

**INSTITUTIONAL FACTORS INFLUENCING IMPLEMENTATION OF PHYSICAL
EDUCATION CURRICULUM IN PUBLIC SECONDARY SCHOOLS IN KISUMU
CENTRAL SUB-COUNTY, KENYA**

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DECLARATION

This research project is my original work and has not been presented for an award of a degree in any other university.



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DEDICATION

This work is dedicated to my lifetime husband Dr. George Ogola, my children Eugene, Carson and Kanani for their support, my father Alfred Nyabira for his effort to see me through school and my mother Alice Nyabira for her lifetime guidance.

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To the Adonai of my life: you are my master and my Ebenezer, this far you've brought me. My utmost gratitude goes to my University supervisors, Dr. Mercy Mugambi and Dr. Rosemary Imonje for their enduring support, guidance and finding time to correct my work throughout the project. A special mention goes to the Department of Educational Management, policy and Curriculum studies, University of Nairobi for their support and guidance during the writing of this project. I must sincerely thank the Ministry of Education for allowing me to conduct this research project in the public secondary schools in Kisumu Central Sub County of Kisumu County in Kenya. My appreciation further goes to the principals, teachers and students from the sampled schools and my fellow colleague teachers and students of Bishop Abiero Shaurimoyo Secondary School for their assistance throughout the process.

God bless you all.

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ABBREVIATIONS AND ACROYNYS

KII	-	Key informant Interviews
KNBS	-	Kenya national bureau of statistics
MOEST	-	Ministry of Education Science and Technology
NACOSTI	-	National Commission for Science, Technology and Innovation
OECD	-	Organization of Economic Cooperation and Development countries
PE	-	Physical Education
PEC	-	Physical Education Curriculum
QAO	-	Quality Assurance Officer
SPSS	-	Statistical Package for the Social Sciences
TSC	-	Teachers Service Commission
UNESCO	-	United Nations Educational, Scientific and Cultural Organization
WHO	-	World Health Organization

ABSTRACT

Physical Education (PE) is a vital component of the school curriculum that fosters the acquisition of skills and promotes physical and mental development via active play and movement exploration, with the aim of enhancing overall well-being and fitness. This study aimed to examine the institutional elements that impact the implementation of the physical education curriculum in secondary schools in Kisumu Central Sub County, Kenya. The study aimed to ascertain the impact of financial allocations, equipment and facilities availability, instructional supervision, and time allocation on the PE Curriculum. The study examined relevant material from several scholarly sources, guided by the study's aims. The study utilized a descriptive survey approach. Kisumu Central Sub-County comprised 13 public secondary schools, accommodating a student body of 9697 and employing 343 instructors. The target population of this study consisted of all 13 public schools. The researcher selected a sample of 13 principals and 52 Physical Education instructors to take part in the study. The researchers employed purposive sampling to identify the particular teachers responsible for physical education and co-curricular activities at the school. Three tools were employed to gather qualitative and quantitative data: a key informant interview guide (KII), focus group discussions (FGDs), and a questionnaire. Piloting was conducted to ascertain the validity and reliability of the instruments. Validity was determined by the use of expert judgement, while reliability was assessed using the test-retest technique. The data was subjected to both qualitative and quantitative analysis. The data achieved a response rate of 98.07%. The study's findings on financial allocation indicated that insufficient money were assigned to physical education (PE) activities, resulting in a hindered implementation of its curriculum. In addition, the results reveal that the majority of schools did not possess sufficient indoor and outdoor facilities and equipment to effectively administer the physical education curriculum. Regarding instructional oversight, the investigation uncovered a deficiency in the number of qualified physical education (PE) instructors available to conduct all PE classes. Additionally, teachers are not present during PE lessons, fail to develop lesson plans, and the Head teacher/HoDs or Head of curriculum do not properly monitor the implementation of PE curriculum. Finally, the survey found that the majority of respondents believed that the time allotted for physical education (PE) was insufficient. Specifically, they felt that the forty-minute duration was inadequate for PE teachers to engage in meaningful activities. To optimize the implementation of the physical education curriculum, it is imperative for policymakers and school administrators to prioritize these characteristics and engage in joint efforts to establish a conducive environment that fosters the physical well-being of kids. This study proposed recommendations for the allocation of sufficient resources, availability of equipment and facilities, supervision by management for the execution of the Physical Education (PE) Curriculum, and an increase in the time dedicated to PE.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The World Health Organization (WHO) initiated multiple initiatives and revised its policy framework to tackle the concerning global death rates caused by health disorders associated with physical inactivity worldwide (WHO 2018). The convergence of reduced fitness standards among young individuals, insufficient avenues for engaging in physical activity, and a significant rise in the occurrence of overweight and obesity among teenagers globally undoubtedly gives rise to a mounting apprehension regarding physical fitness (Corbin et al., 2018; WHO 2019). Physical Education (PE) is a vital component of the school curriculum that fosters the acquisition of skills and promotes physical fitness through the use of play and movement exploration. Introducing Physical Education (PE) in schools is an effective approach to tackle global concerns with physical health. Various learner-centered, teacher-centered, and institutional-centered problems frequently impede the implementation of physical education curriculum in secondary schools (Johnson & Turner, 2016).

Mackendrick (2016) asserts that institutional variables, predominantly facility-related, are beyond the control of teachers. The decrease in financing allocated to schools hinders the ability to provide and maintain necessary physical facilities, hence affecting the quality of physical education programs in schools worldwide. Mackendrick contends that an only 31% of countries globally possess sufficient amenities, and that these countries continue to grapple with inadequate upkeep or the depletion of physical education facilities (Snyder & Moodie, 2012). Conversely, developing nations such as Kenya encounter numerous obstacles when it comes to adopting physical education programs, primarily due to insufficient resources. The socioeconomic disparity has a significant impact on the majority of African schools, as 87.7% of public schools are classified as no-fee schools. These schools cater to around 77.2% of the overall student population (Ndebele 2017). Consequently, physical education methods cannot be presumed to be uniform, necessitating a thorough examination of the specific details about the implementation of the curriculum in schools.

Previous study has provided evidence that institutional determinants encompass budget limits, limited resources, and decreases in time allocations within the curriculum (Mwisukha, Rintaugu, Kamenju, & Wanderi, 2014). The lack of professional development, the overcrowded curriculum, and the inadequate facilities and equipment in Kisumu West Sub County are highlighted by Nyangia and Orodho (2014). Ennis (2011) found that generalist teachers in Canada identified three major institutional barriers to providing a curriculum that meets health and physical education guidelines: the lower priority given to physical education, the absence of performance measures for physical education and activity, and insufficient infrastructure.

Prior studies have yielded inconclusive findings regarding institutional factors such as financial limitations, limited resources, shortened time allocations in the curriculum, inadequate professional development opportunities, overcrowded curriculum, and insufficient facilities and equipment (Hardman, 2018; Le Masurier & Corbin, 2016; Morgan & Hansen, 2018). In a similar vein, Dwyer et al. (2013) found that the lack of emphasis on physical education, the absence of ways to measure performance in physical education and activity, and inadequate infrastructure were the three main institutional factors hindering the implementation of a curriculum that could meet the guidelines for health and physical education.

Regrettably, due to economic problems at the national level in the past ten years, some schools have encountered financial difficulties that have required them to make tough choices regarding the allocation of resources and academic focus. Several solutions to address fiscal deficiencies are suggested by Picus and Odden (2011). Explicitly focus on specialized programming, such as physical education (PE), and propose strategies such as decreasing instructor availability and limiting the amount of time and financial resources given to these programs. Although the education system in this country faces significant budgetary limitations, adopting cost-cutting measures greatly undermines physical education programs on a widespread level. Furthermore, it is worth noting that the majority of states already require kids to participate in physical education (PE). However, it is important to highlight that only 19 states specifically outline a minimum duration of time that primary schools must allocate for PE, as reported by SHAPE America in 2016. Insufficient physical education programs in districts and schools not only violate legislation, but also have a detrimental effect on student fitness results (Sanchez-Vaznaugh, Sánchez, Rosas, Baek, & Eggerter, 2012).

In a recent survey conducted among post-primary school teachers in Kenya, it was found that 69 percent of the sampled group admitted to lacking the necessary skills and technical knowledge to effectively teach physical education (PE). Additionally, 62 percent of the teachers reported not receiving any professional training in this subject, while 60 percent stated that they do not engage students in any physical activities during PE lessons (Joseph & Alexander, 2014). While primary school teachers receive comprehensive training in physical education (PE), high school teachers are not obligated to specialize in PE as a teaching subject. This prompted the inquiry as to whether the learners in Kisumu Central Sub County were being provided with the appropriate standard of physical education as a fundamental entitlement. The aim of this study was to investigate the institutional elements that impact the implementation of physical education curriculum in Kisumu Central Sub County.

In Kenya, the Ministry of Education acknowledges the significance of Physical Education (PE) and grants it the appropriate recognition by including it in the curriculum of teacher training institutes and even select Kenyan universities. Time is designated in the syllabus for both the main and secondary parts. According to Andanje et.al. (2014), physical education is given a smaller number of classes compared to other academic disciplines in Kenya. According to the MOE circular of 2021, students in form one and two receive one hour of allotted time per week, whereas students in form three and four receive two hours per week. Akala (2021) states that Physical Education (PE) receives a minimal number of hours, and both educators and students undervalue the importance of PE in comparison to other disciplines that are assessed through examinations. The implementation of Physical Education in schools within Kisumu Central Sub County, Kenya is influenced by various elements, including learner-centered, teacher-centered, and institutional-centered aspects (Odiango, 2012).

Mwisukha, Rintaugu, Kamenju, & Wanderi (2014) identified several problems in the teaching of Physical Education (PE), such as unfavorable attitudes towards PE, a shortage of teachers, and a lack of modern PE facilities and equipment. This study aims to examine the specific institutional factors, such as financial allocation, availability of facilities and equipment, instructional supervision, and time allocated to physical education (PE), that impact the implementation of the physical education curriculum in secondary schools, specifically in Kisumu Central Sub-county, Kenya. The researcher deliberately chose these institutional characteristics because they have a significant impact on the execution of the curriculum.

1.2 Statement of the Problem

Physical Education (PE) is crucial for pupils as it fosters a favorable outlook on physical exercise, hence promoting the enhancement of the learner's physical, mental, emotional, health, and social well-being. Although the subject is important, the implementation of the PE curriculum in public secondary schools in Kisumu Central Sub County was found to be lax. This was due to students either doing class assignments during PE time or other teachers using the time to make up for missing lessons. On other occasions, it was discovered that pupils engage in unsupervised play on the field during physical education courses. Government and parents provide cooperative funding for public secondary schools. Constituency development funds are allocated to enhance school facilities, with a focus on libraries, science laboratories, and science equipment, rather than physical education (PE) facilities (Maoulidi, 2008). The study focuses on Kisumu central sub county in Kenya because to its location inside the Kisumu City region. This area, like other cities, has a significant increase in population yet has limited acreage available to absorb more physical education infrastructure, facilities, and equipment. The data provided by the Ministry of

Education (MOE) clearly indicates that there was an increase in enrolments between 2015 and 2019. However, a significant number of schools in Kisumu County have limited room for physical education (PE) activities, as stated in the Kisumu County Report of 2019. This study was conducted to examine the institutional elements that influence the implementation of physical education (PE) in public secondary schools in Kisumu Central Sub County.

1.3 Purpose of the Study

This study aimed to examine the institutional elements that impact the implementation of the physical education curriculum in secondary schools in Kisumu Central Sub County, Kenya.

1.4 Objectives of the Study

The study was guided by the following objectives:

- i. To determine the influence of financial allocations on implementation of PE curriculum in secondary schools in Kisumu Central Sub County.
- ii. To establish the influence of availability of facilities and equipment on implementation of P.E curriculum in secondary schools in Kisumu Central Sub County.
- iii. To assess the influence of instructional supervision on implementation of PE curriculum in secondary schools in Kisumu Central Sub County.
- iv. To examine the influence of time allocated to PE lessons on implementation of PE curriculum in secondary schools in Kisumu Central Sub County.

1.5 Research Questions

The study sought to answer the following research questions:

- i. What is the influence of financial allocations to PE on implementation of PE curriculum in secondary schools in Kisumu Central Sub County?

- ii. How does availability of facilities and equipment influence implementation of PE curriculum in secondary schools in Kisumu Central Sub County?
- iii. To what extent does instructional supervision influence implementation of PE curriculum in secondary schools in Kisumu Central Sub County?
- iv. What is the influence of time allocated to PE lessons on implementation of PE curriculum in secondary schools in Kisumu Central Sub County?

1.6 Significance of the Study

The results of this study may have significant consequences for children, as engaging in regular physical activities at school is known to have numerous health advantages. Additionally, these findings will help determine the sport that a kid is most likely to participate in the future (Mulvihill et al., 2020). The study could also assist the Ministry of Education and school management teams in identifying the institutional determinants that impact physical education (PE). This would enable them to make informed decisions about allocating more budgetary resources to institutions for financing PE infrastructure, facilities, and equipment in schools. The results can also guide the improvement of prioritization, time management, and supervision of physical education classes and activities at the school level. Additionally, the TSC can determine if there is a necessity to hire professionally trained physical education teachers for all secondary schools in Kisumu Central Sub County and Kenya as a whole.

The Kenya Institute of Curriculum Development, which is tasked with the job of creating curricula and curriculum support materials in Kenya, could gain valuable insights from this study. Specifically, they can enhance their understanding of the physical education (PE) curricula and policies that should be produced to enable the implementation of PE in schools. Based on the findings of this study, physical education teachers may derive satisfaction from instructing pupils in properly equipped and well-maintained facilities. This study will offer foundational information and understanding to future researchers regarding the impact of institutional elements on the implementation of physical education in secondary schools. It will serve as a starting point for subsequent research in Kenya and other regions.

1.7 Limitations of the Study

We experienced some constraints during the process of collecting data from the respondents. Both school managers and PE teachers expressed hesitancy in participating in the study due to concerns that it would uncover their personal shortcomings and expose weaknesses within their schools. However, the researcher provided reassurance of confidentiality by not requiring any names to be included in the questionnaire. Furthermore, the researcher urged students to respond to questions without any prejudice or partiality, emphasizing that the research was solely carried out for academic objectives. One principal refrained from returning the questionnaire due to concerns of retaliation.

1.8 Delimitations of the Study

The study sought to investigate the institutional elements that impact the implementation of the Physical Education (PE) curriculum in secondary schools within Kisumu Central Sub-County. The focus was exclusively on public secondary schools, despite the presence of private schools. There are four criteria that were narrowed down: financial allocations, availability of physical facilities, instructional supervision, and time given for physical education. The study employed questionnaires to gather data from instructors and school principals, utilized an interview guide for learners who participated in Focus Discussion Groups, and regarded the QAO as the primary source of information.

1.9 Assumptions of the Study

The study presumed that teachers possessed a comprehensive comprehension of the significance of physical education (PE) and were actively incorporating it into public secondary schools. Additionally, it was assumed that there were several elements that influenced the implementation of physical education in these institutions. It was also presumed that in this study, the participants would completely collaborate during the entire data collection time by providing accurate information for the study.

1.10 Definition of Significant Terms

The following were significant terms used in the study:

Institutional factors refer to the determinants of PE implementation that concern the school but are outside the teachers' control.

Learning refers to acquisition of knowledge or skills through study, experience or being taught.

Physical education is the knowledge that focuses on developing physical fitness and the ability to perform and enjoy day-to-day physical activities with ease.

PE facilities is a facility designed for an instructional program in physical education including protective equipment, basic equipment like balls, skipping ropes, cones, hoops, bean bags, and bats, showers and changing rooms, playing space and indoor sporting facilities/infrastructure.

Physical education curriculum is the combination of instructional practices, learning experiences, and students' performance assessment that are designed to achieve proficiency and learning outcomes in physical education.

Implementation is the execution of physical education curriculum in secondary schools as according to the set policy standards.

School administration refers to individuals in a school such as principals and managers, who control, organize, and direct both human and material resources in institutions.

Financial allocations refer to the amount of budget allocated to physical education activities.

Instructional supervision is the act of monitoring and evaluating the delivery of physical education content and curriculum.

Time allocated refers to the amount of time and number of physical education lessons programmed in the school timetable per class.

Facilities and equipment refer to physical resources such as fields, small movable play materials and large permanently fixed play equipment and sports gear in institutions.

1.11 Organization of the study

The study is organized in five chapters. Chapter one covers introduction consisting of background to the study, statement of the problem, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, assumptions of the study, and definition of significant terms. Chapter two constitutes of literature review covering introduction and a review of studies on factors that influence PE curriculum implementation under the four objectives: financial allocations, facilities and equipment, instructional supervision and time allocated for PE; summary of literature review, theoretical framework, and conceptual framework. Chapter three addresses research methodology that included introduction, research design, target population, sample size and sampling procedures, research instruments, instrument validity, instrument's reliability, data collection procedure, data analysis techniques and ethical considerations. Chapter four was about data presentation, interpretation, and discussion of study findings. Chapter five comprised of the conclusion of study, recommendations, and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section provides a thematic review of the literature, organized according to the aims of the study and a summary of the research gap. The part also introduces the theoretical framework that underpins the investigation and the conceptual framework that outlines how the study has been formulated.

2.2 Physical Education Curriculum

Physical education is a crucial component of the educational process, since it is necessary for the overall development of a child. It enables learners to enhance their physical abilities and cultivate self-assurance. PEC, as stated by Brusseau et al. (2021), is an integral component of the school curriculum that is universally required in almost all nations. It is one of the eight essential elements of a complete education program. Physical education differs from recess in that it has specific educational goals, unlike recess which is characterized by unstructured play. The objectives encompassed in this approach are the promotion of an active lifestyle, the enhancement of physical fitness, the emphasis on information acquisition, and the development of social, emotional, and physical abilities (McKenzie & Kahan, 2018).

Participation in physical education (PE) fosters the development of physical fitness, which in turn cultivates a long-term inclination towards engaging in physical activities, including one or multiple sports of personal preference (Brusseau, et al, 2021). The elementary level physical education curriculum (PEC) focuses on developing skills in swimming, running, throwing, balancing, gymnastics, and striking in sports such as baseball, volleyball, and karate. In contrast, the high school curriculum emphasizes lifetime sports skills, including gymnastics, games, aquatics, tennis, soccer, athletics, aerobic dance, team sports, and outdoor and adventure activities.

Lund and Tannehill (2015) argue that physical education fosters the acquisition of skills and positive attitudes, which in turn bolster self-esteem. It also offers occasions for cultivating desirable personal and social qualities, such as fair play, teamwork, acceptance of both success and failure, and the promotion of a healthy lifestyle. These benefits contribute to the holistic development of the child, encompassing physical, emotional, social, and intellectual aspects.

The implementation of PEC is influenced by a multitude of elements, including administrative considerations, the professional qualifications of teachers, social factors, school and institutional factors, environmental difficulties, parental influence, and gender-related aspects (Fisette, 2010). PEC's curriculum implementation is influenced by the allocation of budgetary resources (Onyeachu, 2006). The execution of the PE curriculum involves the practical application of the officially prescribed courses of study, syllabuses, and disciplines. The process entails facilitating the learner's acquisition of knowledge or experience (Gautam Kumar Chaudhary, 2015).

In Kenya, the incorporation of physical education (PE) and sport into the school curriculum aligns with the United Nations Charter for physical education and sport. This charter was established during the UNESCO session on 21st November 1978 in Paris, France. The conference emphasized that physical education (PE) and sport play a significant role in fostering holistic development in individuals. The statement highlights that a crucial requirement for the successful practice of human rights is the freedom for individuals to cultivate and maintain their physical, intellectual, and moral capabilities. As a result, it is imperative to ensure that every person has access to physical education and sports.

Despite the Government's determination and the significant benefits of physical education on students' academic performance, health, and social skills, the implementation of this topic in secondary schools in Kenya continues to be a difficulty (Roux et al., 2018). The implementation of physical education curriculum in secondary schools is often hindered by several variables that revolve around the learners, teachers, and institutions (Johnson & Turner, 2016; Odiango, 2012). Hardman (2018), Le Masurier and Corbin (2016), and Morgan and Hansen (2018) have identified institutional constraints, such as insufficient money, poor physical facilities and resources, limited time allocations, lack of professional development, and a packed curriculum, as significant influences on the implementation of physical education (PE).

In a study conducted by Mungai (2015) in Nyandarua County, Kenya, it was observed that Physical Education (PE) is a crucial component of the school curriculum as it fosters the development of essential skills and beliefs among students. The researcher determined that the adoption of physical education (PE) curriculum in schools in Nyandarua County, Kenya is contingent upon the allocation of time for PE sessions, financial resources, available facilities, and the expertise of the instructors instructing the subject. Although it was important, Mungai neglected to examine instructional supervision as a variable. A replication of this study should be conducted in Kisumu Central Sub County, incorporating instructional supervision as a variable of investigation.

In a separate study, Rimbogi (2010) examined the extent of involvement of secondary school students in physical education (PE), sports, and games in Nyeri. The study revealed that the students' participation levels were influenced by the presence of facilities, the quality of PE equipment, the competence of the instructors, and the students' understanding of the advantages of PE. While Rimbogi's study examines the elements that affect student involvement in physical education (PE), this study specifically investigates the factors that influence the implementation of physical education curriculum (PEC) in Kisumu Central Sub County, taking into account both the conceptual and contextual differences.

2.3 Institutional Factors

These are external elements that impact the implementation of the curriculum and are primarily related to facilities, as stated by Mackendrick (2016). The factors contributing to these challenges may encompass financial limitations, limited availability of resources, shortened time allocations in the curriculum, inadequate opportunities for professional development, an overcrowded curriculum, and insufficient facilities and equipment, among other factors (Hardman, 2018; Le Masurier & Corbin, 2016; Morgan & Hansen, 2018). This literature review examines the institutional elements that are being investigated, which include the allocation of financial resources to secondary schools, the provision of facilities and equipment, the monitoring of instructional activities, and the amount of time dedicated to physical education activities.

2.3.1 Financial Allocation and Implementation of PE Curriculum

Proper execution of an educational curriculum necessitates sufficient financial resources to encompass the procurement of instructional materials, provision of suitable facilities and equipment, and the employment of competent teachers (Onyeachu 2006). In Kenya, the national government implements a policy of free primary education, which involves paying teachers and providing funds for basic education. These funds are allocated to schools based on the number of students, in order to cover the costs of instructional materials, such as books, and physical infrastructure. However, there is a lack of sufficient funds specifically allocated for physical education (Ogola 2010).

Wee, Cheng, and Chin (2021) conducted a study in Malaysia to examine the perspectives of physical education (PE) teachers regarding obstacles to the implementation of PE programs and the availability of non-human resources. Data was gathered from 248 physical education (PE) teachers who specialize in the subject, using a questionnaire consisting of 12 items. The researchers discovered that the implementation of the PE curriculum was hindered by various challenges, both related to administration and teachers. These challenges included teachers not seeking agreement when assigning PE teaching responsibilities, not discussing factors related to teaching and learning, and a lack of staff training programs. In addition, institutional factors such as insufficient financial resources, limited PE facilities and equipment, a shortage of PE reference books, and a lack of teaching experience also had an impact on the implementation of the PE curriculum. The study suggested that sufficient human and non-human resources should be provided to support the effective implementation of the PE programme. Replicating this study is necessary to examine whether institutional issues also impact the implementation of PEC, specifically in the Kisumu Central Sub County of Kenya.

Wee and Chin (2020) conducted a parallel study that examined the perceived obstacles to delivering physical education in elementary schools in Malaysia. A survey was conducted, in which 1276 teachers (49.8% male, 50.2% female) from 248 schools were randomly selected and given questionnaires. A 21-item questionnaire was employed to evaluate the three kinds of obstacles to the delivery of physical education, specifically, 'teacher-related barriers' (TR), 'non-human factors-related barriers' (IRn), and 'administration-related hurdles' (IRa). Analysis on TR indicated that male teachers exhibited deficiencies in their knowledge of PE subject matter, ability to manage students, proficiency in teaching game skills, competence in overseeing fitness activities, capacity to identify students' inadequacies, and aptitude for addressing and rectifying students' weaknesses, in comparison to their female counterparts. Wee's findings indicate that a mere 36.3% of 1388 PE teachers believed that the financial allocation was sufficient. Consequently, this lack of support may hinder the acquisition of reference books for PE.

Orodho and Nyangiya (2014) conducted a study in Kisumu West District, focusing on cost-saving measures in public secondary schools. They observed that there has been insufficient investment in education and inadequate teaching-learning facilities in the region. As a result, secondary schools are facing resource constraints, leading them to prioritize examinable subjects over physical education curriculum, which is not nationally assessed, as a means of reducing costs. Insufficient financing makes it challenging for physical education teachers to provide high-quality physical education lessons to big classrooms of 50 to 60 pupils, given the limited facilities and equipment available. The study suggests that sufficient funding is necessary to support the proper implementation of the school program.

2. 3.2 Facilities and Equipment and Implementation of PE Curriculum

Effective implementation of physical education (P.E.) and sports necessitates suitable infrastructure, facilities, and equipment. In order to achieve high-quality physical education and sports education, it is essential to have a learning environment that is secure, conducive to good health, and provides protection (as stated in the Ministry of Education's policy on Physical Education, 2021). The study conducted by Lawson (2021), titled "Facilities Availability and Physical and Health Education Teaching in Secondary Schools," demonstrates that the effectiveness of physical and health education instruction is heavily influenced by the extent to which modern facilities, equipment, and supplies are accessible and utilized. Sports cannot occur in the absence of amenities. However, it should be noted that sports facilities are not the sole factor required for sports participation. Other elements, such as equipment and supplies, are essential complements to sports facilities. The study conducted by Mwisukha, Rintaugu, Kamenju, & Wanderi (2014) observed that a lack of teachers and insufficient modern physical education facilities and equipment have a negative impact on the implementation of physical education in schools.

In a study conducted by Ngeti, Bulinda, and Bukhala (2018), the purpose was to determine the impact of facilities and equipment on the management of competitive sports by female instructors in secondary schools in Taita Taveta County, Kenya. The study utilized a cross-sectional analytical research design and employed descriptive statistics and the chi-square test of independence for data analysis. The researchers discovered that sports equipment and facilities play a significant role in sports administration, accounting for 51.1% of its importance. The chi-square result ($\chi^2=1.00$; $df=4$; $p<0.262$) did not reach statistical significance, leading to the rejection of the null hypothesis. The findings indicate that sports facilities and equipment have a crucial role in influencing the management of sports by

female instructors in secondary schools. Although it was recommended to provide sufficient facilities and equipment in schools, the study did not examine how these resources affected the implementation of the physical education curriculum, which is the main subject of this study.

Despite being included in the curriculum, the significance of physical education (P.E.) and sports as a learning domain has been undervalued and not properly leveraged in the past as a means to promote sustainable development. An enhanced implementation of physical education and sport, which focuses on the needs of the learner, can be enhanced by ensuring the availability of sufficient resources, pertinent material, suitable teaching methods, and acceptable assessment methods. The 2021 MOE policy on physical education. Dwyer et al. (2013) identified several institutional constraints that hinder the implementation of physical education (PE) curriculum. These factors include the failure to prioritize PE in institutions, the lack of performance measurements for physical education and exercise, and inadequate infrastructure.

In a separate study conducted in Nigeria, Sani (2019) evaluated the impact of facility and equipment availability on the physical education curriculum in secondary schools. The researcher utilized an ex-post facto survey research design and purposive sampling method to pick a sample of 656 respondents from the population of 54,521 students throughout the Six Geo-political zones. The data acquired was examined using inferential statistics, specifically the one-sample t-test, to evaluate the hypothesis. The findings demonstrate that the presence of physical education facilities and equipment has a significant influence on the execution of the physical education curriculum in secondary schools in Nigeria, as evidenced by a t- Cal value of 3.170 and a P value of 0.031. The report advised the Federal Ministry of Education, in partnership with the State Ministries of Education, to furnish physical education facilities

and equipment for the effective implementation of the physical education curriculum in secondary schools across Nigeria. It is necessary to do a similar study in Kenya, specifically in the Kisumu Central Sub County, in order to replicate the findings.

Mwangi, Ong'ang'a, and Wamutitu (2019) aimed to determine the correlation between institutional characteristics and the execution of the physical education curriculum in privately-owned primary schools located in the Kajiado North Sub-County of Kenya. The researchers employed an ex post facto design and did not have control over the independent variables. They selected a sample of 100 physical education teachers from 25 private primary schools. They used descriptive and inferential statistics, such as Chi-square, Pearson product moment coefficient, and Multiple regression, to analyze the collected data. The findings revealed that administrative variables had the most substantial and statistically significant impact on the execution of the physical education (PE) curriculum, with a beta coefficient (β) of 0.481, a t-value of 4.716, and a p-value less than 0.05. Following this, the provision of equipment and facilities factors also had a significant influence, with a β of 0.311, a t-value of 2.973, and a p-value less than 0.004. The study's findings revealed a positive correlation between institutional characteristics and the adoption of physical education curriculum in private primary schools in Kajiado North Sub-County. The researcher advised implementing an annual budget allocation for physical education equipment and facilities. It is necessary to do a comparable study in Kisumu Central Sub County.

In a separate study, Egwu (2013) aimed to determine the accessibility of physical education facilities and equipment for instruction in primary schools located in the Obio/Akpor Local Government Area of Nigeria. A descriptive survey research design was utilized to study the entire population of public primary schools and physical and health education teachers in the Local Government Area. Analyzed data was obtained from a sample consisting of 6 schools

and 12 physical and health education teachers, utilizing simple percentages. The results revealed that soccer fields were the sole physical education facility accessible in every public primary school in Obio/Akpor. The study proposed the organization of workshops for school administrators and PE teachers to raise their awareness about the need of constructing PE facilities, acquiring the required equipment, and effectively utilizing them. Egwu's study was methodically constrained by the small sample size and did not prioritize the curriculum development that this study aims to examine.

The PE curriculum is limited by insufficient physical amenities such as sports grounds, fields, gaming supplies, swimming pools, and aerobic and athletic equipment. The absence of adequate facilities and equipment in schools hinders students' ability to participate in practical athletics and ball games activities, resulting in a failure to effectively implement the physical education curriculum.

2.3.3 Instructional Supervision and Implementation of PE Curriculum

Curriculum supervision is a program that trains persons to oversee and manage instructional and support staff at the school building, facility, or staff level (Jonjo et.al. 2019). The curriculum encompasses teachings on staffing and organization principles, overseeing learning activities, managing personnel relations, and administrative responsibilities associated with departmental or unit management. Additionally, it covers the application of these concepts to different educational settings and curricula (National Center for Educational Statistics 2018). Quality assurance and standards improve the comprehensive development and identification of talent in all learners. This aligns with the CBC's objective of developing well-rounded individuals who possess the essential 21st century skills needed in today's society. Presently, the execution of the P.E and sport curriculum encounters obstacles, such

as insufficient evaluations of P.E and sport on an institutional scale. The implementation of a robust quality assurance system would guarantee the attainment of the desired objectives by offering valuable feedback for informed decision-making, hence enhancing the results of the learning process (MOE policy on physical education, 2021).

Metuo (2014) conducted a study to examine the impact of head teachers' instructional monitoring strategies on curriculum implementation in public primary schools in Isinya District, Kajiado County, Kenya. The objective was to determine the influence of the principal's frequency in monitoring the students' lesson notes, reviewing teachers' work records, conducting classroom observations, and providing teaching/learning resources on curriculum implementation in public primary schools in Isinya district. The researcher employed a descriptive survey approach and employed simple random sampling to identify a total of 77 teachers. Analyzed data using both qualitative and quantitative methodologies. The investigation indicated that head teachers frequently lack dedication to assume supervisory responsibilities, resulting in their inability to closely oversee the execution of the curriculum. The study proposed that the Ministry of Education (MoE) should arrange informative workshops for principals and teachers to improve instructional monitoring by providing them with explicit checklists.

In addition, Chaudhary (2015) conducted a study that specifically focused on instructional supervision and its impact on curriculum implementation for students in Delhi, India. Based on the collected data, Chaudhary determined that the implementation of the curriculum cannot be accomplished without the head teacher supervising the instruction. This supervision involves the deployment of staff, allocation of sufficient time for lessons, provision of teaching and learning materials and facilities, and creation of a favorable environment for effective teaching and learning. The study advised that school administrators

should consistently oversee and direct the execution of the curriculum by ensuring that all instructors, especially those teaching physical education, create schedules, lesson plans, and keep records of grades. In order to ascertain if similar results would be achieved, it is necessary to conduct a study on the instructional supervision in Kisumu Central Sub County, taking into account the findings of Chaudhary's research on the same variable.

Jonyo and Jonyo (2019) conducted a comprehensive study on the involvement of secondary school head teachers in the oversight and execution of the curriculum in Kenya. The researchers utilized qualitative research methods, including an empirical evaluation of pertinent scholarly articles and the TSC Act, to establish the appropriate approach for implementation. The researchers deduced from the collections that there exists a robust correlation between curriculum implementation and curriculum supervision, encompassing the exchange of information, performance monitoring, and problem resolution. The researchers also discovered that the function of head teachers in secondary schools as instructional supervisors is crucial and should not be underestimated, particularly in relation to curriculum implementation.

Studies conducted by Hardman (2018), Le Masurier and Corbin (2016), Morgan and Hansen (2018), Odiango (2012), and Mwisukha, Rintaugu, Kamenju, & Wanderi (2014) concur that institutional factors have an impact on the implementation of physical education (PE). Conversely, research conducted by Dwyer et al. (2013), Ennis (2011), and Joseph and Alexander (2014) suggest that a lack of commitment and prioritization is the primary cause for the absence of PE implementation in schools. Lack of instructional supervision in physical education activities leads to a lack of dedication among physical education teachers and consequently results in a lack of effort among pupils. Inadequate oversight leads to the

probable omission of physical education (PE) classes by teachers, which hinders the proper execution of the curriculum.

2.3.4 Time Allocated and Implementation of PE Curriculum

According to Andanje et.al. (2014), physical education is given a smaller number of classes compared to other academic disciplines in Kenya. According to the findings in the worldwide journal of Education and Research, the participants concurred that Physical Education (PE) should get an equal number of class periods per week as the other subjects. According to the MOE circular of 2021, students in form one and two receive one hour of allotted time per week, whereas students in form three and four receive two hours per week. As to Akala (2021), Physical Education (PE) receives a limited number of hours and is regarded with less importance by both teachers and students in comparison to other disciplines that are assessed through exams. A study conducted by Sparkes and colleagues (2018) corroborates the findings of Akala (2021) that physical education (PE) is often disregarded and given little importance by teachers and other individuals involved in the field. According to Joseph and Alexander (2014), the excessive curriculum limits instructors' ability to plan and carry out physical education activities, as well as discuss the state of students' health. In a study conducted in Kenya by Wanyama (2011) titled 'The challenges of teaching physical education: a comparison of the experiences of physical education teachers in Kenya and Victoria (Australia)', it was found that physical education teachers face significant difficulties in delivering substantial content within the limited forty-minute class duration. As a result, they often resort to providing students with a ball to play with while assuming the role of umpires.

In a study conducted by Muinde (2018), the objective was to determine the elements that influence the implementation of PEC (Positive Education Curriculum) in secondary schools. The study employed a descriptive study design and employed questionnaires as the primary data gathering tool, specifically targeting head teachers and lesson teachers. Observational

techniques were employed to examine the accessibility of physical education equipment, facilities, and games. The investigation utilized content analysis and revealed that insufficient facilities and equipment in schools, a severe scarcity of qualified physical education instructors, and insufficient time given for physical education on the timetable are some of the reasons impeding the successful implementation of the physical education curriculum in schools. The study proposed an increase in the allocation of time for physical education and the training of additional physical education instructors to ensure that the subject is given same importance as other disciplines that are assessed through examinations. Joseph and Alexander (2014) conducted a study in Bomet, Kenya and discovered that the main issue affecting physical education (PE) is the absence of dedication and prioritizing towards PE activities in schools. This results in PE time being used for other activities.

In a separate study conducted by Mungai (2015) in Nyandarua County, the author investigated the teachers' perspectives regarding the impact of financial resources and facilities, the amount of time dedicated to physical education, and the proficiency of physical education teachers on the execution of the physical education curriculum in public secondary schools. The research design employed in this study, like Muinde's (2018) study, was a descriptive survey. The target population consisted of 1824 teachers, including 100 head teachers and 1,724 teachers, who were affiliated with public secondary schools in Nyandarua County. A stratified random sample technique was utilized to select 40 schools, while a purposive sampling technique was implemented to select the school principals and teachers, resulting in a total of 120 respondents. The data was analyzed using descriptive statistics through the utilization of SPSS version 22. The findings indicated that the allocation of finances, availability of facilities, time allocation for physical education, and the competence of physical education teachers are significant elements that impact the implementation of the

physical education curriculum in secondary schools. The report suggested, among other recommendations, that additional time should be given to physical education (PE) sessions.

Dudley and Burden (2019) observed that the excessive focus on standardized testing has greatly reduced the amount of time dedicated to physical education in the curriculum. The study conducted an empirical examination of the literature to examine the impact of increasing the amount of time dedicated to physical education (PE) in the curriculum. Meta-analyses were used to estimate the average effect of this change on student learning. Upon analyzing the findings of six experiments without any extra intervention, the researchers noted a combined effect size of 0.41 standard deviations on student learning, encompassing cognitive, emotional, and psychomotor learning outcomes. The meta-analyses were based on evidence from physical education programs conducted in elementary and secondary schools in four OECD nations. The data also demonstrated a discrepancy in the learning outcomes across the three learning areas. This study is based on the findings of Dudley and Burden, and aims to investigate the potential impact of time allocation to physical education (PE) on the implementation of the PE curriculum in Kisumu Central Sub County.

Based on the literature study, insufficient time allocation to Physical Education (PE) due to excessive focus on courses that can be tested leads to reduced teacher-student contact hours during PE lessons. Additionally, it reduces the amount of time that students have available for practicing and participating in games as outlined in the syllabus. In addition, insufficient time dedicated to the topic fosters a perception and mindset among students that Physical Education is of lesser significance in comparison to other disciplines, resulting in a lack of enthusiasm among learners.

2.4 Summary of Literature Review

The literature study emphasizes the impact of institutional elements, such as financial sufficiency, physical infrastructure, instructional oversight, and assigned time for physical education, on the execution of physical education curriculum in schools. According to Guatam (2015), Joseph and Alexander (2014), Wee, Cheng, and Chin (2021), and Orodho and Nyangiya (2014), the consensus is that sufficient financing to get resource materials is essential for the learning and implementation of physical education (PE). This implies that insufficient allocation of financial resources restricts the ability to hire a sufficient number of physical education (PE) instructors and acquire the necessary resources for teaching and implementing the PE curriculum.

According to Lawson (2021) and Longman (2012), the presence and effective use of physical facilities and equipment for physical education are essential for enhancing productivity and achieving good performance. Ngeti, Bulinda, and Bukhala (2018), Sani (2019), and Mwangi, Ong'ang'a, and Wamutitu (2019) all independently affirm in their own research that the presence of physical education facilities improves the quality of physical education. Although the existing studies did not specifically examine Kisumu Central Sub County, this study is necessary to address this research gap. An apparent discrepancy is that the Kenyan government offers financing for the acquisition of physical education teaching and learning materials. However, the allocated funding is insufficient due to schools having additional pressing demands. Prior research on the impact of institutional determinants on the implementation of physical education (PE) curriculum has focused on specific variables, but not specifically in Kisumu Central Sub County. The study aims to examine the institutional elements that impact the implementation of the physical education curriculum in secondary schools in Kisumu Central Sub County.

2.5 Theoretical Framework

The study employed the Experiential Learning Theory. David Kolb initially proposed this idea in 1984, drawing inspiration from both social learning theory and Piaget's idea of Human Intellectual Development. The theory of experiential learning stresses the acquisition of knowledge by active engagement in practical experiences, enabling learners to effectively retain information and recall factual details. The ELT theory is executed through a four-stage process. The initial two phases emphasize learning and reflective observation, with a focus on acquiring expertise through experience. The latter two stages prioritize conceptualization and active experimentation to apply the acquired information. This theory is applicable to this research since the PE theory is acquired during the initial two stages, while the PE practical component involves sports, games, and activities that are explored in stages three and four. The authors believe that effective learning occurs as the learner progresses through the cycle of experiential learning theory. This theory served as the basis for this study, enabling physical education (PE) teachers to generate opportunities for students to engage in hands-on experiences during PE lessons. Additionally, it emphasized the importance of school administration in establishing PE environments equipped with facilities and equipment, where learners can effectively apply their acquired knowledge through collaborative teamwork.

2.6 Conceptual Framework

The conceptual framework establishes an abstract connection between the dependent variable and the independent variables. The dependent variable in this case is the implementation of the physical education curriculum, while the independent variables are the institutional determinants. Figure 2.1 depicts this. The figure indicates the process and the variable that is being affected by an arrow. Finances given to physical education (PE), including PE facilities

and equipment, instructional supervision, and time allocated to PE, have the ability to impact the execution of the PE curriculum.

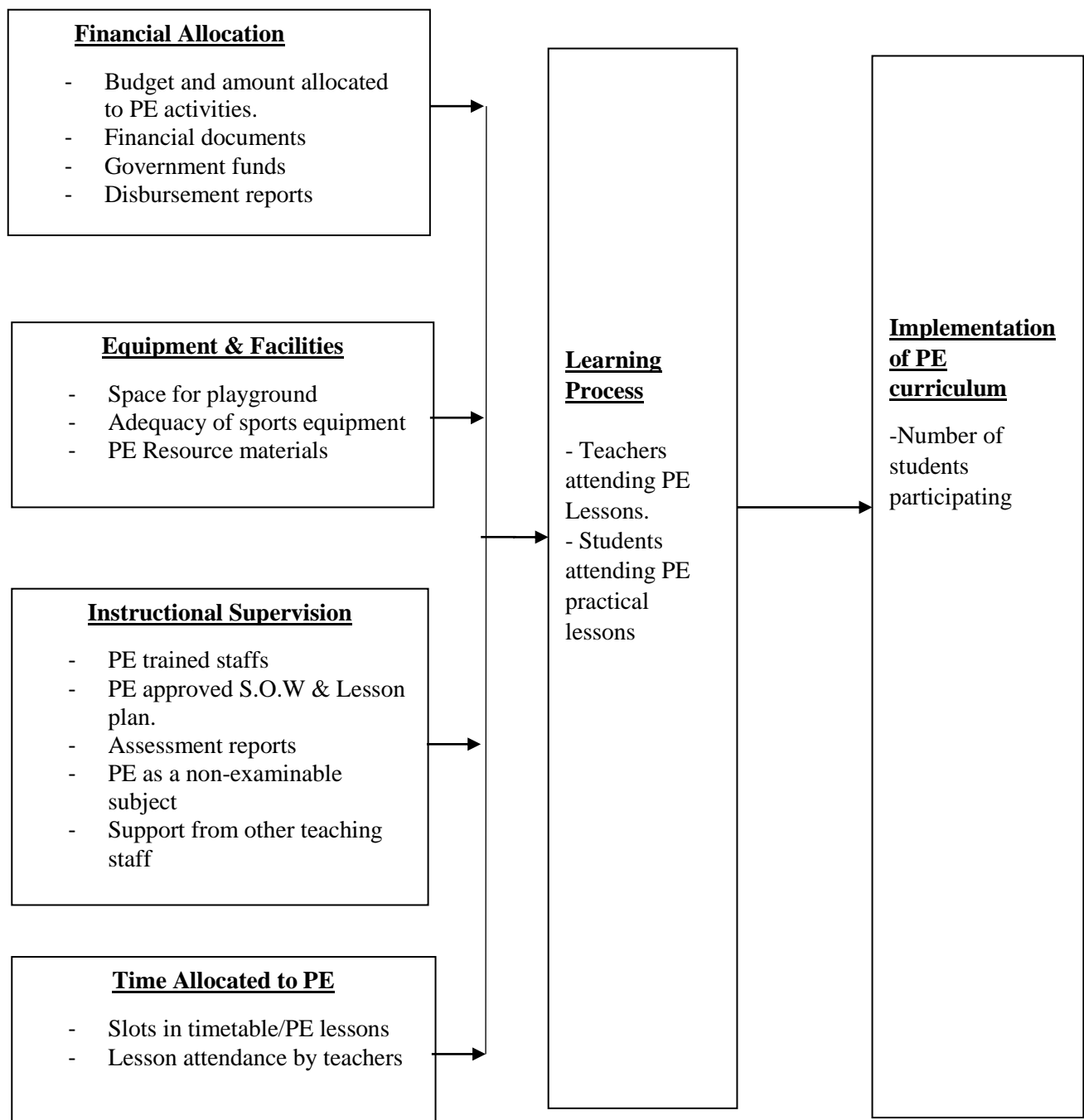


Figure 2.1: Interrelatedness of institutional factors and implementation of physical education curriculum

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter provides an overview of the research design utilized in the study, including details on the target population, sample size, and sampling strategy. It also discusses the research instruments used, their validity and reliability, the data collection procedure, the techniques employed for data analysis, and the ethical issues taken into account.

3.2 Research Design

The study utilized a descriptive survey design as it entailed gathering information from individuals through their responses to inquiries. Mugenda & Mugenda (2003) define a descriptive design as a research approach that seeks to elucidate and depict the current condition of affairs, followed by the presentation of the obtained results. Sohil (2019) states that descriptive investigations aim to obtain relevant and accurate information about the state of phenomena and, whenever possible, to derive valid general conclusions from the data obtained. Descriptive surveys involve documenting, evaluating, interpreting, and reporting existing situations without changing variables or orchestrating occurrences. Kothari (2004).

3.3 Target Population

Based on the Kisumu County Education records for 2022, Kisumu Central Sub-County is home to 13 public secondary schools. These schools have a combined student population of 9697 and are staffed by 343 instructors (see to appendix V). The target population of this study consisted of all 13 public schools. The schools consisted of both residential and day schools. All 13 schools were equally eligible for inclusion in the study, regardless of whether they were girls' schools, boys' schools, or mixed schools. The participants consisted of teachers responsible for physical education or extracurricular activities and sports at their

individual schools, principals, students, and the sub county Quality Assurance and Standards Officer (QASO).

3.4 Sample Size and Sampling Procedure

As stated by Orodho (2010), a sample refers to a tiny portion of the overall population that is considered to be a representation of the complete population. The sample size for the student's stratum was determined according to the guideline provided by Mugenda and Mugenda (2003), which suggests that a sample size ranging from 10% to 30% of the population is an appropriate representation for research purposes. In this situation, a minimum sample size of 10% is recommended for big populations, while a sample size of 30% is recommended for small populations. For this study, a random sample of 10% of the student population and 15% of the teachers were selected. The sample size for the study was 163 respondents, as indicated in table 3.1.

This study utilized a hybrid approach of stratified sampling and purposive sampling to determine the sample size. Stratified techniques were employed to categorize respondents into distinct groups, including PE teachers, principals, students, and Quality Assurance and Standards Officer, who possess knowledge and understanding of the factors that affect the implementation of PE curriculum in secondary schools. Purposive sampling technique was used to select the specific teachers responsible for physical education, co-curricular activities, and sports in the school. The researcher conducted an in-depth interview with the sub county quality assurance and standards officer to gather information about the current status of Physical Education curriculum implementation in the sub county.

Table 3.1: Sample Size

Target Respondents	Sample Size
Principals	13
PE teachers	52
Quality Assurance and Standards Officer (QASO)	1
Students (10% of population)	97
Total	163

3.5 Research Instruments

For data collection in this study, three instruments were utilized: a key informant interview guide (KII) to conduct interviews with the sub county Quality Assurance and Standards Officer and the students participating in the focus group discussion, as well as a questionnaire for principals and PE teachers. The interview guide instrument included open-ended questions to enable the researcher to get qualitative data with greater depth from the key informant and the students, who are the consumers of the curriculum. The inquiries addressed the impact of financial allocations, facilities and equipment, instructional supervision, and assigned time on the execution of the physical education program.

The questionnaire was structured into six primary sections as outlined below. Section one collected biographical information, section two focused on the influence of financial allocations to physical education (PE) on the implementation of the PE curriculum, section three addressed the influence of facilities and equipment on the implementation of the PE curriculum, section four examined the influence of instructional supervision on the implementation of the PE curriculum, and section five investigated the influence of time allocated to PE lessons on the implementation of the PE curriculum in secondary schools in Kisumu Central Sub County.

3.5.1 Validity of the Instruments

According to Creswell (2014), validity refers to the correctness, meaningfulness, and technical soundness of an instrument. Content validity was employed to demonstrate the degree to which the instrument precisely assesses its intended measurement. The content's validity was assessed using expert judgment, which evaluated how well the measuring tools conformed to the requirements. In order to assure the accuracy and reliability of the measure, extensive consultation with supervisors was conducted to ensure the inclusion of all relevant

components. In order to ensure face validity, the questions were meticulously formatted to enhance clarity.

3.5.2 Reliability of the Instruments

Reliability, as defined by Johnson and Christensen (2012), refers to the extent to which a research instrument produces consistent results when tested repeatedly. The test-retest technique was utilized to assess the reliability of the instruments, involving two principals, eight teachers, and eight students from two pilot schools. The assessment was conducted after a two-week delay. The schools were omitted from the primary investigation. The reliability of the instruments was assessed using Pearson's correlation coefficient. The following formula was utilized;

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{(n\sum y^2) - (\sum x)^2}[n\sum y^2 - (\sum y)^2]}$$

$$r = \frac{(18 - 17.3)(14 - 12.2) + (17.3 - 17.3)(12.2 - 12.2)}{\sqrt{(18 - 17.3)^2 + (17.3 - 17.3)^2}\sqrt{(14 - 12.2)^2 + (12.2 - 12.2)^2}} = 0.866$$

Where:

r- Pearson product-moment correlation coefficient

n- Number of observations

x- Results from the first test

y- Results from the second test

The obtained correlation coefficient of 0.87 indicates that the instruments were deemed extremely dependable. Kothari (2011) states that a dependability over 0.7 is considered acceptable.

3.6 Data Collection Procedure

By obtaining administrative approval, physical questionnaires were delivered to the sampled schools. These surveys were intended to be completed by the principal and selected PE teachers. The purpose of the focus group discussion guide was to gather data from 13 schools in Kisumu Central Sub County. The researcher had the chance to visit the office of the sub county QASO for an interview. The study utilized both telephonic and in-person interviews.

3.7 Data Analysis Techniques

The study tools were evaluated to ensure the accuracy of respondents' responses. Descriptive statistics were employed. Tables were employed to succinctly summarize the results for descriptive statistics. The Pearson's product moment correlation coefficient was employed to enhance its significance. The quantitative data was analyzed using the Statistical Package of Social Sciences (SPSS) and then given as frequency counts and percentages. The information was displayed in tabular format. The qualitative data collected from open-ended questions and interviews was analyzed thematically, in accordance with the research goals.

3.8 Ethical Considerations

This study adhered to ethical norms during its planning and execution. Prior to commencing the study, ethical approval was acquired from the University of Nairobi Ethics Clearance Committee, and a permission letter was issued. Subsequently, the National Commission for Science, Technology and Innovation (NACOSTI) was approached to get the research license. Prior to initiating data collecting, authorization was obtained from the Ministry of Education, and the County Governor and County Commissioner were duly informed. The researchers

requested permission from the school administration office to conduct the study at the schools. Study participants were requested to engage in the study on a voluntary basis. The information obtained was solely utilized for the purpose of this study.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

4.1 Introduction

This chapter offers the results of the study on the institutional elements that affect the implementation of the physical education curriculum in public secondary schools in Kisumu Central Sub-County. It also includes the analysis and interpretation of these findings. Data was collected using three different types of data devices. The data collection methods used in this study included questionnaires for principals and instructors, focus group discussions (FGDs) with students, and an interview schedule for the Quality Assurance and Standards Officer (QASO). The research data was evaluated using both quantitative and qualitative methods, specifically employing descriptive and correlation designs. The data analysis includes the instrument return rate, demographic information of the respondents, and data analysis and interpretation. The findings are presented in accordance with the study's objectives.

4.2 Instrument return rate

This study utilized three distinct sets of research equipment to gather data. Questionnaires were administered to principals and instructors, focus group discussions were conducted with students, and key informant interviews were carried out with Quality Assurance and Standards Officers (QASOs). The following table displays the questionnaires that were returned and completed in their whole.

Table 4.1 Questionnaire return rate.

Type of Instrument	Number		Return
	Administered	Number Returned	Rate (%)
Principals	13	12	92.3
PE teachers	52	52	100.0
QASO	1	1	100.0
Students	97(10 groups)	10	100.0

Table 4.1 indicates that the surveys from principals were completed in their whole at a rate of 92.3%, while the teacher's questionnaire, students' focus group discussions (FGDs), and key informant interviews (KIIs) for the Quality Assurance and Standards Office (QASO) were all returned fully completed at a rate of 100%. Mugenda and Mugenda (2003) state that a response rate of 50% is sufficient for analysis and reporting, while a rate of 60% is considered good, and a response rate of 70% or more is deemed great. The response rate was deemed exceptional.

4.3 Demographic Information of Respondents

This section provides details regarding the demographic attributes of the participants.

4.3.1 Responses on the type of the school

Type of School	Frequency	Percentage	Principals
Boys	1	7.7	and teachers
Girls	2	15.4	were
Mixed	10	76.9	required to
Total	13	100	

indicate the type of their schools. Data collected was tabulated in Table 4.2

Table 4.2 Responses on the type of the school

According to the data in table 4.2, a significant majority (76.9%) of principals and teachers stated that the majority of schools in Kisumu Central Sub County are mixed day secondary schools. This could potentially impact the implementation of the physical education curriculum, as boarding institutions tend to have more resources compared to day schools.

4.3.2 Principals' and teachers' gender

Type of School	Frequency		Percentage	
Boys	1		7.7	
Girls	2		15.4	
Mixed	10		76.9	
Gender	Principals		Teachers	
	F	%	F	%
Male	9	75.0	40	76.9
Female	3	25.0	12	23.1
Total	12	100.0	52	100.0

Principals and teachers were to indicate their gender since gender was viewed

important to see their distribution in schools. Data was collected and tabulated in Table 4.3.

Table 4.3 Respondents' Gender

According to the data in table 4.2, a significant majority (76.9%) of principals and teachers stated that the majority of schools in Kisumu Central Sub County are mixed day secondary schools. This could potentially impact the implementation of the

physical education curriculum, as boarding institutions tend to have more resources

compared to
day schools.

Level of Education	Principals		Teachers	
	F	%	F	%
Diploma	0	0.0	4	7.7
Bachelors	10	83.0	36	69.2
Masters	2	16.7	12	23.1
Total	12	100.0	52	100.0

4.3.3 Principals' and Teachers' Level of Education

Principals and teachers were to indicate their academic qualification. Data collected are tabulated in Table 4.4.

Table 4.4: Level of education

4.3.4 Duration in their Current Station

Data on the duration the teachers had been in their current stations was also gathered and results presented in Table 6.

Table 4.5: Duration in Their Current Station

The information on duration one had been in the current station was deemed necessary as a way of ensuring that the teachers who participated in the study had been in the schools for a reasonable period and thus conversant with what goes on in

Duration (Years)	Principals		Teachers	
	F	%	F	%
Below 5	7	58.3	8	15.4
6-9	4	33.3	16	30.8
10-14	1	8.4	24	46.1
Above 15	0	0.0	4	7.7
Total	12	100.0	52	100.0

majority principals had been there below five years while majority teachers (53.8%) had been there for more than 10years which is a reasonable time to have deeper knowledge on what happens in those schools.

4.3.5 Principals and Teachers' Age

Principals and teachers were also required to indicate their age brackets. Data was collected and tabulated in table 4.6 below: -

Table 4.6. Distribution of Principals and Teachers by Age

Age (Years)	Principals		Teachers	
	F	%	F	%
Below 30	0	0.0	4	7.7
31-40	0	0.0	28	53.9
Above 40	12	100.0	20	38.4
Total	12	100.0	52	100.0

According to Table 4.6, all of the principals were over the age of 40.

The age distribution of PE teachers spanned a broad spectrum. Specifically, 7.6% were less than 30 years old, 53.9% were aged between 31 and 40 years, and 38.4% were older than 40 years. The findings suggest that, on average, principals tend to be older than teachers. This might be linked to the prerequisite of possessing adequate managerial abilities and experience in the field of education before being appointed as a principal (Teachers Service Commission, 2010). The findings indicated that a significant proportion (61.5%) of physical education teachers were youthful, with an age below 39 years. This outcome is predictable given that physical education entails a significant amount of physical exertion, hence necessitating relatively youthful PE instructors.

4.4 Findings from the Study Objectives

This section gives information on the views from the principals and teachers' questionnaires, FGDs for students and KII for QASOs which were based on the four research questions which are:

- i. What is the influence of financial allocations to PE on implementation of PE curriculum in secondary schools in Kisumu Central Sub County?
- ii. How does availability of facilities and equipment influence implementation of PE curriculum in secondary schools in Kisumu Central Sub County?
- iii. To what extent does instructional supervision influence implementation of PE curriculum in secondary schools in Kisumu Central Sub County?
- iv. What is the influence of time allocated to PE lessons on implementation of PE curriculum in secondary schools in Kisumu Central Sub County?

4.4.1 Influence of financial allocation to PE on PE implementation

The aim of this study was to examine the impact of funding allocation on the execution of the Physical Education curriculum. The provision of financial resources is essential for the execution of the PE curriculum in schools as it ensures that children receive high-quality physical education. It affects the accessibility of skilled personnel, infrastructure, equipment, safety protocols, and the overall efficacy of the program. The next sections present the findings obtained from different groups of respondents.

Table 4.7 Responses of Principals on Financial Allocation and Implementation of PE Curriculum

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean
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	F	%	F	%	F	%	F	%	F	%	
Schools include in their budget funds for implementing the PE curriculum.	0	0.0	0	0.0	3	25.0	7	58.3	2	16.7	3.92
The government provides funds for PE.	3	25.0	2	16.7	2	16.7	5	41.7	0	0.0	2.75
Schools mobilize funds for PE from other sources besides parents and the government.	4	33.3	7	58.3	1	8.3		0.0	0	0.0	1.75
							0				
Funds available in schools is enough to provide the required PE equipment.	5	41.7	6	50.0	0	0.0	1	8.3	0	0.0	1.75
The funds allocated is able to cater for the PE needs in terms of equipment and materials for both male and female students.	5	41.7	6	50.0	1	8.3	0	0.0	0	0.0	1.67
The funds for PE are always available whenever required	7	58.3	4	33.3	1	8.3	0	0.0	0	0.0	1.50
The funds in school is enough to repair and maintain PE equipment and facilities.	3	25.0	5	41.7	1	8.3	2	16.7	1	8.3	2.42
The funds allocated for PE in school are used for the intended purpose.	0	0.0	5	41.7	7	58.3	0	0.0	0	0.0	2.58

N=12

Table 4.7 displays that most principals expressed disagreement with several claims regarding the financial application and implementation of the PE curriculum. Schools secure funding for physical education from sources other than parents and the government (58.3%). The funds currently available in schools are sufficient to provide the necessary equipment for physical education (50.0%). The allocated funds adequately meet the equipment and material

needs for both male and female students (50.0%). The funds for physical education are consistently accessible whenever needed (58.3%). The funds in schools are adequate for repairing and maintaining physical education equipment and facilities (66.7%). The percentage of principals who agreed with the statement that the government provides finances for physical education (PE) was 41.7%, with a mean (M) of 2.75. The majority of principals (58.3%) concurred that schools should allocate cash in their budget to implement the Physical Education (PE) curriculum, with an average rating of 3.92. When surveyed about the utilization of funds designated for physical education in schools, 41.7% expressed disagreement, while 58.3% remained neutral.

Table 4.8 Responses of Teachers on financial allocation and Implementation of PE Curriculum

Statement	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Mean
	F	%	F	%	F	%	F	%	F	%	
Schools include in their budget funds for implementing the PE curriculum.	2	3.8	0	0.0	8	15.4	37	71.2	5	9.6	3.83
The government provides funds for PE.	8	15.4	12	23.1	8	15.4	24	46.2		0.00	2.92
Schools mobilize funds for PE from other sources besides parents and the Government.	9	17.3	35	67.3	5	9.6	0	0.0	1	1.9	2.06
Funds available in schools is enough to provide the required PE equipment.	28	53.8	20	38.5	0	0.0	4	7.7	0	0.0	1.62

The funds allocated is able to cater for the PE needs in terms of equipment and materials for both male and female students.	24	46.2	16	30.8	8	15.4	4	7.7	0	0.0	1.85
The funds for PE are always available whenever required	32	61.5	13	25.0	4	7.7	2	3.8	1	1.9	1.60
The funds in school is enough to repair and maintain PE equipment and facilities.	16	30.8	24	46.2	3	5.8	8	15.4	1	1.9	2.12
The funds allocated for PE in school are used for the intended purpose.	0	0.0	16	30.8	36	69.2	0	0.0	0	0.0	2.69

N=52

The findings from Table 4.8 indicate that a significant proportion of teachers (71.2%, M=3.83) agreed that schools allocate monies in their budget for the implementation of the Physical Education (PE) curriculum. Additionally, 46.2% of teachers (M=2.92) reported that the government provides financial support for PE. The majority of teachers expressed disagreement with several statements regarding the funding of physical education (PE) in schools. These statements include: schools obtain funds for PE from sources other than parents and the government (67.3%, M=2.06), the funds currently available in schools are sufficient to provide the necessary PE equipment (53.8%, M=1.62), the allocated funds adequately meet the PE needs in terms of equipment and materials for both male and female students (46.2%, M=1.85), the funds for PE are consistently available when needed (61.5%, M=1.60), and the funds in schools are adequate for repairing and maintaining PE equipment and facilities (46.2%, M=2.12). A significant proportion of instructors, specifically 36 (69.2%), expressed a neutral stance about the utilization of granted funding for Physical Education (PE) in schools for their intended purpose.

Based on the Focus Group Discussion with students, all of the students (100%) unanimously acknowledged that insufficient budget allocation towards the implementation of the Physical Education (PE) curriculum is the primary obstacle that impedes the implementation of the PE syllabus in their schools. Quoting verbatim, a student expressed that "No, the funds are never sufficient." Another student further contributed that the primary obstacle to implementing the physical education curriculum in their school is the "constrained funding, which hinders successful implementation." In the interview, the quality assurance officer identified the primary problems of implementing the PE syllabus in institutions as a shortage of resources, inadequate funding for learning and teaching facilities, and a lack of human resources.

This demonstrates that the government provides funding for the implementation of physical education curriculum in schools, however the allocated money may not be sufficient. This discovery corroborates the observations made by Shehu (2009) that insufficient financial resources have diminished the prestige of physical education in Botswana. This finding is consistent with the research conducted by Onyenchu (2006), which concluded that in order for organizations to operate well, it is necessary to provide sufficient funding. Allocating funds for physical education within the school's budget signifies a dedication to fostering the comprehensive growth of pupils, encompassing not only their intellectual requirements but also their physical and psychological welfare.

These results clearly indicate that the majority of respondents felt that adequate funding is necessary for the successful implementation of the PE program. Implementing a curriculum successfully becomes challenging when the school system is constrained by low finances.

4.4.2 Influence of Availability of Facilities and Equipment on Implementation of PE

Curriculum

The study's second objective examined the impact of the availability of facilities and equipment on the execution of the PE Curriculum. The presence of physical education facilities and equipment significantly influences the execution of the physical education curriculum in schools. The subsequent analysis encompasses the insights gathered from principals, teachers, and students:

Table 4.9 Responses of Principals on Availability of Facilities and Equipment's and Implementation of PE Curriculum

Statement	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Mean
	F	%	F	%	F	%	F	%	F	%	
School has adequate indoor and outdoor facilities and equipment for PE lessons.	2	16.7	9	75.0	1	8.3	0	0.0	0	0.0	1.92
School has adequate open space for sporting and PE activities.	3	25.0	7	58.3	0	0.0	2	16.7	0	0.0	2.08
The school is able to implement the PE curriculum because there are enough equipment/facilities.	2	16.7	6	50.0	1	8.3	3	25.0	0	0.0	2.42
The school has enough PE reference materials, equipment's/facilities.	2	16.7	8	66.7	1	8.3	1	8.3	0	0.0	2.08
Lack of basic materials in school is a major drawback to PE in school	0	0.0	0	0.0	0	0.0	7	58.3	5	41.7	4.42
It is fun conducting PE lessons as school has variety	1	8.3	7	58.3	0	0.0	1	8.3	3	25.0	2.83

equipment/facilities.

School face a lot of challenges during PE lessons because the equipment/facilities are obsolete.	0	0.0	0	0.0	2	16.7	4	33.3	6	50.0	4.33
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PE equipment/facilities are always available to users anytime they are required	3	25.0	5	41.7	0	0.0	4	33.3	0	0.0	2.42
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N=12

The results from Table 4.9 indicate that a majority of the principals disagreed with the statement that schools have sufficient indoor and outdoor facilities and equipment for physical education (PE) lessons (75.0%, M=1.92). Additionally, most principals also disagreed that schools have adequate open space for sporting and PE activities (58.3%, M=2.08). Half of the principals expressed that the school is unable to implement the PE curriculum due to insufficient equipment and facilities (50.0%, M=2.42). Furthermore, two-thirds of the principals disagreed that the school has enough PE reference materials, equipment, and facilities (66.7%, M=2.08). Similarly, a majority of the principals disagreed that conducting PE lessons is enjoyable because the school has a variety of equipment and facilities (58.3%, M=2.83). Lastly, less than half of the principals agreed that PE equipment and facilities are always available when needed (41.7%, M=2.42). The majority of principals (58.3%, M=4.42) concurred that the absence of essential resources in schools significantly hinders physical education (PE) programs. Additionally, they noted that schools have numerous difficulties during PE courses due to outdated equipment and facilities (50.0%, M=4.33).

Table 4.10 Responses of Teachers on Availability of Facilities and Equipment’s and Implementation of PE Curriculum

Statement	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Mean
	F	%	F	%	F	%	F	%	F	%	
School has adequate indoor and outdoor facilities and equipment for PE lessons.	9	17.3	32	61.5	11	21.2	0	0.0	0	0.0	2.04
School has adequate open space for sporting and PE activities.	15	28.8	34	65.4	0	0.0	3	5.8	0	0.0	1.83
The school is able to implement the PE curriculum because there are enough equipment/facilities.	12	23.1	28	53.8	4	7.7	8	15.4	0	0.0	2.15
The school has enough PE reference materials, equipment's/facilities.	10	19.2	27	51.9	4	7.7	9	17.3	2	3.8	2.35
Lack of basic materials in school is a major drawback to PE in school	1	1.9	3	5.8	0	0.0	27	51.9	21	40.4	4.23
It is fun conducting PE lessons as school has variety equipment/facilities.	4	7.7	35	67.3	0	0.0	5	9.6	8	15.4	2.58
School face a lot of challenges during PE lessons because the equipment/facilities are obsolete.	0	0.0	0	0.0	9	17.3	29	55.8	14	26.9	4.10
PE equipment/facilities are always available to users anytime they are required	6	11.5	31	59.6	0	0.0	15	28.8	0	0.0	2.46

N=52

The findings from Table 4.10 indicate that a majority of the teachers expressed disagreement regarding the adequacy of indoor and outdoor facilities and equipment for PE lessons (61.5%, M=2.04). Similarly, they disagreed that schools have sufficient open space for sporting and

PE activities (65.4%, M=1.83). Furthermore, the teachers believed that the school is unable to effectively implement the PE curriculum due to a lack of equipment and facilities (53.8%, M=2.15). They also expressed that the school lacks sufficient PE reference materials, equipment, and facilities (51.9%, M=2.08). Additionally, the teachers did not find it enjoyable to conduct PE lessons as the school lacks a variety of equipment and facilities (67.3%, M=2.58). Lastly, they reported that PE equipment and facilities are not always available when needed (59.6%, M=2.46). The majority of principals (51.9%, M=4.23) concurred that the absence of essential resources in schools significantly hampers physical education (PE) programs. Additionally, a significant proportion (55.8%, M=4.10) said that schools encounter several obstacles during PE courses due to outdated equipment and facilities.

The students' perspectives on the impact of the availability of facilities and equipment on the implementation of the physical education curriculum in their schools, as gathered from the Focus Group Discussions, are as follows: -A student expressed the need for the school to provide additional amenities for physical education and suggested the employment of a dedicated physical education instructor.

The primary obstacles to executing the PE syllabus are the insufficiency of resources, such as reference materials, and the shortage of PE teachers in the school.

Based on the interview with the Quality Assurance Officer, it is clear that the PE resource materials and facilities in secondary schools within the sub-county are insufficient. Quoting his precise statement, he expressed that "the majority of schools lack adequate indoor facilities, and their outdoor facilities are in a state of disrepair." He additionally emphasized that establishing a suitable structure for incorporating Physical Education as an examinable subject would greatly enhance the implementation of the PE curriculum in secondary schools. When questioned about the government's stance about the requirements for physical

education facilities and equipment during school registration, he responded that it is considered a "standard field". In addition, he stated that "a field" refers to the essential physical education facilities and equipment that a school should possess.

Based on these results, it is evident that the majority of the participants concur that the presence of facilities and equipment plays a significant role in creating a favorable and stimulating learning atmosphere that motivates students to embrace a physically active and health-conscious lifestyle.

The findings corroborate Anyakogu's (2002) assertion that a correlation exists between the presence of school facilities and the execution of the school curriculum. This discovery demonstrates that in order for physical education curriculum to be effectively executed, schools must possess an adequate amount of facilities and equipment. Pennie (2000) noted that the lack of facilities and equipment hampers the implementation of the physical education curriculum. Similarly, Kenpro (2010) argues that the absence of facilities also hinders the implementation of the program. Hence, it is imperative to invest in and uphold suitable facilities and equipment in order to effectively execute a physical education curriculum.

4.4.3 Influence of Instructional Supervision and Implementation of PE curriculum

The aim of this study was to examine the impact of instructional supervision on the implementation of the physical education curriculum. The subsequent analysis encompasses the insights derived from principals, teachers, and students:

Table 4.11 Responses of Principals on Instructional Supervision and Implementation of PE curriculum

Statement	Strongly	Disagree	Neutral	Agree	Strongly
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	Disagree						Agree				Mean
	F	%	F	%	F	%	F	%	F	%	
School has adequate number of PE teachers to handle all classes	8	66.7	3	25.0	0	0.0	1	8.3	0	0.0	1.50
The school has a copy of PE syllabus and reference materials, equipment's and facilities	7	58.3	2	16.7	0	0.0	2	16.7	1	8.3	2.00
The number of PE lessons for each PE teacher is commensurate with the number of lessons for other examinable subjects	2	16.7	9	75.0	0	0.0	1	8.3	0	0.0	2.00
PE teachers strictly attend their lessons	5	41.7	7	58.3	0	0.0	0	0.0	0	0.0	1.58
PE teachers prepare schemes of work and lesson plans	2	16.7	8	66.7	2	16.7	0	0.0	0	0.0	2.00
Students are tested and evaluated on PE	8	66.7	4	33.3	0	0.0	0	0.0	0	0.0	1.33
Head teacher/HoDs or Head of curriculum closely supervise delivery of PE contents	6	50.0	6	50.0	0	0.0	0	0.0	0	0.0	1.50
PE equipment/facilities are always available to users anytime they are required	3	25.0	7	58.3	2	16.7	0	0.0	0	0.0	1.92

N=12

It can be observed from Table 4.11 that majority of the principals disagreed with all the statements on instructional supervision and implementation of P.E curriculum. School has adequate number of PE teachers to handle all classes (66.7%, M=1.50), the school has a copy of PE syllabus and reference materials, equipment's and facilities 958.3%, M=2.00), the number of PE lessons for each PE teacher is commensurate with the number of lessons for

other examinable subjects (75.0%, M=2.00), PE teachers strictly attend their lessons (58.3%, M=1.58), PE teachers prepare schemes of work and lesson plans (66.7%, M=2.00), students are tested and evaluated on PE (66.7%, M=1.33), head teacher/HoDs or Head of curriculum closely supervise delivery of PE contents (50.0%, M=1.50), PE equipment/facilities are always available to users anytime they are required (58.3%, M=1.92).

Table 4.12 Responses of Teachers on Instructional supervision and implementation of PE curriculum

Statement	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Mean
	F	%	F	%	F	%	F	%	F	%	
School has adequate number of PE teachers to handle all classes	33	63.5	16	30.8	0	0.0	2	3.8	1	1.9	1.50
The school has a copy of PE syllabus and reference materials, equipment's and facilities	32	61.5	17	32.7	1	1.9	2	3.8	0	0.0	1.48
The number of PE lessons for each PE teacher is commensurate with the number of lessons for other examinable subjects	28	53.8	19	36.5	0	0.0	3	5.8	2	3.8	1.69
PE teachers strictly attend their lessons	14	26.9	37	71.2	0	0.0	1	1.9	0	0.0	1.77
PE teachers prepare schemes of work and lesson plans	24	46.2	13	25.0	4	7.7	6	11.5	5	9.6	2.13
Students are tested and evaluated on PE	18	34.6	34	65.4	0	0.0	0	0.0	0	0.0	1.65

Head teacher/HoDs or Head of curriculum closely supervise delivery of PE contents	28	53.8	21	40.4	1	1.9	1	1.9	1	1.9	1.58
PE equipment/facilities are always available to users anytime they are required	9	17.3	35	67.3	7	13.5	1	1.9	0	0.0	2.00

N=52

Table 4.12 shows that majority of the teachers disagreed with all the statements on instructional supervision and implementation of P.E curriculum. School has adequate number of PE teachers to handle all classes (63.5%, M=1.50), the school has a copy of PE syllabus and reference materials, equipment's and facilities (61.5%, M=1.48), the number of PE lessons for each PE teacher is commensurate with the number of lessons for other examinable subjects (53.8%, M=1.69), PE teachers strictly attend their lessons (71.2%, M=1.77), PE teachers prepare schemes of work and lesson plans (46.2%, M=2.13), students are tested and evaluated on PE (65.4%, M=1.65), head teacher/HoDs or Head of curriculum closely supervise delivery of PE contents (53.8%, M=1.58), PE equipment/facilities are always available to users anytime they are required (67.3%, M=2.00).

According to the Focused Group Discussion with students, 90% of the students expressed their disagreement with the fact that PE lessons and activities are overseen by the head teacher or head of curriculum of education inspectors in their school, while 10% of the students approved with this arrangement. This conclusion indicates that the supervision of PE curriculum implementation is inadequate. One student proposed that in order to enhance the implementation of the physical education curriculum, teachers should offer supervision during physical education activities to ensure the active participation of all students. When surveyed about the presence of PE teachers at their school and their attendance at PE sessions, 90% of the students reacted negatively, indicating that the teachers do not attend all

PE lessons. Conversely, 10% of the students responded affirmatively, acknowledging that the professors do attend all PE lessons. The pupils reported participating in various physical education and games activities, such as football/soccer, skipping ropes, leaping, handball, netball, and athletics. When queried about the supervision of PE lessons and activities by the head teacher or head of curriculum of education inspectors in their school, 80% of respondents answered negatively, indicating their disagreement. Conversely, 20% responded affirmatively, indicating their agreement. The students expressed that their responsibility as students in the implementation of the Physical Education (PE) curriculum in their school is to actively engage in PE lessons, attend them consistently, organize their peers for these lessons, ensure that all students participate in PE events, and actively participate in games. Furthermore, when questioned about the primary obstacles of incorporating the physical education curriculum in their school, the students responded with the following concerns: "insufficient facilities," "absence of physical education instructors," "scarcity of time and resources," "challenges in implementing due to inadequate funding," and "some students exhibit a tendency to disregard physical education." "Limited equipment" and "teachers utilizing the lesson to address the curriculum of other subjects" are among the primary challenges. Regarding proposals for improving the implementation of the PE curriculum, the students provided the following suggestions:- "Students should be permitted to utilize the designated physical education (PE) time for recreational play." "Teachers should oversee and ensure active participation of all students." "Time should be designated specifically for PE activities." "Schools should provide adequate facilities for PE." "Supervision should be provided for PE lessons." "The government should hire additional PE teachers and increase the allocated resources." "A dedicated PE instructor should be employed." "The ministry should augment funding for PE and sports to facilitate the smooth functioning of the department."

Based on the interview with the Quality Assurance Officer, it is clear that secondary schools are not regularly audited to ensure the proper implementation of the Physical Education (PE) curriculum. Additionally, many school fields are not adequately maintained, which hinders the creation of a conducive atmosphere for the implementation of the PE curriculum. When questioned about whether the school's environmental conditions are conducive to implementing the PE program, he responded with a definitive "NO," citing the lack of maintenance on most of the fields. When questioned about his involvement in overseeing the implementation of physical education programs in schools, he explicitly said that he does not undertake such oversight. In summary, when questioned about his recommendations for enhancing the implementation of the physical education curriculum in secondary schools, he made the following statements:- "hiring the necessary personnel, specifically teachers who are qualified in physical education."

"Allocating sufficient funds to physical education (PE) activities", "Enhancing the capabilities of school managers to effectively implement and oversee PE activities", "Providing ample support for the supervision of PE curriculum implementation", "Assisting schools in constructing adequate PE facilities, with government support", and "Establishing a comprehensive framework for incorporating PE as an examinable subject."

Based on these findings, it is evident that supervision plays a crucial role in upholding and improving the quality of physical education (PE) programs in educational institutions. This is achieved through the provision of guidance, feedback, and support to PE teachers, enabling them to deliver exceptional physical education that contributes to the holistic development of students.

4.4.4 Influence of Time Allocated to PE Lesson and Implementation of PE Curriculum

The aim of this study was to examine the impact of the time dedicated to Physical Education (PE) lessons and the execution of the PE curriculum. The subsequent analysis encompasses the feedback provided by principals, teachers, and students:

Table 4.13 Responses of Principals on the Time Allocated to PE Lesson and how it affects PE Curriculum Implementation

Statement	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Mean
	F	%	F	%	F	%	F	%	F	%	
The amount of time allocated to PE Curriculum is adequate	1	8.3	6	50.0	0	0.0	3	25.0	2	16.7	2.92
The number of PE lessons per week meet the standard of the PE curriculum	0	0.0	5	41.7	4	33.3	2	16.7	1	8.3	2.92
Students are comfortable with the time allocated for PE lessons	0	0.0	7	58.3	1	8.3	4	33.3	0	0.0	2.75
There are enough PE teachers in the school	7	58.3	5	41.7	0	0.0	0	0.0	0	0.0	1.42
All PE lessons are attended by the PE teachers for PE lessons	2	16.7	9	75.0	0	0.0	1	8.3	0	0.0	2.00
There is a balance of time for PE theory lessons and practical lessons	3	25.0	8	66.7	1	8.3	0	0.0	0	0.0	1.83
All students are involved in PE lessons and activities	2	16.7	7	58.3	0	0.0	3	25.0	0	0.0	2.33

School managers ensure PE timetable is strictly followed 5 41.7 6 50.0 1 8.3 0 0.0 0 0.0 1.92

N=12

Table 4.13 shows majority of the principals disagreed with all the statements on time allocation and implementation of P.E curriculum. The amount of time allocated to PE Curriculum is adequate (50.0%, M=2.92), the number of PE lessons per week meet the standard of the PE curriculum (41.7%, M=2.92), students are comfortable with the time allocated for PE lessons (58.3%, M=2.75), there are enough PE teachers in the school (58.3%, M=1.42), all PE lessons are attended by the PE teachers for PE lessons (75.0%, M=2.00), there is a balance of time for PE theory lessons and practical lessons (66.7%, M=1.83), all students are involved in PE lessons and activities (58.3%, M=2.33), school managers ensure PE timetable is strictly followed (50.0%, M=1.92).

Table 4.14 Responses of Teachers on the time allocated to PE Lesson and how it affects PE curriculum implementation

Statement	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Mean
	F	%	F	%	F	%	F	%	F	%	
The amount of time allocated to PE Curriculum is adequate	4	7.7	28	53.8	0	0.0	12	23.1	8	15.4	2.85
The number of PE lessons per week meet the standard of the PE curriculum	0	0.0	32	61.5	16	30.8	4	7.7	0	0.0	2.46
Students are comfortable with the time allocated for PE lessons	0	0.0	36	69.2	4	7.7	12	23.1	0	0.0	2.54

There are enough PE teachers in the school	21	40.4	28	53.8	0	0.0	2	3.8	1	1.9	1.73
All PE lessons are attended by the PE teachers for PE lessons	19	36.5	32	61.5	0	0.0	1	1.9	0	0.0	1.67
There is a balance of time for PE theory lessons and practical lessons	18	34.6	27	51.9	5	9.6	2	3.8	0	0.0	1.83
All students are involved in PE lessons and activities	8	15.4	32	61.5	1	1.9	10	19.2	1	1.9	2.31
School managers ensure PE timetable is strictly followed	18	34.6	28	53.8	4	7.7	2	3.8	1	1.9	1.81

N=52

The data presented in Table 4.14 indicates that a significant number of teachers expressed disagreement with all the statements about time allocation and implementation of the Physical Education curriculum. The allocation of time for the PE Curriculum is deemed sufficient by 53.8% of respondents, with an average rating of 2.85. Additionally, 61.5% of respondents believe that the number of PE lessons per week meets the standard set by the PE curriculum, with an average rating of 2.46. Furthermore, 69.2% of students express comfort with the time allocated for PE lessons, with an average rating of 2.54. In terms of staffing, 53.8% of respondents believe that there are an adequate number of PE teachers in the school, with an average rating of 1.73. Moreover, 61.5% of respondents report that all PE lessons are attended by the PE teachers, with an average rating of 1.67. Regarding the balance between theory and practical lessons, 51.9% of respondents believe that there is an appropriate distribution of time, with an average rating of 1.83. Additionally, 61.5% of respondents state that all students are actively engaged in PE lessons and activities, with an average rating of

2.31. Lastly, 53.8% of respondents believe that school managers ensure strict adherence to the PE timetable, with an average rating of 1.81.

According to the Focus Group Discussion with students, all of the students (100%) expressed that PE lessons were not allocated the same amount of time as other topics. They also mentioned that head teachers do not oversee PE lessons and activities, and that there is insufficient funding for PE and sports activities in their schools. Here are some of their statements: - "The government should hire more physical education (PE) teachers and increase the duration of PE classes", "Students should be permitted to use their allocated PE time for recreational play, with teachers supervising to ensure everyone participates.

Additionally, all students should change into PE attire, as some currently participate in their regular school uniforms." When queried about the inclusion of physical education (PE) in the school calendar, 90% of the pupils affirmed its presence, while 10% expressed dissent by answering in the negative. 80% of the students in the focus group discussion expressed that Physical Education (PE) lessons were not given the same amount of attention as other subjects due to the fact that PE only has one lesson per week. Merely 20% of the pupils concurred that physical education (PE) sessions were allocated an equitable amount of time compared to other topics, asserting that PE receives 40 minutes, just like other lessons.

These results clearly indicate that the respondents concur that the amount of time dedicated to physical education (PE) classes in schools directly influences the thoroughness and excellence of curriculum execution. Adequate time allocation enables thorough coverage, the cultivation of skills, and the achievement of learning goals, whereas shorter or insufficient time may impede the success of the physical education program.

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The results are consistent with the observations made by Banks and Ayers (2003), who found that dedicating an extra hour per day to physical education programs does not have a

detrimental impact on academic performance. Hardman (2008) argued that the amount of time dedicated to physical education (PE) has been decreasing. Light (2008) believes that the time allocated for PE should be increased. Wanyama (2011) stated that teaching PE within a 40-minute timeframe in secondary schools is difficult, and increasing the time for PE can improve concentration, reduce disruptive behavior, and ultimately result in higher test scores in reading, mathematics, and writing.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings of the study. It also provides the conclusions drawn from the summary of the findings and makes recommendations on what needs to be done to enhance implementation of PE curriculum. The study also offers suggestions for further research.

The study sought to answer the following research questions:

- i. What is the influence of financial allocations to PE on implementation of PE curriculum in secondary schools in Kisumu Central Sub County?
- ii. How does availability of facilities and equipment influence implementation of PE curriculum in secondary schools in Kisumu Central Sub County?
- iii. To what extent does instructional supervision influence implementation of PE curriculum in secondary schools in Kisumu Central Sub County?
- iv. What is the influence of time allocated to PE lessons on implementation of PE curriculum in secondary schools in Kisumu Central Sub County?

5.2 Summary of Findings of the Study

The study examined the Principals, Teachers, Students and the CSO views on the influence of selected factors on the implementation of PE curriculum in secondary schools in Kisumu Central Sub County, Kenya.

The analysis and interpretation of the results presented in chapter four revealed that;

5.2.1 Demographic Characteristics

The study revealed on the demographic characteristics that: -

- i. Most of the schools in Kisumu Central Sub County are mixed day secondary schools which highly influences the implementation of physical education curriculum because boarding schools tend to be well equipped unlike day schools.
- ii. 75% of the principals who took part in the study were male and also majority of the PE teachers were male (76.9%), this may be attributed to gender imbalance in the schools in favor of males.
- iii. In terms of age, results showed that the majority (61.5%) of teachers involved in PE were young and below 39 years. This would be expected since PE involves a lot of physical activities and would expect PE teachers to be relatively young. 100% of the principals were above 40 years of age. This can be attributed to the fact that one is only appointed a principal after attaining appropriate management skills and experience in the teaching profession (Teachers Service Commission,2010).
- iv. On the duration one had been in the current station, the study indicated that majority principals had been there below five years while majority teachers (53.8%) had been there for more than 10years which is a reasonable time to have a deeper knowledge on what happens in those schools.

5.2.2 Financial allocation and Implementation of PE curriculum

Most of the respondents were of the view that funds for PE are not always available whenever they are required and that funds allocated towards PE is not able to cater for PE needs. This therefore means that PE curriculum may not be well implemented due to lack of funds. Schools need to prioritize funding for physical education since it is essential in the holistic development of students, provision of a comprehensive and high-quality education and the overall success of educational institutions.

5.2.3 Availability of Facilities and Equipment and PE curriculum Implementation

Majority of the respondents were in agreement that most schools lacked adequate indoor and outdoor facilities and equipment to implement PE curriculum.

- i. The study also found that most respondents agreed that schools do not have adequate open space for supporting PE activities.
- ii. The majority of the respondents did not agree that schools are able to implement PE curriculum because there are enough equipment/facilities.
- iii. The study also revealed that most of the respondents were of the view that PE equipment/facilities are not always available to users anytime they are required. This shows that PE curriculum implementation is hindered by lack of facilities.

5.2.4 Instructional Supervision and Implementation of PE curriculum

Majority of the respondents agreed that most schools do not have adequate PE teachers to handle all PE lessons, teachers do not attend PE lessons, teachers do not prepare schemes of work and Head teacher/HoDs or Head of curriculum do not closely supervise delivery of PE contents. This hence means that for proper PE curriculum implementation in schools adequate funding should be availed to cover recruitment of enough qualified PE teachers and frequent support supervision of the PE curriculum implementation to be provided.

5.2.5 Time allocated to PE lessons and Implementation of PE curriculum.

The study revealed that: -

- i. Most of the respondents were of the view that time allocated to PE lessons was not enough.
- ii. It was also evident that most of the respondents were of the view that students would wish that the time allocated to PE lessons be increased.

We therefore conclude that teachers find it more challenging to teach anything meaningful when the time allocated for PE is limited therefore more time needs to be allocated to physical education and more PE teachers to be trained to handle the subject with equal weight as other examinable subjects. Schools should consider allocating appropriate time to PE to ensure that students receive a well-rounded and beneficial physical education experience.

5.3 Conclusions of the Study

From the findings of the study, the following conclusions were drawn to shed light on the institutional factors that influence the implementation of physical education curriculum in public secondary schools in Kisumu Central Sub County:

To start with, adequate finances should be allocated towards PE curriculum implementation because finance enhances the implementation of curriculum, and it is difficult to implement a curriculum successfully if an education system has limited funding. Unless adequate funds are allocated to PE, implementation of its curriculum is bound to suffer. Effective leadership at the school level is also crucial for prioritizing and promoting physical education. School leadership needs to allocate resources, provide training opportunities, and create a supportive environment for physical education implementation.

Secondly, limited PE equipment and facilities is a major drawback to the implementation of the PE curriculum. Adequate resources, including sports equipment, facilities, and space, are essential for delivering high-quality physical education. Lack of resources can hinder the practical implementation of the curriculum and limit students' engagement in physical activities. This means that the teachers may not achieve the goal of PE curriculum implementation without adequate equipment/facilities.

In addition, it is important that enough time is allocated towards PE lessons because time allocated to PE is a major factor in the implementation of its curriculum. If PE is allocated

forty minutes lesson per week, PE teachers find it a big challenge to teach anything meaningful within the forty-minute period. This can only improve if more time is allocated for the PE curriculum and making PE an examinable subject.

Lastly, to enhance the implementation of physical education, policymakers and school administrators should prioritize these factors and work collaboratively to create an environment conducive to promoting students' physical well-being.

5.4 Recommendations

From the findings of the study, the following are the recommendations made:

- i. It is crucial to have effective leadership at the school level, to prioritize and promote physical education since schools with proactive leadership are more likely to allocate resources, provide training opportunities, and create a supportive environment for PE curriculum implementation.
- ii. Clear and supportive policy frameworks at the national and school level need to be put in place since they play a pivotal role in ensuring the integration of physical education within the curriculum. Strong policies guide school practices and foster a culture of physical activity.
 - i. Adequate resources should be allocated to PE for its curriculum to be implemented well.
 - ii. PE equipment/facilities should be improved and made available for students when needed.
- iii. Time allocated for PE lessons in schools to be increased.

iv. PE teachers need to be well trained so that they can possess the necessary skills to deliver engaging and effective lessons. Teacher training programs contribute to better curriculum delivery, student motivation, and skill development.

5.5 Suggestions for further research

Further research could explore the impact of these institutional factors on student outcomes and investigate strategies for overcoming barriers to effective physical education implementation.

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APPENDICES

APPENDIX I: INTRODUCTION LETTER

Mariam Kerubo Nyabira

University of Nairobi,

P.O. Box 30197-00100,

Nairobi.

Dear Sir/Madam,

RE: PERMISSION TO CONDUCT A RESEARCH STUDY IN YOUR SCHOOL

I am a post graduate student pursuing a master's degree in curriculum studies at the University of Nairobi undertaking a research on "Institutional Factors Influencing Implementation of Physical Education Curriculum in Public Secondary Schools in Kisumu Central Sub-County, Kenya." This will be a mixed methods study and will engage the principal, teachers and students sampled from public secondary schools in Kisumu Central Sub County. The purpose for this letter is to officially request for permission to engage the principal, teachers and students selected. Participation will be voluntary and all participants will be taken through the informed consent process accordingly. Opting not to take part in this study will not attract any penalties and I confirm that there shall be no risks involved. The information collected will be used purely for the intended purpose of this research and shall be treated with utmost confidentiality.

Please contact the undersigned in case of any clarifications.

Yours faithfully,

Mariam K. Nyabira

APPENDIX II-QUESTIONNAIRE FOR PRINCIPALS AND TEACHERS

This questionnaire is divided into six sections: A, B, C, D, E and F. You are requested to complete all the sections to aid the study on institutional factors influencing implementation of physical education curriculum in public secondary schools in Kisumu Central Sub-County, Kenya. The information you provide will be treated **with utmost confidentiality**.

SECTION A: BIOGRAPHICAL INFORMATION

Name of School.....

1. Type of school: Boys () Girls () Mixed ()
2. Gender: Male () Female ()
3. What is your highest level of education: Diploma () Bachelors () Masters: ()
4. For how long have you been teaching in this school?
 - Below 5 years () 5-9 years ()
 - 10 -14 years () 14 years+ ()
1. What is your age bracket?
 - 20-30 years () 31 – 40 years () Above 40 years ()

SECTION B. FINANCIAL ALLOCATION TO PE

The following statements are on how finance allocation to PE influences the implementation of its curriculum. Please indicate the degree of agreement to each of the statements by putting a tick (✓) in the cell which you think best expresses your opinion.

Use the given scale.

Key: 1= Strongly Disagree, 2 = Disagree 3= Neutral 4= Agree 5= Strongly Agree

Statement	1	2	3	4	5

1. Schools include in their budget funds for implementing the PE curriculum					
2. The Government provides funds for PE					
3. Schools mobilize funds for PE from other sources besides parents and the Government					
4. Funds available in schools is enough to provide the required PE equipment					
5. The funds allocated is able to cater for the PE needs in terms of equipment and materials for both male and female students					
6. The funds for PE are always available whenever required					
7. The funds in school is enough to repair and maintain PE equipment and facilities					
8. The funds allocated for PE in school are used for the intended purpose					

SECTION C: PE FACILITIES AND EQUIPMENT

Please tick to indicate the extent to which you agree or disagree with the following statements. Tick where appropriate

1= Strongly Disagree 2 = Disagree 3= Neutral 4= Agree 5= Strongly Agree

	Statement	1	2	3	4	5
1	School has adequate indoor and outdoor					

	facilities and equipment for PE lessons					
2.	School has adequate open space for sporting and PE activities					
3.	The school is able to implement the PE curriculum because there is enough equipment/facilities					
4.	The school has enough PE reference materials, equipment/facilities.					
5.	Lack of basic materials in school is a major drawback to PE in school					
6.	It is fun conducting PE lessons as school has variety equipment/facilities					
7.	School face a lot of challenges during PE lessons because the equipment/facilities are obsolete					
8.	PE equipment/facilities are always available to users anytime thy are required					

SECTION D: INSTRUCTIONAL SUPERVISION

Please tick to indicate the extent to which you agree or disagree with the following statements. Tick where appropriate

1= Strongly Disagree 2 = Disagree 3= Neutral 4= Agree 5= Strongly Agree

	Statement	1	2	3	4	5
1	School has adequate number PE teachers to handle all classes.					
2.	The school has a copy of PE syllabus and reference materials, equipment and facilities					
3.	The number of PE lessons for each PE teacher is commensurate with the number of lessons for other examinable subjects					
4.	PE teachers strictly attend their lessons					
5.	PE teachers prepare schemes of work and lesson plans					
6.	Students are tested and evaluated on PE					
7.	Head teacher/HoDs or Head of curriculum closely supervise delivery of PE contents					
8.	PE equipment/facilities are always available to users anytime they are required					

SECTION E: TIME ALLOCATED TO PE LESSON

Please tick to indicate the extent to which you agree or disagree with the following statements. Tick where appropriate using the key

Key: 1= Strongly Disagree 2 = Disagree 3= Neutral 4= Agree 5= Strongly Agree

	Statement	1	2	3	4	5
1	The amount of time allocated to PE Curriculum is adequate					
2.	The number of PE lessons per week meet the standard of the PE curriculum					
3.	Students are comfortable with the time allocated for PE lessons					
4.	There are enough PE teachers in the school					
5.	All PE lessons are attended by the PE teachers for PE lessons					
6.	There is a balance of time for PE theory lessons and practical lessons					
7.	All students are involved in PE lessons and activities					
8.	School managers ensure PE timetable is strictly followed					

SECTION F: IMPLEMENTATION OF PE CURRICULUM

Please tick to indicate the extent to which you agree or disagree with the following statements. Tick where appropriate

Key: 1= Strongly Disagree 2 = Disagree 3= Neutral 4= Agree 5= Strongly Agree

	Statement	1	2	3	4	5
1	The amount of finances allocated facilitate the effective implementation of PE Curriculum					
2.	Amount of budget allocated to PE ensures execution of PE activities					
3.	Adequate indoor and outdoor facilities facilitate implementation of PE Curriculum					
4.	Adequate PE equipment and sporting accessories cause implementation of PE curriculum					
5.	Strict instructional supervision ensures allocation of teachers and time for PE curriculum implementation					
6.	Strict instructional supervision ensures PE Curriculum coverage					
7.	Time allocated for PE lessons determine PE Curriculum implementation					
8.	The number of PE lessons allocated in the timetable facilitate effective implementation of PE curriculum					

THANK YOU FOR YOUR TIME

APPENDIX III: FOCUS GROUP DISCUSSION GUIDE

1. Do you have PE lessons in the school timetable?
2. Are the PE lessons given equal time allocation as other subjects? Explain
3. Do you have PE facilities and equipment in this school? If 'Yes' kindly name a few
4. In your school, are there PE curriculum reference materials within your knowledge?
5. Do you have PE teachers in the school? If 'Yes', do they attend all the PE lessons
6. Name some of the PE and games activities that you engage in during PE lessons
7. In your opinion, do you think PE and sports activities are adequately funded in your school? If 'yes' give reasons why you think so.
8. Are PE lessons and activities supervised by head teacher, head of curriculum of education inspectors in your school?
9. What is your obligation as a student in PE curriculum implementation in your school?
10. What are the main challenges of implementing PE syllabus in your school?
12. What are your suggestions on the way forward towards improving implementation of PE curriculum in your school?

APPENDIX IV: INTERVIEW GUIDE FOR CSO/QASO






1. How frequent are secondary schools inspected to ascertain implementation of PE curriculum?
2. What is the government policy on PE facilities and equipment requirement during school registration?
3. What are the minimum PE facilities and equipment a school should have?
4. What is the staff establishment of PE teachers in secondary schools in this Sub-County?
5. In your opinion, how adequate are PE resource materials and facilities in the secondary schools in this sub county?
6. Are the school environmental conditions favourable for PE curriculum implementation in your own assessment?
7. Do you undertake supervision of delivery of PE lessons in school? If 'Yes' kindly give more details on procedures
8. How many QASOs do you have on the ground? Are they adequate to monitor the quality standards?
9. What are the main challenges of implementing PE syllabus in institutions?
10. What are your suggestions on the way forward towards improving implementation of PE curriculum in secondary schools?

APPENDIX V: DISTRIBUTION OF POPULATION

SUB-COUNTY SCHOOLS	NUMBER OF STUDENTS			NUMBER OF TEACHERS		
	BOYS	GIRLS	TOTAL	MALE	FEMALE	TOTAL
Kisumu Girls	0	1056	1056	18	21	39
Kisumu Boys	1070	0	1070	20	16	36
Kisumu Day	750	0	750	20	11	31
St. Theresa's Girls	0	794	794	14	15	29
Magadi Secondary	347	303	650	14	10	24
Nanga Mixed Sec. Sch	392	293	685	10	14	24
Xaverian Mixed sec sch	350	318	668	11	15	26
Lions High School	409	421	830	15	15	30
Ken Obura Sec. sch	294	296	580	7	9	16
Joel Omino Sec sch	308	272	580	14	8	22
Joyland Special sec sch	191	243	434	12	7	19
Bishop Abiero Mixed Sch	522	428	950	15	9	24
Kudho Mixed Sec. Sch	361	289	650	12	11	23
TOTAL	4984	4713	9697	182	161	343

Source: Sub County Education Office

APPENDIX VI: RESEARCH LICENSE

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 922982	Date of Issue: 11/August/2023
RESEARCH LICENSE	
	
This is to Certify that Ms., Mariam KERUBO NYABIRA of University of Nairobi, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kisumu on the topic: INSTITUTIONAL FACTORS INFLUENCING IMPLEMENTATION OF PHYSICAL EDUCATION CURRICULUM IN SECONDARY SCHOOLS IN KISUMU CENTRAL SUB-COUNTY, KENYA for the period ending : 11/August/2024.	
License No: NACOSTI/P/23/28275	
922982	
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.	
See overleaf for conditions	

**APPENDIX VII: AUTHORIZATION FROM COUNTY DIRECTOR OF
EDUCATION**



REPUBLIC OF KENYA

**MINISTRY OF EDUCATION
State Department for Basic Education**

Telegrams: "schooling", Kisumu
Telephone: Kisumu 057 - 2024599
Email: countyeducation.kisumu@gmail.com

COUNTY DIRECTOR OF EDUCATION
KISUMU COUNTY
PROVINCIAL HEADQUARTERS NYANZA
3RD FLOOR
P.O. BOX 575 - 40100
KISUMU

When replying please quote

REF: CDE/KSM/GA/3/24/VOL.V/129

21st August, 2023


Ms. Mariam Kerubo Nyabira
UNIVERSITY OF NAIROBI

RE: RESEARCH AUTHORIZATION - NACOSTI/P/23/28275

Reference is made to Research Approval from NACOSTI License No. NACOSTI/P/23/28275, on the topic "*Institutional Factors Influencing Implementation of Physical Education Curriculum in Secondary Schools in Kisumu Central Sub-County, - Kisumu County*" for the period ending 11th August, 2024. This office has no objection and has given you authority to carry out research in Kisumu Central Sub-County. You are however, required to ensure that your research does not interfere with the day to day teaching and learning in the schools you visit.

Liaise with the Sub County Director of Education Kisumu Central before your embark on the research.

Thank you.


ENOCH OKWEMBA
For: COUNTY DIRECTOR OF EDUCATION
KISUMU COUNTY

c.c. The Sub County Director of Education
KISUMU CENTRAL

APPENDIX VIII: AUTHORIZATION FROM COUNTY COMMISSIONER



OFFICE OF THE PRESIDENT

MINISTRY OF INTERIOR AND NATIONAL ADMINISTRATION
STATE DEPARTMENT FOR INTERNAL SECURITY AND NATIONAL ADMINISTRATION

Telephone: Kisumu 2022219/Fax: 2022219
Email: ckisumucounty@gmail.com

COUNTY COMMISSIONER
KISUMU COUNTY
P.O. BOX 1912-40100
KISUMU

Ref. CC/KC/R.E.S./1/3/VOL.V/79

Date: 30th August, 2023

DEPUTY COUNTY COMMISSIONER
KISUMU CENTRAL

RESEARCH AUTHORIZATION: MS. MARIAM KERUBO NYABIRA

Reference is made to a letter from the National Commission for Science, Technology and Innovation No. NACOSTI/P/23/28275 dated 11th August, 2023 on the above subject matter.

The above named is a student of University of Nairobi. She has been authorized to undertake research on *"Institutional Factors Influencing Implementation of Physical Education Curriculum in Secondary Schools, in Kisumu Central Sub County.* The research period ends on 11th August, 2024.

Kindly accord her any assistance that she may need.

L. BOAZ
FOR: COUNTY COMMISSIONER
KISUMU COUNTY

Copy to:
Ms. Mariam Kerubo Nyabira
University of Nairobi

APPENDIX IX: AUTHORIZATION FROM COUNTY GOVERNMENT

REPUBLIC OF KENYA



THE COUNTY GOVERNMENT OF KISUMU

Office of the County Secretary, Head of County Public Service and Secretary to the Executive Committee

CGK/CS/ADM/14/VOL.I/163

28/08/2023

TO WHOM IT MAY CONCERN

RESEARCH AUTHORIZATION MARIAM KERUBO NYABIRA - LICENSE NO NACOSTI/P/23/28275

This is to notify you that the County Government of Kisumu has authorized the bearer **Mariam Kerubo Nyabira** to conduct research and collect data within the County on a research proposal entitled "**Institutional Factors Influencing Implementation of Physical Education Curriculum in Secondary Schools in Kisumu Central Sub-County**" for the period ending 11th August 2024.

The research is for the award of a Mater of Education of the University of Nairobi.

The researcher has to ensure compliance with **Section 53** of the **Data Protection Act 2019**.

By copy of this letter, the relevant departments are requested to accord him the necessary assistance.

JUDITH OLUOCH
FOR: COUNTY SECRETARY



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