have negative attitudes towards the subjects as they were not trained in PE, therefore they have to be reminded during this lesson” Principal 7

“The problem is that the principal has to remind most of the teachers during PE time. With the absence of administrators most of these lessons are not taught.” Principal 8

“PE teachers are not paid fairly according to their workload, they are paid the same as other teachers. No allowance for teaching these subjects yet they are few against many students” Principal 9

“No, the PE teachers are not are not equally considered for promotion, the Teachers’ Service Commission only prioritize teachers who teach core subjects like English, Kiswahili, maths, history e.t.c.” Principal 10

“The payment is not fair, the PE teachers need extra coin for they spend more time even over the weekend nurturing talents.” Principal 11

Based on the results, it is evident that Physical Education is not given equal attention as other learning areas and the status of PE teachers was low in majority of the public secondary schools in Bomet County. The findings concur with the findings reported by Lithuania et al. (2013) that physical education teachers’ status was pointedly lower compared to teachers of other subjects like mathematics. Similarly, the findings agree with the findings reported by Kardelienė et al. (2009) that education system subjects that are testable are considered important compare to those that were not tested like physical education. As a result, there was a decrease in the number of teachers that specialized in subjects that are non-academic.

In addition, the findings are in line with the findings by Hardman (2008) who reported that PE has remained a marginalized subject in schools across the world. On the same breath, Rathedi (2015) reported that implementation of PE remains low in majority of schools in Africa since the subject is not tested in examinations. Similarly, the findings concur with the findings reported in Zambia, where by Mutiti (2011) pointed out that most schools in Zambia uses PE class time for breaks from cumbersome classroom work. Among the school subjects, PE is not considered part of key topics. It has been misunderstood, considered less important and inferior and generally neglected in schools. In addition, the findings are in line with the findings reported by Shimishi and Ndhlovu (2015) who found out that majority of teachers in Zamia had negative perceptions about PE and PE lessons were looked down upon, ignored and considered it as a time appropriate for students to play as well as have fun. Some administrators and teachers saw PE as a sport or play that consumes academics’ time.

In addition, this study established that PE teachers were not remunerated fairly for their work, findings that are contrary to what was reported in developed countries by European Commission for Education (2017) that in Belgium, Austria, France, Spain, Portugal, and the UK, teachers who are specialists are offered better salary on the PE teaching job. As a result, the education level varies substantially, with countries like Ireland and Finland recording better levels of PE. Switzerland pays the highest, with a maximum of \$ 68,000 yearly, followed by the Netherlands, Germany and Belgium. In UK, a low-income earner, receive earnings of \$ 44,000 yearly. This indicates that PE teachers are well remunerated in developed countries contrary to Kenya, therefore, the status of PE teachers in the Country need to be looked at.

Relationship between PE Teachers’ Status and Implementation of PE Curriculum

Further the study sought to establish if there is a relationship between PE teachers’ status and implementation of PE curriculum, in public secondary schools in Bomet County To achieve this, a correlational analysis was done between PE teachers’ status and implementation of PE Curriculum using the obtained means. The results are presented in table 3.

Table 3: PE Teachers’ Status and Implementation of PE Curriculum

		PE teachers’ status	Implementation of PE curriculum
PE teachers’ status	Pearson Correlation	1	.776
	Sig. (2-tailed)		.002
	N	76	76
Implementation of PE curriculum	Pearson Correlation	.776	1
	Sig. (2-tailed)	.002	
	N	76	76

The results on table 3 shows a strong positive relationship between PE teachers' status and implementation of PE curriculum as demonstrated by the correlation coefficient of 0.776 which is close to 1. In addition, the results indicate a significant relationship between implementation of PE curriculum and PE teachers' status as demonstrated by the p value of 0.002, which is less than 0.05. This means that the PE teachers' status had a significant influence on implementation of PE curriculum in public secondary schools in Bomet County. Therefore, the study rejected the hypothesis, which stated that there is no relationship between PE teachers' status and implementation of PE curriculum in public secondary schools in Bomet County.

CONCLUSION AND RECOMMENDATIONS

Base on the study findings the study concluded that PE teachers' status significantly influenced implementation of PE curriculum in public secondary schools in Bomet County. In addition, the study concluded that Physical Education was not highly recognized in majority of the schools and PE teachers did not receive equal recognition and fair remuneration for their work.

The Ministry of Education- Ministry of Education should allocate the schools with adequate funds to enable the principals put in place adequate PE facilities and purchase adequate modern equipment to help the PE teachers implement the PE curriculum effectively.

The Teachers' Service Commission (TSC)- TSC should employ and post more trained PE teachers in the these schools and provide in-service training for teachers on implementation of PE curriculum. This will ease workload and equip teachers with up to date knowledge and skills on PE, which will enhance effective implementation of PE curriculum in schools.

Quality Assurance Officers- The quality assurance officers should monitor all the schools in the County to ensure that the available PE instructional resources are well utilized and maintained.

Principals- Principals should avoid assigning the PE teachers extra administrative duties and other subjects to teach, given that the high number of students taking PE lessons already overwhelms them. Also, the principals should sensitize all staff and students on the importance of PE and equally recognize the PE teachers like other teachers.

REFERENCES

- Akbulut, O., & Karakus, F. (2011). The investigation of secondary school science and mathematics pre-service teachers' attitudes towards teaching profession. *Educational Research and Reviews*, 6(6), 489-496.
- Akiiki, M. B. K. (2009). *Comparative Assessment of Syllabi and Implementation of Physical Education and Sports in Primary and secondary Schools in Kenya and Uganda*. (Unpublished Doctor of Philosophy Dissertation), Kenyatta University
- Akpınar, E., Yıldız, E., & Ergin Ö. (2006). Science teachers' attitudes towards teaching profession. *Buca Faculty of Education Journal*, 19: 56-62.
- Aktopa, A., & Beyazgül, G. (2014). Pre-service physical education teacher's attitudes towards teaching professionals. *Procedia-Social and Behavioural Sciences*, 116, 3194 – 3197
- Almargo, B., Bunuel, P., Moreno-Murcia, J., & Spray, C. (2015). Motivational factors in young Spanish athletes: A qualitative focus drawing from Self-Determination theory and Achievement Goal perspectives. *The Sport Psychologist*, 29:15–28.
- Basch, C. E. (2011). Healthier students are better learners: A missing link in school reforms to close the achievement gap. *Journal of school health*, 81(10), 593-598.
- Biddle, S., Soos, I., & Chatzisarantis, N. (1999). Predicting Physical Activity Intentions Using Goal Perspectives and Self-Determination Theory Approaches. *European Psychologist*, 4: 83–89.
- Bulut HO, Dogar (2006). Investigation of teachers' attitudes against the teaching profession. *Erzincan Faculty of Education Journal*. 8: 1 13-27.

- Centers for Disease Control and Prevention (CDCP) (2018). Division of Population Health, National Center for Chronic Disease Prevention and Health Promotion
- Chakraborty, B., Nandy, S., & Adhikari, S. (2012). A Study on Physical Education Teachers' Training Programme on Development of Attitude towards Physical Education. *IOSR Journal of Humanities and Social Science*, 2(4), 01-03
- D'Elia, F., Mazzeo, F., & Raiola, G. (2018). The core curriculum in the university training of the teacher of physical education in Italy.
- Duda, J. (2001). Achievement goal research in sport: Pushing the boundaries and clarifying some misunderstandings. In Roberts, G (Ed.). *Advances in Motivation in Sport and Exercise*. Champaign-Illinois: Human Kinetics;2001. pp.129–182.
- Duda, J. (2013). The conceptual and empirical foundations of empowering coaching: setting the stage for the PAPA project. *International Journal of Sport and Exercise Psychology*, 11:311–318.
- Duda, J., & Nicholls, J. (1992). Dimensions of achievement motivation in school work and sport. *Journal of Educational Psychology*, 84:290–299.
- Ericsson, I., & Karlsson, M. K. (2014). Motor skills and school performance in children with daily physical education in school—a 9-year intervention study. *Scandinavian JOURNAL of Medicine & Science Inin Sports*, 24(2), 273-278.
- Fejgin, N., & Hanegby, R. (2006). School Based In-Service Training of PE Teachers. [*European Journal of Physical Education*](#), 4(1), 4 - 16
- Georgiadis, M., Biddle, S., & Chatzisarantis, N. (2001). The mediating role of self-determination in the relationship between goal orientation and physical self-worth in Greek exercisers. *European Journal of Sport Science*, 1(5):1–9.
- Granero-Gallegos, A., Baena-Extremuera, A., Pérez-Quero, F. J., Ortiz-Camacho, M. M., & Bracho-Amador, C. (2012). Analysis of motivational profiles of satisfaction and importance of physical education in high school adolescents. *Journal of sports science & medicine*, 11(4), 614.
- Groves, R., and Welsh, B. (2010). The High School Experience: What Students Say. *Issues in Educational Research*, 20(2):104. 6.
- Hardman, K. (2008). Physical education in schools: A global perspective. *Kinesiology*, 40(1),: 5-28.
- Hein, V., & Hagger M. (2007). Global self-esteem, goal achievement orientations and self-determined behavioural regulations in physical education setting. *Journal of Sports Sciences*, 25(2):149–159.
- Hendricks, P. C. (2014). The Role Of Physical Education In South African Primary Schools
- Hillman, C. H., Erickson, K. I., & Hatfield, B. D. (2017). Run for your life! Childhood physical activity effects on brain and cognition. *Kinesiology Review*, 6(1), 12-21.
- Jewett, A.E. (1989). Curriculum theory in physical education. *International Review of Education*, 35(1), 35–49
- Keshtidar, M., & Behzadnia, B. (2017). Prediction of intention to continue sport in athlete students: A self-determination theory approach. *PLoS ONE*.12:e0171673.
- Kingston, K., Harwood, C., & Spray, C. (2006). Contemporary approaches to motivation in sport. In: Hanton S, Mellalieu S. editors. *Literature Reviews in Sport Psychology*. New York: Nova Science Publishers.159–197.

- Laura K, McManus T, Harris WA, et al. (2018) Youth Risk Behavior Surveillance—United States, 2017. *MMWR*.;67(8):1–144.
- Monteiro, D., Pelletier, L.G., & Moutão, J. (2018). CidL. Examining the motivational determinants of enjoyment and the intention to continue of persistent competitive swimmers. *International Journal of Sport Psychology*, 49:1–21.
- Musangeya, E. Kuparara, C.T. Tanyongana, C., and Mumvuri, D.E. (2000). Foundations of Physical Education and Sports. Harare: Zimbabwe Open University.
- Mutiti, M. (2011). *Factors contributing to the Poor Status of Physical Education in selected Schools of Chongwe District*, (Unpublished Thesis) University of Zambia, Lusaka.
- Mwisukha, A., Rintaugu, E., Kamenju, J., & Mwangi P. (2014). Shaping the Future of Physical Education in Kenya: A Reflection on Priorities: In Physical Education and Health: Global Perspectives and Best Practice. Edited by Chin M. & Edginton C. Sagamore Publishing LLC.
- Nicholls J. (1984). Achievement Motivation: Conceptions of Ability, Subjective Experience, Task Choice, and Performance. *Psychological Review*, 91(3),328–346.
- Ntoumanis, N. (2005). A Prospective Study of Participation in Optional School Physical Education Using a Self-Determination Theory Framework. *Journal of Educational Psychology*, 97:444–453.
- Ntoumanis, N.A. (2001). Self-determination approach to the understanding of motivation in physical education. *British Journal of Educational Psychology*, 71:225–242.
- Özkara, A.B. (2018). Physical Education in EU Schools and Turkey: A Comparative Study. *Comparative Professional Pedagogy* 8(2)/2018
- Rath, S.S. (2017). Current trends of physical education and its future prospects in relation to individual's health. *International Journal of Yogic, Human Movement and Sports Sciences*, 2017; 2(1): 01-03
- Rathedi, M. (1997). Government Policy on Physical Education as a Teaching Subject in Botswana Schools and Colleges in Owolabi, M. Wekesa, M. and Tariola, A.L. (Eds). *Physical Education in Botswana Schools and Colleges* (1-7). Proceedings of the 1997 Annual Physical Education Department Workshop, Gaborone: Department of Physical Education
- Ricketts, D. (2019). Trends, Issues & Developments in Physical Education. [Praxis Physical Education \(5091\): Practice & Study Guide/Lifestyle Courses](#)
- Roberts, G., & Treasure, D. (2012). *Advances in motivation in sport and exercise*. 3rded. United States of America, USA: Human Kinetics.
- Salin,K. (2014). PE teachers' attrition – Issues with work ability and workload? Conference: International Symposium on Physical Education and Sport Studies, At Christchurch, New Zealand
- Serrano, J.V., Abarca-Sos, A., Clemente, J., Pardo, B.M., & Garcia-Gonzalez, L. (2016). Optimization of motivational variables in expressive activities in Physical Education. *Revista Euroamericanade Cienciasdeldeporte*. 5(2):103–112.
- Shimishi, G., & Ndhlovu, D. (2015). Teachers' Perceptions towards Physical Education as an Academic Subject in Zambia's Primary Schools: A Case Study of Kombaniya Primary School, Mansa District. *International Journal of Multidisciplinary Research and Development*, 2(8), 200-204
- Spray, C., Wang, J., Biddle, S., & Chatzisarantis, N. (2006). Understanding motivation in sport: An experimental test of achievement goal and self-determination theories. *European Journal of Sport Science*, 6(1):43–51.

- Standage, M., Gillison, F., & Treasure, D. (2007). Self-Determination and Motivation in Physical Education. In Hagger, M, Chatzisarantis N, editors. *Intrinsic Motivation and Self-Determination in Exercise and Sport*. Champaign-Illinois: Human Kinetics;. pp.71–85.
- Statistics on Obesity, Physical Activity and Diet, England 2018 <http://digital.nhs.uk/pubs/sopad18>
- Stočkus, A., Adaškevičienė, E. (2012). Kūno kultūros mokytojų darbinių stresorių ir sociodemografinių kintamųjų sąsajos. *Sporto Mokslas*, 2 (68), 13–18.
- Trinkūnienė, L., & Kardelienė, L. (2013). Occupational difficulties at work of physical education teachers. *Sportas Nr. 1* (88), 88–96
- Turnbull, A. P., Turnbull, H. R., Wehmeyer, M. L., & Shogren, K. A. (2013). *Exceptional lives: Special education in today's schools*. Columbus, OH: Merrill.
- Vickerman, P., & Maher, A. (2018). *Teaching physical education to children with special educational needs and disabilities*. Routledge.
- Vishnu, R.R. (2017). A study on occupational stress among physical education teachers. *International Journal of Physical Education, Sports and Health*, 4(3): 511-515
- Zhua, Z., Yanga, Y., Kong, Z., Zhang, Y., & Zhuanga, J. (2017). Prevalence of physical fitness in Chinese school-aged children: Findings from the 2016 Physical Activity and Fitness in China—The Youth Study. *Journal of Sport and Health Science*, 6 (1) 395–403