

**THE CHALLENGES OF TEACHING PHYSICAL EDUCATION:  
JUXTAPOSING THE EXPERIENCES OF PHYSICAL EDUCATION  
TEACHERS IN KENYA AND VICTORIA (AUSTRALIA)**

**Michael N. Wanyama**  
**Education Major Thesis**

**Submitted in partial fulfilment of the requirements for the degree of  
Master of Education**

**Graduate School of Education  
The University of Melbourne  
January 2011**



*Any psychology or learning theory, to be complete, must include the body - what we eat, how we move, how we live. Eventually, what we now call physical education, reformed and refurbished, may well stand - as it did in ancient times – at the center of the academy.*

(Leonard, as cited in Annarino, Cowell, & Hazelton, 1980, p.337)



## **Abstract**

This qualitative study compares the experiences of Kenyan and Victorian secondary school Physical Education teachers. The main aim was to discover what Kenyan PE teachers could learn from their Victorian counterparts. In depth interviews were conducted with four experienced PE teachers, two each from Kenya and Victoria, using phenomenological research methods. The participants included both male and female teachers each with an average of 15 years teaching experience. The study sought to gain the teachers' experiences on issues regarding curriculum, pedagogy and administration of PE programmes in secondary schools. From these experiences the study identified best practice in school PE, the challenges faced by teachers and how these challenges are overcome. Analysis of documents from the respective schools was used to supplement information gained from interviews and literature review.

Findings suggest that teachers from both Kenya and Victoria feel PE is marginalized compared to other school subjects. However, PE in Victoria is a Key Learning Area (KLA) and is thus given more prominence compared to Kenya where it is an elective and non-examined subject. Consequently, Kenyan PE teachers can learn a lot from their Victorian counterparts in matters concerning curriculum time allocation, class sizes, teachers' professional affiliation, examination and assessment, school sport, and use of technology, among others. However, while the importance of PE is widely acknowledged, competition from other academic subjects has forced many schools to reduce or cancel some PE programmes. Therefore, there is great need for teachers to collaborate and to share information on how to improve and to strengthen the delivery of PE programmes in secondary schools.

This study illuminates the challenges faced by PE teachers both in Kenya and in Victoria by comparing and contrasting their experiences. It also explains how the said challenges can be overcome. Knowledge and understanding of these experiences may be of great help to education officials, curriculum planners and school boards. It may help them to devise better ways of supporting PE teachers and to provide professional development opportunities that would assist them to improve their professional practice as well as to make PE an enjoyable subject to students.



## **Declaration of Originality**

This thesis does not contain material that has been accepted for any other degree in any university. To the best of my knowledge and belief, this thesis contains no material previously published or written by any other person, except where due reference is given in text.

QuickTime™ and a  
decompressor  
are needed to see this picture.

**Michael N. Wanyama**





## **Acknowledgements**

I would like to thank Mr. John Quay, my supervisor, for not only introducing me to phenomenology but for his guidance and support throughout the stages of writing of this thesis. His encouragement and understanding has been invaluable. I must also acknowledge my two lecturers Dianne Mulcahy and Brad Shrimpton for their insights on how to conduct good research.

To the two teachers in Victoria and the two in Kenya, I want to express my gratitude to them for their patience and understanding during the interviews. Their insights and enthusiasm were very instrumental in making this study a success. I also acknowledge the role of all PE teachers who are committed to their work and who endeavor to make a difference in the lives of their students despite the challenges they face.

I am greatly indebted to the Australian Government through the Australian Agency for International Development (AUSAID) for offering me the scholarship that enabled me to pursue my studies in Australia. Also, I acknowledge the Government of Kenya who supported me by granting me study leave to pursue my studies.

I would like to appreciate Jane, my partner for life and my best friend, together with my son Sasha for their patience, love and understanding throughout the development of this thesis. Their support has been invaluable.

Finally, I wish to thank Sue Ball and staff at the Education Department's students centre for all their support and encouragement. I would be remiss not to mention Connie at the Graduate Students Association (GSA) for her exhortation to always look at the bigger picture. The same applies to Graeme Counsel for his kindness in providing a study room at the GSA.



## **Table of Contents**

<b>Abstract .....</b>	<b>v</b>
<b>Declaration of Originality.....</b>	<b>vii</b>
<b>Acknowledgements.....</b>	<b>ix</b>
<b>CHAPTER 1 THE CHALLENGES OF TEACHING PHYSICAL EDUCATION.....</b>	<b>1</b>
<b>1. My Experience of Teaching Physical Education in Kenya .....</b>	<b>1</b>
<b>2. The Puzzle: Acclamation and Marginalization .....</b>	<b>3</b>
<b>3. PE in Two Different Education Systems: Kenya and Victoria (Australia).....</b>	<b>6</b>
<b>CHAPTER 2 KENYA AND VICTORIA (AUSTRALIA): UNDERSTANDING PE IN TWO DIFFERENT EDUCATION SYSTEMS .....</b>	<b>13</b>
<b>1. Hardman’s Themes Regarding the Development of PE .....</b>	<b>13</b>
<b>2. Situation of Physical Education in Schools .....</b>	<b>15</b>
(a) Implementation of PE in Victoria .....	15
(b) Implementation of PE in Kenya.....	16
(c) Assessment of PE in Victoria.....	17
(d) Assessment of PE in Kenya .....	19
<b>3. Physical Education Curriculum Time Allocation .....</b>	<b>19</b>
(a) PE Time Allocation in Victoria .....	20
(b) PE Time Allocation in Kenya.....	20
<b>4. Physical Education in Schools .....</b>	<b>21</b>
(a) Status of Physical Education in Victorian schools.....	21
(b) Status of Physical Education in Kenyan Schools .....	22
<b>5. Physical Education Curriculum.....</b>	<b>22</b>
(a) PE Curriculum in Victorian Schools.....	22
(b) PE Curriculum in Kenyan Schools .....	24
<b>6. Physical Education Resources .....</b>	<b>25</b>
(a) PE Teachers in Victorian Schools.....	25
(b) PE Teachers in Kenyan Schools .....	26
(c) PE Class Sizes and Facilities in Victorian Schools.....	27

(d) PE Class Sizes and Facilities in Kenyan Schools .....	28
(e) Financial Resources for PE in Victorian Schools .....	29
(f) Financial Resources for PE in Kenyan Schools .....	30
<b>7. Equity (Inclusion) Issues .....</b>	<b>30</b>
(a) Inclusion and Gender Issues for PE in Victoria .....	30
(b) Inclusion and Gender Issues for PE in Kenya .....	31
(c) Inclusion and School Sport in Victorian Schools .....	31
(d) Inclusion and School Sport in Kenyan Schools.....	32
(e) Inclusion and Disability in Victorian Schools .....	33
(f) Inclusion and Disability in Kenyan School .....	34
<b>8. Partnership Pathways .....</b>	<b>34</b>
(a) Networking among PE Teachers in Victoria .....	35
(b) Networking among PE Teachers in Kenya.....	36
<b>9. Conclusion .....</b>	<b>36</b>

## **CHAPTER 3 INVESTIGATING THE EXPERIENCES OF PE**

### **TEACHERS IN KENYA AND IN VICTORIA .....37**

<b>1. Qualitative Research and Phenomenology.....</b>	<b>37</b>
<b>2. Methods .....</b>	<b>39</b>
(a) In-depth Interviews .....	39
(b) Document Analysis.....	40
<b>3. Sampling .....</b>	<b>41</b>
<b>4. Settings.....</b>	<b>42</b>
<b>5. Analysis of data.....</b>	<b>43</b>
<b>6. Maintaining rigour and trustworthiness .....</b>	<b>44</b>
<b>7. Limitations .....</b>	<b>46</b>
<b>8. Ethical Issues and Risks.....</b>	<b>48</b>

## **CHAPTER 4 EXPERIENCES OF TEACHING PHYSICAL**

### **EDUCATION IN KENYA AND VICTORIA .....51**

<b>1. The Situation of Physical Education in Schools.....</b>	<b>52</b>
(a) Implementation of Physical Education in Victoria .....	52
(b) Implementation of Physical Education in Kenya.....	52
(c) Assessment of Physical Education in Victoria.....	53

(d) Assessment of Physical Education in Kenya .....	54
<b>2. Physical Education Curriculum Time Allocation .....</b>	<b>56</b>
(a) Physical Education Time Allocation in Victoria .....	56
(b) Physical Education Time Allocation in Kenya.....	57
<b>3. Physical Education in Schools .....</b>	<b>60</b>
(a) Status of Physical Education in Victorian Schools .....	60
(b) Status of Physical Education in Kenyan Schools .....	61
<b>4. Physical Education Curriculum.....</b>	<b>62</b>
(a) Physical Education Curriculum in Victorian Schools.....	62
(b) Physical Education Curriculum in Kenyan Schools .....	64
<b>5. Physical Education Resources .....</b>	<b>65</b>
(a) Physical Education Teachers in Victorian Schools.....	65
(b) Physical Education Teachers in Kenyan Schools .....	66
(c) Physical Education Class Sizes and Facilities in Victorian Schools.....	67
(d) Physical Education Class Sizes and Facilities in Kenyan Schools .....	70
(e) Financial Resources for Physical Education in Victorian Schools .....	71
(f) Financial Resources for Physical Education in Kenyan Schools .....	72
<b>6. Equity (Inclusive) Issues .....</b>	<b>72</b>
(a) Inclusion and Gender issues for Physical Education in Victoria .....	72
(b) Inclusion and Gender issues for Physical Education in Kenya .....	73
(c) Inclusion and School Sport in Victoria .....	73
(d) Inclusion and School Sport in Kenya .....	74
(e) Inclusion and Disability Issues in Victorian Schools.....	75
(f) Inclusion and Disability Issues in Kenyan Schools.....	75
<b>7. Partnership Pathways .....</b>	<b>76</b>
(a) Networking among PE Teachers in Victoria .....	76
(b) Networking among PE Teachers in Kenya.....	77
<b>8. Conclusion .....</b>	<b>78</b>
<b>CHAPTER 5 .....</b>	<b>79</b>
<b>TURNING PROMISE INTO REALITY.....</b>	<b>79</b>
<b>1. Similarities between Victoria and Kenya .....</b>	<b>79</b>
<b>2. Differences between Kenya and Victoria .....</b>	<b>81</b>
<b>3. Possibilities for Change .....</b>	<b>84</b>

<b>4. Policy Recommendations .....</b>	<b>87</b>
<b>REFERENCES .....</b>	<b>89</b>
<b>APPENDICES .....</b>	<b>99</b>
Appendix 1: Sample Australian Curriculum Profile for Years 7 to 9 .....	99
Appendix 2: Sample Kenyan secondary school report card without PE.....	100
Appendix 3: Sample Australian school Internet research task in HPE .....	101
Appendix 4: Plain Language Statement .....	102
Appendix 5: Consent form .....	103
Appendix 6: Matrix Table (Sample with a few themes) .....	104

### **List of Tables**

Table 1	The Kenyan and Victorian systems of education. ....	9
---------	---	---

### **List of Figures**

Figure 1	Sample Australian secondary school timetable. ....	57
Figure 2	Sample Kenyan secondary school timetable.....	58

# CHAPTER 1

## THE CHALLENGES OF TEACHING PHYSICAL EDUCATION

### 1. My Experience of Teaching Physical Education in Kenya

We are living in times when many people in the world appreciate the value of physical activity; lifelong involvement in physical activity is considered as not only valuable, but also necessary for health and wellbeing. According to Siedentop (1992) only schools, primarily through Physical Education (PE), have the institutional process and the potential of socializing and educating all children towards a lifetime of active involvement in physical activity. However, for schools to provide a well-rounded education they must have active sports and PE programmes. In fact, Almond (1989) asserts that young people's education would be incomplete if physical education were neglected, which often happens in Kenyan secondary schools.

I was posted to teach in the remote Turkana district that is situated in Northwestern Kenya. My teaching subjects were PE and Kiswahili (Kenya's national language). In my school, formal classes began at 7.00 am and ended early at 1.30 pm because of high temperatures and harsh climatic conditions in this region which would make further learning activities difficult if not pointless. Although with my training in PE I was appointed to head the Games Department, I never actually taught it due to the aforementioned weather conditions, limited time allocation and minimal administrative support.

Since I was allocated a full teaching load in Kiswahili, a compulsory and examinable subject, it took precedence over PE classes. At my second school the situation was the same: I was Head of Games Department but PE was ignored. In a third school, when the principal introduced me at school assembly as the new PE teacher, the students burst out laughing. PE teachers in Kenya face many challenges in their work, the biggest of which is to convince students and colleagues that PE is an important subject and worthy of support. Often I would go to take my PE class only to find a colleague using my allocated PE time to keep the class in for more work in an "academic" subject. In such instances I would have no choice but to let the teacher continue because, in Kenya,

examinable subjects are given priority. Whenever I complained I would be reminded that there was enough time in the evening for students to “go out and play.” Noteworthy also is that some of my colleagues and some students too, were amused at the thought that one could study PE at university level as I did. Drowatzky and Armstrong (1984) confirm that many people in the world have a very limited perception of the actual scope of PE and many people are surprised to learn that PE is much more than what they experienced in their school education. This study was borne out of my frustration in trying to teach what I believe to be a very important subject in the lives of students but one that is marginalized and seen as less important than other subjects.

Many parents in Kenya also advise their children to concentrate on academic subjects which would enable them to attain good marks so that they can qualify for university admission. During parents’ days, an entire day is set aside for parents to meet their children’s teachers and to discuss with them issues regarding academic performance. Therefore, while teachers of the academic subjects would be kept busy discussing with parents and answering their questions, a PE teacher would sit alone forlorn, lonely and ignored. This is because PE is regarded as a non-essential subject that does not in any way impact a student’s academic prospects. Consequently, parents feel it is needless to consult with the PE teacher. This attitude maybe justified because PE is neither examined nor assessed and therefore, there are no grades or scores for parents and teachers to discuss. Often, rather than attending such parents days I prefer to stay away. Unfortunately, school regulations demand that all teachers must be present on such days and this puts the PE teacher in a dilemma.

National examinations in Kenya have a lot of importance attached to them and results are always released with a lot of fanfare and excitement throughout the country. There is always jubilation for schools that perform well and sadness for schools whose performance is considered to be poor. Schools reward teachers whose subjects excelled as a way of motivating them to work even harder. These rewards, which are often financial, are pegged on the grades and mean scores achieved by their students. Since PE is not examined, PE teachers are often ignored when it comes to such rewards because they have no grades or mean scores in PE. This leaves me discouraged because although I may not have grades in PE, I believe the subject assists the students in their lives in school. I also believe that if PE was examined, I would work extra hard to



ensure my students attain good grades and this would enhance my profile in the school while keeping me motivated. Therefore I always have the challenge of being discouraged or motivating myself to keep on working.

Another area where I feel disadvantaged as a PE teacher is in regard to promotions. A PE teacher's upward mobility is greatly hampered because promotions in the teaching profession are premised on one's performance in national examinations. This is measured in terms of the grades that students score in the respective subjects. Therefore, during interviews for promotions, teachers are expected to provide thorough analyses of national examinations results showing how students performed in their subjects. Needless to say, this is very difficult for me to do because as a PE teacher I have nothing tangible to provide as proof of my contribution to my schools' mean score in national examinations. Therefore teachers of the academic subjects have a big advantage when it comes to such promotions. However, since I have a second teaching subject, I always have a feeling that it is this other subject that accords me some form of legitimacy and relevance in the school. This is because it is a mandatory subject for all students and furthermore, it is examined nationally.

## **2. The Puzzle: Acclamation and Marginalization**

In November 2003, the United Nations (UN) General Assembly declared the year 2005 as the International Year of Sports and Physical Education (Hardman, 2008; United Nations Resolution 58/5, 2004). This was in recognition of that capacity for sports and PE to work as powerful tools for establishing and maintaining peace. The aim was to encourage governments, sporting organizations and sports personalities to assist in realizing the Millennium Development Goals (MDGs). The MDGs are eight international development goals that all UN member states agreed in the year 2000 to achieve by the year 2015 and they are as follows: eradication of poverty and hunger, achieving universal primary education, promoting gender equality, reducing child mortality, improving maternal health, combating HIV/AIDs, malaria and other diseases, ensuring environmental sustainability and developing a global partnership for development (United Nations, 2010). Many UN bodies formed partnerships with sporting organizations, federations, sports clubs and non-governmental organizations. The aim was to assist in the implementation of sport for peace via development of programmes and the promotion of school sport and physical education as avenues for

achieving health, education, social and cultural development (United Nations Education, Scientific and Cultural Organization [UNESCO], 2005).

Schools can provide many opportunities for young people to engage in vigorous physical activity and are thus better placed amongst societal institutions to motivate young people to live active lifestyles (Jenkinson & Benson, 2010). This is not to downplay the contribution of clubs but it is in schools where children are introduced to PE and sport in a formal setting and with a curriculum to guide such exposure. PE and sport have been reported to have immense benefits for children, including improved academic performance, good health, and positive social skills among others (Almond, 1989; Drewe, 2001; Galloway, 2007; Macfadyen & Bailey, 2002). Unfortunately, the rapid advancement in technology has led many children to engage in physically sedentary activities such as surfing the internet and playing computer games, rather than more active physical activities. Consequently, there is an increase in cases of obesity and heart disease, and a general lack of fitness among young people (Hardman, 2008). Galloway (2007), reports that today's children are the least fit and the fattest of any generation on record, pointing out that longevity experts predict that these youngsters may not live as long as their parents.

While PE and sports are acclaimed as having immense benefits for young people as well as adults, it is ironic that PE continues to be a marginalized subject in school curricula throughout much of the world. In many schools in Kenya, PE class time is used as a time to take a break from serious class work. Therefore, PE teachers feel they have to continually provide justification for the existence of their subject and to plead for actual control of the time they are allocated. In an international survey, which did not cover Kenya but did investigate other African nations, Hardman (2008) discovered that the status of PE was low and the subject was in grave danger of being sidelined.

The problems ranged from reduced curriculum time and a lack of adequately prepared teachers, to the poor state of facilities and a negative perception from teachers, students and parents. Although many school principals and teachers appear to understand the importance of PE, they are also aware of the immense pressure for students to perform well in high stakes examinations (DiFiore, 2010). This would seem to suggest that making PE a core and examinable academic subject in schools would solve his problem.

However making it just another academic subject creates problems of another kind, as PE must retain its aspect of enjoyment (Green, 2003).

According to Whipp, Anderson, Yeo and Tan (1998), valid, reliable and consistent evaluation, assessment and grading techniques are important because they help to describe and to enhance student achievement. Additionally, they state that without objective assessment of student learning and achievement, PE programmes could be cancelled every time there are program reviews, cuts in budgets and school restructuring. Kenyan students face immense pressure to perform well in national examinations, meaning that a subject that is not examined loses its importance to the students and parents. Unless curriculum authorities adopt a good program about examined PE, the subject will continue to be treated with lack of seriousness. However, PE is both an indoors and an outdoors subject and therefore, the challenge is to make it an academic subject while retaining its aspects of fun and enjoyment.

Drewe (2001) has criticized most material advocating for the inclusion of PE in school curricula, noting that while such material espoused the benefits of physical education programmes, most of these benefits dwelt on improving physical and mental health only. The suggestion is then that these physical and mental health benefits could be achieved through other curricular and extracurricular programmes, apart from PE. In the face of limited hours in the school day, school administrators have to choose which of the many available activities should be the focus for their students. Often, physical education programs are not high on a school's agenda because they are not considered to be very important academically. A more plausible argument for the inclusion of PE in school curricula, according to Drewe, is the acquisition of practical knowledge and moral education. This is because practical knowledge entails "learning how" as opposed to "knowing that," which can help students to achieve excellence in whatever activity they are learning (Drewe, 2001, p. 5). Needless to say, it is important for PE teachers to present a strong and convincing argument for the inclusion of PE in the curriculum. Macfadyen and Bailey (2002, p. 3) recommend that even if PE in schools were not under threat, "PE teachers would still be obliged to engage in reasoned and public debates about the values and priorities of their profession."

Kretchmar (2005a) emphasized on the importance of joy in physical education stating that the key to a healthy life lies not in the head but in the heart. According to him,

people do not exercise out of a sense of duty or just because they are good in movement but because of their love for the activity and also because it is part of their lives.

Additionally, he stated that human beings are built not just for work but for play and therefore, any comprehensive approach to motivation in movement must address both the blind love of play and the 20/20 vision of calculation and work (p.144). According to Hagger and Chatzisarantis (2007) intrinsic motivation, self-determination and joy of learning are very important in physical education and sport. To strengthen this point, Light (2002, 2003) recommends that PE teachers should use the Teaching Games for Understanding (TGfU) approach because its holistic and whole-body learning enhances a sense of joy related to achievement and profound learning. Therefore, movement should be equally healthful and joyous, possibly with one facilitating the other because the crucial point is not to choose between health and meaning but to strike a healthy balance between them (Kretchmar, 2005b).

Writing on the importance of practical knowledge, Arnold (1979) shows that a phenomenology of movement can make great contribution towards theoretical development and pedagogical practice in physical education. He espoused three dimensions of education that are interdependent and overlapping i.e. education “through” movement, education “about” movement, and education “in” movement. Physical educators need to appreciate education “in” movement because it can greatly and meaningfully contribute to the delivery of PE. Therefore, there is a lot of meaning and learning that can be achieved through movement (Pate & Hohn, 1994; Loland, 2006; Metheny, 1968). Trent (2008) advises PE teachers to re-introduce education “in” movement in their teaching because of its perceived benefits.

### **3. PE in Two Different Education Systems: Kenya and Victoria (Australia)**

Both Kenya and Australia are members of the Commonwealth, although different political, social and economic realities inform their varied approaches to matters of curriculum and pedagogy. Both nations started out with a version of the British system of education but have, with time, adapted it to suit local conditions. My choice of Victoria for this study was driven by my perception of these similarities combined with

a sense of the heightened importance of PE in Victoria. I wished to better understand why this was the case. Physical Education is not only an acceptable part of the Victorian curriculum but has been combined with Health Education to form the HPE (Health and Physical Education) key learning area (Department of Education and Early Childhood Development [DEECD], 2010). This is in contrast to other developed countries such as the United Kingdom, the United States of America and continental Europe where health education and physical education are separate entities and teachers are not required to teach both (Tinning, 2004).

The state and status of physical education in Kenya is replicated in most African countries. In Ghana, for instance, while PE is assessed in schools internally, not much academic importance is attached to it. According to Ammah and Kwaw (2005), PE is an integral part of the school curriculum with about 70% of Ghanaians acknowledging its importance. Unfortunately, school heads are very prejudiced against the subject and most PE periods are instead used for other activities. But professional PE teachers endeavor to build the image of PE through campaigns via mass media.

In Nigeria, PE is part of the core curriculum (Woolman, 2001). However, while the government encouraged the development of PE as far back as the early 1960s, many school authorities still despise the subject due to an over-emphasis on academic subjects (Salokun, 2005). The growth of PE has been hit by a steady loss of interest and commitment among teachers coupled with a dearth of relevant up-to-date texts, journals and magazines. But despite all the shortcomings, departments of physical and health education still prepare teachers for schools and the Nigerian Association of Physical Health Education and Recreation (NAPHER) continues to work hard to make PE a legitimate field of academic endeavor. Inadequate funding and deficiency of essential resources coupled with the perception of PE as a non-intellectual subject have seriously devalued its status in Botswana (Shehu, 2009). Additionally, school cultures have isolated PE teachers and deprived them of meaningful badly needed support systems necessary for professional learning.

In Australia, physical education teacher training was pioneered in Victoria. The University of Melbourne established a department of physical education in 1937 when the first director of physical education, Dr. Fritz Duras, was appointed (Tinning, 2008;

Kentish, 1996). Dr. Duras was the first Director of Physical Education in an Australian university, meaning that Victoria has a long history of training PE teachers. Further supporting my decision to select Victoria was the fact that Victoria's branch of the Australian Council for Health, Physical Education and Recreation (ACHPER) is the largest in Australia (Directorate of School Education [DSE], 1993).

After independence, Kenya used the British 7-6-3-tier education system (i.e. seven years primary school, six years secondary, and three years post-secondary) but later changed to the 8-4-4 (eight years primary, four years secondary, and four years post-secondary) system of education in 1985 (Buchmann, 1999). This broad-based and vocation-oriented system is tailored to meet the needs of students who terminate their education after secondary school as well as those who proceed to higher education. All public schools are under the Ministry of Education Science and Technology (MOEST) with the Minister for Education as the chief policy maker, mandated to guide and direct educational development in the country (Ministry of Education Science and Technology [MOEST], 2001).

Primary school education in Kenya begins at age 6 after nursery or pre-unit classes, which are compulsory. The first year of primary school is known as Standard 1 while the final year is Standard 8 (as shown in table 1). In both primary and secondary schools the school year begins in January and ends in November while there are three school terms with vacations in April, August and December. While most public primary schools are day schools, most secondary schools are boarding schools. At the end of the school year, all Standard 8 students sit for the Kenya Certificate of Primary Education (KCPE) examination which tests competence in five subjects; English, Mathematics, Kiswahili (Kenya's national language), Science and Geography, History and Civics (MOEST, 2001). On successfully completing the examination they are issued with the KCPE certificate and a school-leaving certificate.

As of June 2010, Victoria's population was 5.5 million people (Australian Bureau of Statistics [ABS], 2010). Like Kenya, Victoria's education follows a three-tier model with primary education followed by secondary education and then post-secondary education. Most schools offer only one of these tiers, but larger schools combine them all, sometimes including pre-school as well. The curriculum is composed of eight Key

Learning Areas (KLAs) which include: English, The Arts, Mathematics, Science, Technology, Languages other than English, Studies of Society and the Environment, plus Health and Physical Education (Tinning, 2005). Primary schooling consists of seven Year levels from Preparatory to Year 6, while secondary schooling spans Year 7 to Year 12. The Years from Preparatory to 10 are compulsory, while Years 11 and 12 are post-compulsory and form the two-year Victorian Certificate of Education (VCE) or the Victoria Certificate of Applied Learning (VCAL).

EXPECTED AGE	KENYAN SCHOOL LEVEL	VICTORIAN SCHOOL LEVEL
17	Form 4 ) KCSE	Year 12 ) VCE/VCAL
16	Form 3	Year 11
15	Form 2	Year 10
14	Form 1	Year 9
13	Standard 8 ) KCPE	Year 8
12	Standard 7	Year 7
11	Standard 6	Year 6
10	Standard 5	Year 5
9	Standard 4	Year 4
8	Standard 3	Year 3
7	Standard 2	Year 2
6	Standard 1	Year 1
5		Preparatory
4	Pre-Unit/Nursery	Pre-School
3		

**Table 1 The Kenyan and Victorian systems of education.**

The KCPE stands for Kenya Certificate of Primary Education, KCSE stands for the Kenya Certificate of Secondary Education, VCE stands for Victoria Certificate of Education, and VCAL stands for Victorian Certificate of Applied Learning.

Children in Kenya and Victoria start schooling at approximately the same age but Kenyan children spend eight years in primary school while Victorian children spend six years. Additionally, Kenyans must sit for an examination at Standard 8 in order to qualify for secondary school, while Victorian students automatically qualify for secondary school having successfully completed Year 6. The formal certificate in Victoria is the VCE at Year 12, although other certificates also exist at this level, such

as the International Baccalaureate and the more vocationally oriented Victorian Certificate of Applied Learning.

Schooling in Victoria falls under the auspices of the Department of Education and Early Childhood Development (DEECD) and the state has three main groups of schools: State schools, Catholic schools and Independent schools. The Victoria Curriculum and Assessment Authority (VCAA) (DEECD, 2010) determines the curriculum for all State schools. The academic year runs from late January until mid December for primary and secondary schools, which operate, on a four term-basis.

Like Victorian schools, Kenyan secondary schools fall into three categories, namely: Government funded, “Harrabee” (self-help) and private schools. Government funded schools are further divided into national, provincial and district schools. Harrabee schools do not receive full government funding. Schools such as the Rift Valley Academy (2011) and Braeburn Schools (2011) are run by private organizations or individuals. Public secondary schools select students based primarily on results of the Kenyan Certificate of Primary Education. Students with high scores gain admission into national schools while those with average scores are selected into provincial and district schools. Those who fail either repeat standard 8 or pursue technical training opportunities while a number drop out of formal education altogether.

The objectives of secondary school education in Kenya are to prepare students to positively contribute to developing the society, to acquire attitudes of national patriotism, self-respect, self-reliance, cooperation, adaptability, a sense of purpose and self-discipline (Sifuna, 1990). The secondary school years are designated Forms 1 to 4 and at junior secondary school (Forms 1 and 2) students study 13 subjects which are then reduced at senior secondary (Forms 3 and 4) to include three compulsory subjects (English, Mathematics and Kiswahili) plus five other subjects. Student progress is evaluated via continuous assessment tests and examinations. At Form 4 students sit for the Kenya Certificate of Secondary Education (KCSE) that examines competence in seven subjects. Successful students either gain admission into university or other tertiary institutions such as Polytechnics, Government Training Institutes, Teacher Training Colleges and private institutions which generally offer two or three years



diploma courses. The Kenya National Examinations Council (KNEC) manages both the KCPE and the KCSE.

The Teachers Service Commission (TSC) employs all public school teachers in Kenya and the current population of 245,000 teachers stands as the largest workforce in the civil service (Teachers Service Commission [TSC], 2010). It is a requirement for employment that teachers must commit themselves to teach in any school and in any part of Kenya where the TSC sends them to teach. The work of the TSC as mandated by the government is to register, recruit, deploy, remunerate, promote and discipline teachers with the aim of maintaining high teaching standards. Previously, when one trained as a teacher one was guaranteed a job because the TSC posted all graduates. However, employment is currently not automatic but needs based with teachers having to be interviewed in the specific schools, which have vacancies.

In the Victorian context, teachers must register with the Victoria Institute of Teaching (VIT), which is the mandated licensing authority in the state. The VIT sets the standards of professional practice, which are approved by the Minister for Education and Training (VIT, 2010). These include standards of professional practice, standards of professional engagement and standards of professional knowledge together with the characteristics expected of an effective teacher. It also stipulates the standards for graduating teachers and has a professional code of conduct for all teachers with emphasis placed on integrity, respect and responsibility.

Having briefly looked at the two education systems and how they are structured, it is then necessary to study literature on physical education in the two systems. It is hoped that this study of relevant literature on PE in Kenya and in Victoria will help to identify their strengths and weaknesses, similarities and differences and possibly, how the differences can be used to effect change that would improve teaching and learning in PE. It may be worth noting that while there is abundant literature on PE in Victoria, literature on PE in Kenya is limited.



## CHAPTER 2

### **KENYA AND VICTORIA (AUSTRALIA): UNDERSTANDING PE IN TWO DIFFERENT EDUCATION SYSTEMS**

#### **1. Hardman's Themes Regarding the Development of PE**

Physical Education is perceived differently in different countries of the world. In this chapter, I aim to show how PE is perceived and implemented in both Kenyan and Victorian contexts. The PE curriculum has not been exempted from the changes that have taken place in educational curricula throughout the world. As in other subjects, physical educators have thought and written extensively about the curriculum and status of their subject locally and more broadly. A notable example of these efforts includes writings focusing on the state and status of PE by Hardman, often in collaboration with others. In a worldwide survey concerning the state and status of PE in schools, Marshall and Hardman (2000, p.223) noted that, “arguably, physical education has been pushed into a defensive position.”

It is suffering from decreasing curriculum time allocation, budgetary controls with inadequate financial, material and personnel resources, has low subject status and esteem, and is being evermore marginalised and undervalued by authorities. At best it seems to occupy a tenuous place in school curriculum: in many countries, it is not accepted on par with academic subjects concerned with developing a child's intellect. (Marshall & Hardman, 2000, p.223)

As a result, Hardman and Marshall have advocated for international action based on bi-lateral and multi-lateral co-operation because such collaboration will enhance the development of physical education in the world. In a related survey, Hardman (2008) sought to assess the situation of PE especially after the UN had dedicated 2005 as the year of sport and PE and also in response to inter-governmental agencies' calls for consistent monitoring of developments of PE in schools. This survey indicated that while governments had committed themselves through legislation to providing for PE, little had changed in many countries.

The gap between official policy and regulations and actual practice is geographically widespread and pervasive factors contributing to it are seen in devolvement of responsibilities for curriculum implementation, loss of time allocation in some cases because time is taken up by other competing prioritized subjects, lower importance of school PE in general, lack of official assessment, financial constraints, diversion of resources elsewhere, inadequate material resources, deficiencies in numbers of properly qualified personnel and attitudes of significant individuals such as head teachers. (Hardman, 2008, p.8)

This analysis confirmed that children in schools in many countries were still being denied the opportunity to experience the benefits of PE. Hardman therefore called for constant and frequent monitoring of developments across nations to ensure that legislation was converted into reality. In making this assessment of the global situation regarding PE in schools, Hardman (2009) discerned seven themes which he considered to be important to the ongoing development of PE: (1) Situation of physical education in schools; (2) Physical education curriculum time allocation; (3) Physical education in schools; (4) Physical education curriculum; (5) Physical education resources; (6) Equity (Inclusion) issues; and (7) Partnership pathways. I have employed these themes in my discussion of PE in Kenya and Victoria, separately discussing the situation in both systems so as to provide a sense of the similarities and differences.

The situation of physical education in schools is a heading used by Hardman (2009, p.4) to refer to the “legal requirements for physical education” in different countries, which effected the “required physical education provision during compulsory schooling years.” Curriculum time allocation refers to the weekly timetable allocation for physical education in schools while physical education in schools is the “legal and perceived actual status of physical education and its teachers” (P.7). In most countries, the status of PE is perceived to be lower than that of other school subjects. In the physical education curriculum, of great consideration are the aims of PE, the range of activities offered in PE programmes and their quality and relevance.

Physical education resources include teachers, classes, playing fields, facilities and financial ability. Generally, this refers to all that is needed to ensure the provision of PE

in schools. Additionally, equity issues deal with the inclusiveness of PE in the areas of gender, school sport and disabled students. To sum up, partnership pathways refer to the networks that teachers form within their schools and outside too. These may include links with other teachers in the same school and in other schools, links with sports clubs, sports organisations and other outside school community providers. These partnership pathways may, to a large extent, determine the success of PE programmes in school.

In the Victorian context, Jenkinson and Benson (2010) identified both institutional and teacher-related barriers to the delivery of quality PE. While the institutional barriers were outside the teachers' control, the teacher-related barriers arose from the teachers' behaviour. Teachers ranked the institutional barriers in order of importance from the most important to the least important. These barriers were: access to facilities, access to suitable teaching spaces, access to equipment, timetabling, support from other staff, funding for the subject, support from management and administration, leadership from heads of department, and access to appropriate professional development. Teacher-related barriers included colleagues undervaluing the subject and elitism of PE department or school as a whole.

## **2. Situation of Physical Education in Schools**

Physical education is a core study in the school curriculum because it contributes two unique goals to the curriculum: the development of motor skills and physical fitness. Evidence exists proving that students who are active in PE programmes improve motor performance and learn skills better than students who only play games or receive no physical education (DSE, 1993). While PE is implemented and accessed in Victoria, that is hardly the case in Kenya.

### *(a) Implementation of PE in Victoria*

In Victoria the required provision of PE is influenced by the existence of the eight Key Learning Areas, which are: English, Studies of Society and The Environment, The Arts, Mathematics, Science, Technology, Languages other than English, and Health and Physical Education (Dinan-Thompson, 2006; Tinning, 2005). These eight KLAs are most recently contained in a statement made by all Australian Education Ministers known as the Melbourne Declaration on Educational Goals for Young Australians

(MCEETYA, 2008), which supersedes the Adelaide Declaration (MCEETYA, 1999) and the Hobart Declaration (MCEEDYA, 1989). The key learning areas are outlined in the Victorian Education and Training Reform Act (DEECD, 2006).

Physical Education, being part of the Health and Physical Education KLA, is also supported by the Victorian Physical Education and Sport Education Policy, which was instigated by a review of PE and Sport in schools conducted in 1993. At this time the Victorian government commissioned the Physical and Sport Education Review Committee (Directorate of School Education [DSE], 1993)<sup>1</sup> to investigate the steady decline of physical skills and fitness of young people and recommend appropriate solutions to reverse the trend. The committee produced the Moneghetti Report, which made 19 key recommendations. Included amongst these were that regular PE should be made available from the day a student entered school to the day the student left school. It recommended PE that would produce “physically educated students with the knowledge, skills, understanding and motivation to seek health and an active physical life” (DSE, 1993, p.15). Most importantly the Moneghetti Report (p.40) recommended minimum allocations of time for PE and Sport (combined): 20-30 minutes per day at Years P-2/3; 3 hours per week at Years 3-6; 100 minutes of PE and 100 minutes of Sport at Years 7-10. These time allocations were taken up by the Victorian government and mandated.

#### *(b) Implementation of PE in Kenya*

Kenya initially adopted the British style of physical training based on the 1933 syllabus, which mostly included physical drills (Wamukoya & Hardman, 1992). Following its showing on the international sporting stage during the 1954 Commonwealth Games and the Olympics in Melbourne in 1956, the country came to realize the full value of sport and PE to nationhood. Immediately thereafter, in 1967 the Ministry of Education drafted the first PE syllabus. The national inspector of PE, who was a music specialist, approved some general guidelines on what was to be taught in secondary schools. However, PE was taught depending on the attitudes and interests of the Head teachers, who often regarded it as an insignificant subject. In 1980, after a Presidential directive making PE compulsory, the Kenya Institute of Education (KIE) formed a subject panel,

---

<sup>1</sup> The DSE is a prior incarnation of the DEECD.

which produced a new secondary school syllabus for PE (Wamukoya & Hardman, 1992). Schools were directed to schedule PE twice a week, separate from after class games and sports, although some head teachers timetabled it only for inspection purposes (Marshall & Hardman, 2000). Since there were only two inspectors to oversee PE in the whole country, PE lessons were largely ignored. In addition the syllabus did not clearly show which activities were to be taught and engaged in at each level. Greater emphasis was instead placed on imported sports like squash, swimming, rugby, cricket and outdoor pursuits, which were the preserve of former European schools. The introduction of the 8-4-4 system of education in 1985 (Buchmann, 1999) did nothing to upset the status quo regarding PE in all public primary and secondary schools (Mwaka, Wambua, Kadenyi & Kegode, 2009). Students still receive only forty minutes of PE instruction per week.

PE in Kenya faces many problems, chief of which is failure of policy implementation (van Deventer, 2002). Since academic subjects are seen as key to a bright future, PE is regarded as a non-productive educational activity, a view that is shared by some teachers too (Marshall & Hardman, 2000). In fact while PE is compulsory in the curriculum, there is a big disparity between policy and implementation because head teachers timetable it only to satisfy school inspectors (Chapell, 2001). Though Krotee and Wamukoya (1986) laud the 8-4-4 curriculum for recognizing PE's importance and especially the child's psychomotor domain, PE is not implemented in many of Kenya's secondary schools. Neither is it reinforced by the Ministry of Education. There remains a vast difference between official policy and actual delivery of PE.

#### *(c) Assessment of PE in Victoria*

A very important aspect regarding the situation of PE in Victorian schools is assessment. Whipp, Anderson, Yeo and Tan (2006) say that objective assessment is necessary if the goal of PE is to enhance a student's wellbeing, motor skills and knowledge about physical activity. They contend that evaluation, assessment and grading in PE must be valid, reliable and consistent in order to enhance student achievement. Their study on outcomes focused assessment (OFA) and outcomes focused reporting (OFR) showed that while teachers unanimously recognised the importance of assessment and reporting in PE, they had reservations about OFA and OFR, especially the reporting component. The biggest weakness with OFR was cited as its lack of clarity with teachers believing

that most parents and students found OFR confusing and that most parents were so frustrated with outcomes reporting that they would prefer reading a grade. Students, on the other hand, were unable to see their own progress. This was the first study seeking to gain teachers' perspective on such an important aspect of the curriculum.

Measurement and evaluation of learning in PE is a contentious issue. Tinning (2006) states that, being a unique subject, PE ought to develop literacy that is totally different to that developed by classroom based academic subjects. Therefore, he cautions that assessment regimes that favour written and textual literacy may alienate the very youth it seeks to befriend. Instead, he recommends that PE should focus on understanding and teaching for the development of physical competence. Likewise, Penney, Brooker, Hay and Gillespie (2009) state that quality assessment in PE should focus on intended student learning, while Macdonald and Brooker (1997) believe assessment should primarily be student centred. In essence, therefore, quality assessment practices in PE must focus on what students should learn and they must be authentic.

According to Huebner (2009) formative assessment is most ideal in secondary schools because extensive research on assessment and learning shows that it has significant positive effects on student learning, if skilfully used. Similarly known as assessment for learning, formative assessment requires teachers to frequently assess students' academic progress in order to identify their learning needs and to inform the next phase of teaching and learning (Duke, 2010). However, this means that teachers must be willing to frequently check students' learning and to modify instruction to satisfy the students' needs (Huebner, 2009). To support this, Tucker (2009) explains that successful changes to assessment may require equally challenging revisions to standards, curriculum instruction, and teacher training.

Health and Physical Education (HPE) in Victoria is organised into six sections; one section for each level of achievement from level one to level six (DEECD, 2010). Each level has a learning focus statement and a set of standards with each standard divided into two: movement and physical activity from level 1 and health knowledge and promotion from level 3. At each level, the learning focus statement outlines the learning that students need to focus on if they are to progress to the next level. The Victorian Essential Learning Standards (VELS) include assessment maps with progression points



with which to assess and report student achievement. Each point represents six months of expected student progress. Hence, assessment in PE is guided by the VELs from Years P-10, and then examined in the Victoria Certificate of Education (VCE) at Years 11-12.

PE is a formalized part of the Victorian curriculum and the government requires that schools teach it. While it may not share the same status as other subjects, there is official assessment of the subject in both the compulsory and post-compulsory components of schooling. Valid, reliable and consistent evaluation, assessment and grading of students are important in defending and evaluating the subject (Matanin & Tannehill, 1994).

#### *(d) Assessment of PE in Kenya*

Physical Education is neither assessed nor examined in Kenyan public schools, prompting Wamukoya and Hardman (1992, p.32) to comment: “One wonders then the motive of making physical education mandatory in the 8-4-4 yet it remains a non-examinable subject within the school.” Although an innovative teacher may decide to conduct assessment in PE, any mark for PE is not reflected in students’ overall school grades. Often, when filling in student report cards, teachers leave the PE column blank. Some schools do not even bother to include a PE column in their students’ report cards (as illustrated in appendix 2). According to Woolman (2001), this heavy reliance on competitive examinations is a colonial legacy that has resisted change and therefore old methods have continued for years.

### **3. Physical Education Curriculum Time Allocation**

Curriculum time allocation remains an issue of concern globally since the time allocated for PE has been whittled away or disappeared altogether (Directorate of School Education [DSE], 1993). This situation is exacerbated in most countries because PE is never examined and therefore, teachers prefer using PE time to teach the “academic” subjects. Most schools have PE slotted on the timetable but hardly implement it. Unfortunately, while there have been many education reforms since the late 1990s these reforms have impacted negatively on PE because PE time allocation has continued to decrease in around 17% of countries (Hardman, 2008). This is happening despite

“strong efforts and international advocacy supported by extensive economical, medical, scientific, social and cultural support for sufficient PE programmes and initiatives in some countries to increase PE time to 120 minutes per week.” (p. 10).

*(a) PE Time Allocation in Victoria*

In 1989, most Victorian secondary schools offered PE as a mandatory subject in Years 7-10 for 125-135 minutes per week (DSE, 1993). But by 1994 PE was under threat and was no longer a core subject at all levels. The Moneghetti Report recommended that Years P-2/3 be allocated 20-30 minutes of PE per day; Years 3-6 be allocated three hours per week, with at least 50 per cent allocated to timetabled physical education; and Years 7-10 to have a minimum of 100 minutes of physical education and a minimum of 100 minutes of timetabled sport. Schools in Victoria are encouraged to deliver at least 1 hour and 50 minutes of physical activity per week (Jenkinson & Benson, 2009).

Jenkinson and Benson (2009) point out that there are no published data in Victoria on whether schools are meeting official PE mandates because there is no procedure in place to measure their compliance to the Victorian mandate (DEECD, 2009). However, they report that there is an increasing trend in secondary schools of offering PE because it provides students with the knowledge and skills necessary to establish and maintain physically active lifestyles. The Physical and Sport Education Review Committee (DSE, 1993), which developed the Moneghetti Report, received submissions from schools that had excellent, high-quality programmes in physical and sport education in both primary and secondary schools.

*(b) PE Time Allocation in Kenya*

In Kenya policy requires that secondary schools allocate one period (40 minutes) a week to Forms 1 and 2, and two periods (80 minutes) a week to Forms 3 and 4 (KIE, 1987; Wamukoya & Hardman, 1992). But it is not uncommon for schools to only timetable one forty-minute period per week to PE in all classes, from Form 1 to Form 4. Often these forty minutes are not utilised well because of the lack of PE teachers. So, PE time is often considered unallocated time by students and teachers. For those schools that do have a PE teacher, much is left to the teacher to decide regarding use of these forty minutes (Wamukoya & Hardman, 1992). The Form 2 PE Teachers' Guide recommends that the forty minutes be used as follows: Introduction of 5-6 minutes;

Development for 12-14 minutes; Application for 15-18 minutes; Conclusion of 1- 2 minutes (Kiganjo, Kamenju & Mwathi, 2003, p.xvi). Many teachers find it very challenging to teach meaningfully within such a limited time frame.

#### **4. Physical Education in Schools**

According to Hardman (2008), the actual legal and perceived status of PE and its teachers compared to other subjects and their teachers is a highly contentious issue. Even in countries where all subjects are weighted equally, somehow the status of PE and its teachers is placed at a level lower than in the traditionally academic subjects. This situation is especially worse in education systems where PE is not an examinable subject because they concentrate more on the examinable subjects.

##### *(a) Status of Physical Education in Victorian schools*

Marshall and Hardman (2000) report that although Australia is a renowned sporting country, physical education has been deemed to be a marginal subject in schools, with low status of subject and teachers. The same study reports that physical education teacher preparation in the Australian state of Victoria is inadequate in light of the increasing perception that Victorian universities have decreased the resources allocated to PE courses. Tinning (2005, p.60) states that “Teachers of the academic curriculum continue to command higher status within the education profession.” This inferior status is partly attributed to its practical nature in educational contexts that consider intellectual activity to be more superior (Macdonald & Brooker, 1997).

Although PE is considered as being less important than the other subjects in Victorian schools, it is still allocated the mandatory 200 minutes per week. There may be variations in how it is timetabled in schools but they ensure that students receive adequate instruction in PE and sport. Frequent cancellation of PE lessons is not reported because schools adhere to the government’s mandate to ensure that all timetabled subjects are taught. Therefore, even though PE may have a low status, it is timetabled, taught and assessed in Victorian schools. Furthermore, 42 per cent of Victorian teachers reported that all subjects in their schools, including PE, had equal priority while 45 per cent rated PE as being ‘extremely’ or ‘very’ important in their schools (Jenkinson & Benson, 2010, p.9).

### *(b) Status of Physical Education in Kenyan Schools*

Physical education in Kenya has a very low status and PE teachers are often regarded as being of a lower standard than other teachers. Hardman (2009) reports that in Africa (Kenya was not included in the report), only 20% of countries indicate that PE has the same legal status as other subjects. The situation in Kenya resembles that in Ghana where, “since PE is ... marginalised, its teachers do not enjoy the same respect as teachers of compulsory academic subjects” (Ammah & Kwaw, 2005, p.321). Ammah and Kwaw (p. 321) further said, “The status of most PE teachers, particularly in the suburbs and villages, leaves much to be desired. It is often argued that they lack professionalism in the way they go about their job.”

The frequency of cancellation of PE classes is very high in Kenya and is done by academic subject teachers who use allocated PE time to supplement that of their subjects. During times of adverse conditions or when extra time is needed for academic or other school activities, PE periods are often the first to be re-allocated. This happens especially during examination periods when lessons are abandoned to provide time for examinations and revision of past examination papers. Regarding timetabling, other subjects are positioned on the timetable with the highest priority, with PE often being placed on the timetable as the last lesson of the day, at a time when both students and teachers are tired.

## **5. Physical Education Curriculum**

Physical Education teachers all over the world have to fight for recognition and status within school curricula. This is unfortunate considering the role of PE and play in fostering social and emotional development. In Kenya PE is hardly taught and while in Victoria it is taught, teachers of academic subjects especially at senior level get angry with their students who attend sports days and PE carnivals because they take away from real academic work.

### *(a) PE Curriculum in Victorian Schools*

According to the Victorian Essential Learning Standards (VELS), HPE aims to provide students with knowledge, skills and behaviours to enable them to achieve a degree of

autonomy in developing and maintaining their physical, mental, social, and emotional health (Victoria Curriculum and Assessment Authority [VCAA], 2008). Its focus is on the importance of a healthy lifestyle and physical activity in the lives of individuals and groups in society. The curriculum has two dimensions catering for both the practical and the theoretical aspects: movement and physical activity, and health knowledge and promotion. In the first dimension students learn the role of physical activity, sport and recreation in their lives and are offered opportunities for challenge and personal growth, enjoyment and fitness. The second dimension deals mainly with health issues identified via the following topics: development of personal identity and values; sexual matters and relationships; mental health issues; challenge, risk, and safety; positive and negative health outcomes; identifying health services provided by the government and non-government bodies; current nutritional trends; assertiveness and resilience; factors affecting food consumption (VCAA, 2009b). These are issues that resonate with young people because as they grow, they grapple with such issues and need to be equipped with adequate information.

Senior students preparing for the Victoria Certificate of Education (VCE) have to undertake four units in PE (VCAA, 2009c). In Unit 1, Learning and Improving Skill, students learn how to improve physical skills and the coach's role. They are further taught how to analyze movement and how to coach for enhanced performance. In Unit 2, The Active Body, students are taught the relationship between physical activities and systems of the human body. They learn about systems of the body perform and the impact of physical activity on a person. In unit 3, Physiological and Participatory Perspectives of Physical Activity, students learn how to understand physical activity from a physiological perspective. They also learn how to monitor and to promote physical activity and the physiological requirements of physical activity. Unit 4, Enhancing Physical Performance, teaches how to acquire physical fitness through training and strategies used to enhance sports performance.

In Victorian schools Sport Education is commonly taught as a legitimate practice (Tinning et al, 2001), thus recognizing the educational potential of sport within the context of PE. Comprehensive sport education programmes are designed which help teachers to make sport more accessible and enjoyable for students. This has been combined with the multi-sport approach in the delivery of physical education where

students are taught sports such as basketball, volleyball, netball, tennis, hockey, gymnastics, badminton, soccer, athletics, swimming and the various codes of football. Alexander, Taggart & Thorpe (1995, as cited in Shehu, 1998) reported that students and teachers were very supportive of the Sport Education model.

*(b) PE Curriculum in Kenyan Schools*

The Kenyan PE syllabus is not a planned programme of lessons but includes topics that a teacher can select for each class according to their ability levels. The objectives of physical education are to help the learner to:

1. Develop physical and neuromuscular skills,
2. Perform skilful and efficient movements through physical and mental coordination,
3. Develop knowledge and experience of movement concepts for expression and communication,
4. Develop good citizenship and national cohesiveness through sport
5. Develop social skills through physical activities
6. Appreciate and participate in both national and international sport and dance for understanding, respect and preservation of own and other cultures
7. Explore and appreciate the environment through physical activities
8. Engage in physical activities in order to promote health, fitness and general body growth and development
9. Appreciate PE and sport as a foundation for further education and career
10. Identify, nurture and develop individual talents in specific sports
11. Develop creativity, ability for inquiry and individual initiative
12. Enjoy and appreciate participation in movement for its own sake
13. Develop self-discipline through the understanding and application of rules and regulations in games and sports
14. Promote the development of a variety of skills for recreation and positive use of leisure time and
15. Develop awareness of safety skills and preventive measures in PE and sports.

(Kenya Institute of Education [KIE], 2002)

These curricular objectives reveal that PE is valued, at least by those who constructed this syllabus. Furthermore, the syllabus also identifies various sporting activities that

ought to be taught in secondary schools in Kenya. These activities are: games - hockey, volleyball, netball, basketball, soccer, rugby, rounders/softball, lawn tennis, badminton, handball, and table tennis; athletics (track and field); swimming; outdoor pursuits; martial arts; gymnastics and dance (KIE, 2002).

Although there is an official school syllabus, it is often not adhered to and individual schools determine PE programmes with huge variations in content and practice depending on the resources at the disposal of each school. While this diversity may be regarded as a positive thing, lack of proper supervision makes it difficult to determine the relevance and effectiveness of such programmes. In the sporting arena richer schools can afford to offer students a wide variety of sports but poorer ones can only provide the basic and less financially demanding sports like soccer, volleyball and athletics.

## **6. Physical Education Resources**

The provision of quality PE is greatly hampered by lack of adequate teaching personnel for PE classes. Related to this is that even in areas with teachers, some may not be adequately trained to provide PE content that is relevant to students' lifestyles.

Additionally, facilities and equipment are very necessary for PE to be taught properly because the level of provision of facilities can be detrimental to the quality of PE programmes. The facilities and equipment also need to be provided in the right quantity and quality, apart from being well maintained. However, all these factors depend on availability of adequate financial resources.

### *(a) PE Teachers in Victorian Schools*

The 1992 Senate inquiry into the state of Physical Education and Sport identified two major problems affecting PE: (1) a steady decline in resource and time allocation in schools; and (2) PE was losing its identity to sport and to health (Tinning, 2005). As a follow up to the enquiry, Lynch (2007) discovered that implementation of the curriculum was dependent on a range of factors including the teachers' qualifications, experience in the learning area including knowledge of the 1999 syllabus documents, as well as the teachers' ability to share with colleagues. Understandably, experienced teachers who had been in-serviced in the HPE syllabus documents were more confident

and had a better understanding of the HPE syllabus than less experienced teachers. Lynch also revealed that some schools relied on sporadic visitations from sporting organisations to implement the syllabus, often at additional cost to students. Such schools used sporting organisations as extensions to curriculum provision thus creating confusion between PE and other sporting programmes. Lynch concludes that there is a strong correlation between successful implementation of the syllabus and increased student interest in physical activities. Thus Tinning (2004, p.243) recommends that the training of HPE teachers should target the “understandings, ways of thinking, and competencies that new teachers will need to assist post-modern youth to acquire knowledge, skills and attitudes to become healthy citizens in a globalised context.” Light (2002) recommends that PE teachers employ the Teaching Games for Understanding (TGfU) approach because its holistic and whole-body learning enhances a sense of joy related to achievement and profound learning in students.

According to Marshall and Hardman (2000), PE teacher preparation in Victoria is inadequate in light of the increased perception that Victorian universities are reducing resources allocated to training in the teaching of PE. Furthermore, primary school graduates lack both breadth and depth of study in PE and Sport while changes in courses have led to the decline of primary physical and sport education in Victorian schools, with many institutions not demanding a requirement to teach PE on teaching practice. This indicates inadequacies in PE practical/theoretical content knowledge, insufficient practical knowledge components in degree structures, and insufficient exposure and teaching practice across secondary school curriculum.

#### *(b) PE Teachers in Kenyan Schools*

Physical education is a compulsory subject in Teacher Training Colleges (TTCs) for primary school teaching. Therefore, all primary school teachers receive training in the subject and are expected to teach it (MOEST, 2001). However, the primary teacher-training curriculum takes two years and requires a teacher to study 13 compulsory subjects, PE included. One must pass in at least eight of the 13 subjects, as well as teaching practice, to qualify for the award of a teacher’s certificate. So while primary schools may have many teachers with basic training in PE, these teachers may not be adequately trained because of the way the course is structured. Yet Krotee and Wamukoya (1986, p.143) insist that because PE plays an integral role in the



development of the child from birth to death, “it must be delivered by an expert, one that is knowledgeable, skillful and sensitive to the needs of the consumer as well as the growth and development process of the total individual.”

Comparatively, the secondary school sector suffers an acute shortage of PE teachers. Most PE teachers in secondary schools are overburdened, as it is often the case that they single-handedly teach all PE lessons in their schools. This is compounded by the poor quality of some PE teachers, which negatively affects the quality of learning in schools. Secondary school teachers must have a four-year Bachelor of Education degree in order to be posted to schools. However, Bogonko (1992) decries the fact that the teaching course in Kenya’s universities has become a dumping ground for students who failed to get admission into courses of their choice. Therefore, some teachers are of low academic quality while many lack commitment because they teach while actively seeking better-paying jobs outside teaching in what Eshiwani (1990) describes as “teacher wastage.” This exacerbates an acute shortage of specialist PE teachers in secondary schools (Wamukoya & Hardman), which means that many secondary schools do not have a PE teacher.

#### *(c) PE Class Sizes and Facilities in Victorian Schools*

Class sizes and provision of facilities are important issues for PE teachers in Victoria. The Vinson Report (Myton, 2003) recommended that class sizes in Australian schools be reduced to 20 students. This was also supported by Hickey (2003) who cites various research and policy initiatives showing overwhelming evidence that small classes benefited students more. She recommended that sustained efforts must be made to ensure Australian children benefited from small class experiences because small classes were superior in terms of students’ reactions, teacher morale and the quality of the teaching environment. For instance, swimming classes should be small due to safety issues and also because a limited number of students ensure that the instructors can assist all learners in an uncrowded situation. Physical education involves a lot of movement that needs the teacher to be alert always to ensure the students are safe and concentrating on the lesson. Victorian secondary schools have an average class size of 21.6 students and a student/teacher ratio of 11.8 (DEECD, 2010).

In conjunction with striving to maintain smaller class sizes, Victorian schools also endeavour to provide students with the necessary facilities and equipment. Provision of adequate facilities and equipment goes hand in hand with capacity to maintain relatively small classes. Gymnasias and playing fields are provided for PE classes. Where these are not available on-site, schools hire outside facilities, for example swimming pools. Students are then transported to such facilities for their PE classes, thereby increasing the cost of teaching the subject.

Additionally, school authorities in Victoria have recognized the positive impact of information and communication technologies (ICT) in education and provide computers for students to use (Mohnsen, 2006). Apart from giving students opportunities to work with ideas creatively, working with computers enables students to engage in high order thinking. Effective use of computers may also help to improve learning and to shape students' social processes through using the Internet to access social websites. Students in Victorian government schools enjoy access to computers due to the infrastructural investment by the Australian government to provide computers to all schools. Students in HPE are often given assignments, which require Internet access, and therefore, most students get to acquire basic computer knowledge (illustrated in appendix 3).

#### *(d) PE Class Sizes and Facilities in Kenyan Schools*

Resourcing of education in Kenya has not kept pace with population growth combined with the introduction of free primary education in 1971 (Bogonko, 1992). Due to financial constraints, many Kenyan schools have large classes because demand for education is higher than the ability of schools to provide the necessary facilities. Secondary schools in Kenya contain students ranging from 40-50 per class (MOEST, 2001; Saitoti, 2004). In this situation it is also difficult for teachers to know their students and to appropriately understand their backgrounds and experiences, yet "effective PE teachers are better able to gain their students' cooperation and respect when they get to know them as individuals" (Fisette, 2010, p.43). PE teachers face the challenge of teaching these large classes with minimal facilities and equipment. A class of 40-50 students would need a considerable investment in balls and other facilities to ensure that PE is taught adequately. However this depends on the financial resources at the disposal of the respective school and the willingness of the head teacher to spend money on such equipment.

Kenyan teachers and administrators view computers as important (Wabuye, 2006) and make efforts to harness the potential of ICT. Unfortunately this comes with overwhelming challenges since a majority of the 245,000 teachers have limited computer literacy. In addition, only two thirds of the country's 4,000 secondary schools have electricity and only about 750 schools have a computer, this is fewer than one in five (Haggart, 2008). Furthermore, while some schools offer ICT as a subject, they do not provide Internet access. This is because financial constraint is a persistent issue in Kenyan schools, which often struggle to find money to buy computers (International Development Research Centre [IDRC], 2010).

In an attempt to bridge the digital divide in Kenyan public schools an innovative project, Computers for Schools Kenya (CFSK), started refurbishing and redistributing used computers to schools (IDRC, 2010). This unique project provides used computers, which are donated by the local business community and then refurbished by students who acquire technical training in the process. However, this is limited to a few schools that are often located in major towns while schools in the rural areas are ignored. As a result, many Kenyan students in the rural areas are denied the benefits of using computers and most leave school without basic computer skills.

*(e) Financial Resources for PE in Victorian Schools*

The Victorian government funds and regulates education in State schools and this education is basically free up to Year 12 when students are expected to complete their formal schooling (DEECD, 2010). Therefore schools are not expected to charge any fees but may charge voluntary levies and to conduct fund raising to supplement what the government provides. However, the contributions are strictly voluntary and it is not acceptable for schools to coerce or harass parents to pay. Therefore, schools get money from the government and this is then distributed to individual departments in schools according to their requirements and budgets. PE teachers are able to resource equipment and facilities in this way.

#### *(f) Financial Resources for PE in Kenyan Schools*

The government funds education in public secondary schools in Kenya. But since the 1980s the government introduced cost sharing in public secondary schools. This means that while the government pays teachers' salaries and other basic requirements, parents and communities meet the direct cost of education by paying for their children's school fees, building fund, boarding facilities, textbooks, uniforms and activity fees (Eshiwani, 1993). But poor economic growth and other external macro-economic factors have increased the cost of education resulting in many parents inability to afford secondary school education (MOEST, 2001).

The result has been limited investment in education and inadequate teaching-learning resources because schools depend on school fees to fund their programmes. Limited finance leads to cost cutting and PE programmes are often the first to suffer such an eventuality. In fact in most schools, PE is never allocated any funds. Instead, funds are allocated to the Games department to purchase balls and other equipment and then PE teachers are expected to borrow what they need from the Games department, highlighting again the perception of PE in the curriculum.

## **7. Equity (Inclusion) Issues**

Physical education can only claim to achieve its aims and objectives when all students are actively involved regardless of their gender, abilities and skill. Hardman (2009) reports that there is an encouraging trend, except in the Middle East countries, of providing equal opportunities in amount, quality and content of PE/school sport programmes for boys and girls. He also says that Australia, Canada, England, Finland, Israel and Sweden have specific programmes targeting the inclusion of disabled children into physical education.

#### *(a) Inclusion and Gender Issues for PE in Victoria*

A majority of schools in Victoria are co-educational and Garrett and Wrench (2006, p.202) attribute this to the 1970s and 1980s notions of "equal opportunity, which wrongly assumed that equal access would lead to equal outcomes." According to the Moneghetti report (DSE, 1993) co-educational schools do not provide the best

environment in which all can learn. Compelling evidence showed that girls were not comfortable in mixed PE classes, especially during swimming lessons. Gender identities and notions are not fixed but they are constructed and performed (Garrett & Wrench, 2006). This offers several possibilities and PE teachers should therefore “teach students to accept that there are multiple ways of being girls and of being boys, model this behaviour and resist making assumptions about boys’ and girls’ efforts and achievements” (p.203). In addition they should “balance between cooperative and competitive activities; provide environments that are safe and free from harassment; and make decisions about content in consultation with the students while encouraging them to respect and value diverse interests” (p.203). Therefore, PE teachers in Victoria acknowledge that girls enjoy PE just as boys do, but their ways of doing things are different and this needs to be valued and respected within HPE. School playgrounds and classes provide teachers with opportunities to construct positive attitudes towards gender and members of the opposite sex.

*(b) Inclusion and Gender Issues for PE in Kenya*

According to Eshiwani (1993) the trend in Kenya since colonial times has been to have separate schools for boys and girls. Therefore, majority of Kenyan public secondary schools are single-sex. But there is still a big disparity in enrolment of girls compared to boys because there are more boys than girls in secondary schools. However, in schools with PE teachers, both girls and boys are exposed to the same PE curriculum. In encouraging Kenyan physical education teachers to always show gender responsiveness, it is emphasised that “all learners regardless of gender should be given equal opportunity for maximum participation in all physical education lesson and sporting activities. All should have equal access to all physical education equipment and sport facilities” (Kiganjo et al, 2003, p.285). Thus “any situation that tends to enhance discrimination and stereotyping should be avoided since girls and boys perform all physical activities” (p.285).

*(c) Inclusion and School Sport in Victorian Schools*

Sport in Victorian schools is mainly organised according to year levels with all students encouraged to participate. The main aim is to have as many students as possible actively participating. School Sport Australia was established in 1981 to develop and to promote sports in schools (School Sport Australia, 2011). Its main aim is to provide as many

opportunities as possible for students to participate in the widest range of sporting activities ranging from Australian Rules football to water polo. In January 2010 the Victoria Primary Schools Sports Association (VPSSA) and the Victoria Secondary Schools Sports Association (VSSSA) merged to form School Sport Victoria (SSV) and its aim is to provide quality-sporting opportunities in both primary and secondary schools (DEECD, 2006). Apart from supporting teachers in delivering physical and sport education programmes, SSV also aims to strengthen partnerships between education and state sporting associations.

Sports clubs also play a very important role in developing sports and inculcating in youth the culture of active sports participation (Light & Curry, 2005). Therefore, by encouraging children to live active lives, clubs complement the work of PE teachers. Close linkage and partnerships between clubs and schools are encouraged with great care taken to ensure that sports clubs do not usurp the role of PE teachers. Teachers also strive to ensure that children have positive experiences in school because such positive experiences provide a strong motivation for children to join the clubs.

The Australian Sports Commission (ASC) coordinates talent identification and development programme (Phillips, 2009) which tests students and identifies which sport suits them. The commission then provides a pathway for these students and in this way has helped to fast track people with sporting ability. In a world-first initiative, the ASC has developed an on-line talent identification programme known as the eTID (electronic Talent Identification Programme), which tests anyone between the ages of 12-25 years. This self-administered basic talent identification test can be taken by anyone anywhere. Once the eTID identifies one as above average, they are encouraged to visit a Talent Assessment Centre (TAC) for sports scientists to verify their results. Teachers can make a booking for their classes because the National Talent Identification (NTID) programme provides students with feedback about their physical abilities. The programme partners with thirteen sport organisations and has successfully helped students to identify and develop their talents.

#### *(d) Inclusion and School Sport in Kenyan Schools*

School sport in Kenya is elitist since only the best students get to play in a school team. This means that average students rarely get a chance to participate in inter-school competitions because winning is the ultimate goal. This scenario may be due in part to

financial considerations because enabling many students to participate is costly. Also, winning schools gain a lot of prestige and therefore, schools always strive to present their best teams for competitions. In most schools there are inter-house and inter-class competitions while inter-school competitions start from zonal level up to national level. The best teams at the national level get to participate in the East African Schools Games, which are international.

However, lack of a well-established talent search programme in Kenya means that the talents of many young men and women have gone un-noticed. Kenya's education system does not give students time to build on their sporting talents because as soon as competitions are over, the focus reverts to the strenuous academic curriculum (Kitula, 2010). Additionally, sport in Kenya has not proved that it can create employment and this forces most students to choose between sport and education. Therefore, most talented players cease to participate in sport once they leave school. A recent initiative by the United Nations Children Fund (UNICEF) to fund several secondary schools in the country to act as centres of excellence in various sports may help to identify and develop sporting talent (Odindo, 2010).

*(e) Inclusion and Disability in Victorian Schools*

According to the Australian Sports Commission (2001), disabled children have the same interests, needs, concerns in relation to physical activity, and gain the same enjoyment and benefits, as their able peers. In other words, physically disabled children participate in physical activities for the same reasons as able-bodied children (Hastings, 2001). Previously, most physically disabled students were separated and placed in 'special schools' or 'special classes' but nowadays they are usually mainstreamed into regular classes (Garett & Wrench, 2006). The Australian Sports Commission has a disability education programme, which guides teachers on how to provide meaningful and enjoyable physical activities for disabled young people. Integrating disabled students into regular classes has been found to benefit able-bodied students as well because they learn to appreciate differences and develop tolerance towards each other (Gallahue & Cleland-Donnelly, 2003).

### *(f) Inclusion and Disability in Kenyan School*

It was discovered in Kenya that disabled students led sedentary lifestyles because their caregivers were either overprotective or did not know how to handle them (Wanderi, Mwisukha & Bukhala, 2009). To resolve this situation, a report from the Presidential Working Party on Education and Manpower Training for the next decade and beyond (Government of Kenya, 1998) made a recommendation that disabled learners should be integrated into the Kenyan education system. Since then, teacher training colleges and universities have been training teachers to understand, cope and teach disabled persons so that they too may fully benefit from education programmes offered in the country. Schools that can afford to do use teacher aides to assist physical education instructors. This “increases the support the athlete has to participate. The teacher aide also serves as the assistant to the instructor so that the teacher can have time to attend to others” (Wanderi et al, 2009, p.6). In addition, “modification of rules and equipment ... allows the individual with disability to utilize the abilities he/she has to perform. For example, the tennis player is allowed two bounces to enable him/her to reach the ball” (p.6). However, despite all these efforts, the biggest challenge that disabled students continue to face in Kenyan schools is inadequate provision of adapted facilities, equipment and trained personnel.

## **8. Partnership Pathways**

Professionals achieve much when they collaborate in their work, speak with one voice and take a united stand on important issues affecting them. Almost all subjects have professional associations because members have realised the benefits that accrue from working together. Associations help to develop professional standards that are very important for professional effectiveness, career paths and leadership, accountability and quality, and for providing incentives for professional learning (Liddicoat, 2006). It is even better for standards to be developed by teachers because then, they have a sense of ownership. Liddicoat (2006) stresses that the standards set by an association should not be imposed from outside but should grow from the profession itself because they can be very useful in informing pre-service education, classroom practice, ongoing professional practice, recognition and professional development. In teaching, ongoing



professional development has critical importance because it helps to maintain and develop the skills of teachers.

*(a) Networking among PE Teachers in Victoria*

Health and Physical Education teachers in Victoria have the Australian Council of Health Physical Education and Recreation (ACHPER) as the main professional association, which provides professional development programmes, consultancy support and curriculum materials. The ACHPER Victorian branch is the largest of all the state branches (DSE, 1993). ACHPER has strongly advocated for PE, which has helped afford HPE a proper place in the Australian curriculum (Emmel & Penney, 2010). ACHPER has worked to counter the continued marginalisation of HPE in education policy and curriculum development.

As a leading national professional association, ACHPER represents professionals working in the fields of health, PE, human movement studies, sport, recreation and dance, and community fitness. In addition to having a credible national profile it also undertakes consultancy and management services for projects both in Australia and internationally (ACHPER, 2010). Its mission statement advocates the promotion of active living for all Victorians, particularly via delivery of quality HPE, sport, recreation & dance in education settings. ACHPER also provides a forum for members to debate HPE issues and provide input and feedback in areas of concern (Emmel, 2009; Quelch, 2009).

Further accomplishments of ACHPER include supporting research and providing advisory and consultancy services in addition to conducting teacher professional development programmes on a state and territory basis. Finally, it works in partnership with government, community and corporate agencies on projects, which aim to develop HPE. Therefore ACHPER is an organization with clearly defined goals aimed at benefiting HPE in Victoria and in Australia. However, Penney (2007) is concerned that emerging education policy in Australia seems to be marginalising HPE, thereby challenging ACHPER to play an even more proactive role in advocating for HPE.

### *(b) Networking among PE Teachers in Kenya*

Physical Education teachers in Kenya have no subject association and this has denied PE teachers a forum that would have helped them to articulate their issues and to learn from each other's experiences. Although one used to exist, known as the Kenya Association of Physical, Health Education, Recreation, Sport and Dance (KAPHER-SD), it lapsed into inactivity and has not been heard of again. This highlights the declining enthusiasm towards PE in Kenya. Many PE teachers, especially those at diploma level, have opted to discard the subject and to concentrate on teaching their second subjects. Probably, this may be due the marginalisation and low status of PE. Many teachers suffer from a crisis of confidence because of the stigma attached to the subject, same as reported by (Cook, 2005, p.32) in America, "It was always such a stigma to be a PE teacher...you always felt very much ostracized and left on your own..." This has led to high rates of turnover of PE teachers because such teachers leave teaching as soon as they get other job opportunities.

## **9. Conclusion**

This review of relevant literature according to the themes identified by Hardman has shown that while there may be similarities between Kenyan and Victorian PE, there are also significant differences. However, while these similarities and differences exist in the literature, it is my intention to take this investigation further by examining in more depth the experiences of PE teachers in both Victoria and Kenya. By listening to teachers and knowing their experiences, I hope to better understand the current position of PE in both contexts.

## CHAPTER 3

### INVESTIGATING THE EXPERIENCES OF PE TEACHERS IN KENYA AND IN VICTORIA

#### 1. Qualitative Research and Phenomenology

I chose to employ qualitative research methods for the task of describing teachers' experiences because in this study I sought to generate detail-rich data that was embedded in context (Maxwell, 2005). According to Bogdan and Biklen (2007), qualitative researchers are concerned with context because they assume that human behaviour is significantly influenced by the setting in which it occurs. Therefore, qualitative researchers prefer to go to the location of the subject of their research. Given that people construct and interpret the world or reality in a variety of ways, qualitative research assumes that nothing is trivial but that everything has the potential of unlocking a deeper understanding of what is being studied. After knowing and understanding the contexts within which the research participants act and how these contexts influence their behaviour, the researcher may understand how actions, events and meanings are shaped by the unique circumstances in which they occur. Through the teachers' experiences I also hoped to gain different perspectives about the inner workings of different schools and classrooms (Slavin, 2007).

The research approach I chose for this study is phenomenology because it places a strong emphasis on lived experience and perceptions of experience (Patton, 2002). According to Van Manen (1990, p.36), "Lived experience is the start point and end point of phenomenological research. Phenomenology aims to transform lived experience into a textual expression of its essence." Phenomenological researchers first identify a phenomenon and then they collect data from people who have experienced the phenomenon (Creswell, 2007). They then develop a detailed description of the essence of the experience for the individuals, describing what they experienced and how they experienced it (Moustakas, 1994). According to Slavin (2007), the purpose of phenomenology is to enter people's worlds and then to understand their world from

their perspectives. This enables one to determine if there are patterns in the experiences of others.

Phenomenology is rooted in the theoretical perspective of interpretivism, which holds that individuals negotiate meanings about their activity in the world. Crotty (1998) says that the interpretivist approach looks for culturally derived and historically situated interpretations of the social life-world. Therefore, phenomenological researchers do not assume to know what things mean to the people they are studying but they try to understand what events and interactions mean to ordinary people in particular contexts. According to Gall, Gall and Borg (2007), the researchers get intimately connected with the phenomena and come to know themselves through experiencing the phenomena. Constructionism, which is the epistemology underpinning phenomenology, holds that meaning is not discovered but constructed by people as they encounter their social world (Crotty, 1998). Therefore constructionism underlies basic interpretive study and the researcher's task is to unearth what meaning the informant attaches to the phenomena. Creswell's (2007) opinion is that meanings are varied and multiple because participants negotiate them historically and socially while Crotty (1998) asserts that constructionism and phenomenology are so intertwined that one cannot engage in phenomenology and espouse a different epistemology.

Also, the procedures used in phenomenological inquiry are relatively straight forward, requiring less training for the novice researcher (Gall et al, 2007). As a fellow teacher, I found it easy to gain access into schools, to establish rapport with the informants and to understand the phenomenon from their different perspectives. Having taught PE for about 10 years, I desired to enter into the study with an open mind in order to gain as much as I could from the teachers involved in the study. Therefore, phenomenology suited this study most. However, this is not to suggest that phenomenological interviewing is easy. Seidman (2006) reports that such interviewing has challenges regarding gaining access, logistics, the ideal number of participants, follow up, managing data and the actual interviewing.

## 2. Methods

### *(a) In-depth Interviews*

I employed two types of semi-structured interviews as the main mode of data collection: face-to-face interviews with two Victorian teachers and telephone interviews with two Kenyan teachers. These interviews, lasting approximately one hour, followed prepared interview guides and was conducted in the respective schools for Victorian teachers. In order to build rapport and trust (Merriam, 2002; Bogan & Biklen, 2007), I made several visits to the Victorian teachers' schools, to know them, to explain more explicitly the purpose of the research study and the exact kind of information that the research sought. For the Kenyan teachers, I established rapport by having several telephone conversations with the teachers prior to the interviews. This enabled me to enlighten them on the aim of the study and to answer all the questions they had about it. I also conducted a pilot study of the interview amongst two friends to improve on any ambiguous questions and to check that confidentiality and anonymity were maintainable (Opie, 2004). Furthermore, I was able to rephrase the questions after identifying some that appeared to be inappropriate (Gall et al, 2007).

Interviews were preferred for this study because if skilfully conducted, they are superior to other data gathering methods (Best & Kahn, 1993). One-on-one interviews ensured that any misunderstandings, confusions or ambiguities were clarified whilst providing an opportunity where the informants amplified their answers and even digressed in ways that proved useful to the research. During the interview I was also able to evaluate the informant's sincerity and to check on the accuracy of the information. This was possible by asking further clarifying questions and deeply probing the respondents' answers.

Interviews also have the advantage that the informant may be more careful and diligent in answering questions because the researcher's presence shows the seriousness attached to the informant's opinions (Murray, 2005; Murray & Brubaker, 2008). Also, the open nature of semi-structured interviews means that the researcher may stimulate the informant's insight into deeper experiences and thus may explore issues that were not anticipated. This is because semi-structured interviews allow for deviation from a pre-arranged text and changing the wording of questions or the order in which they are

asked (Opie, 2004). Besides promoting reflection and greater relaxation, interviews can also be cathartic to the informant.

Opie (2004) supports the use of semi-structured interviews because they have an overall shape, which helps to avoid aimless ramblings. Telephone interviews have the advantage of reaching a wider audience especially when the sample is geographically dispersed and this enriches the study without the necessity of travelling (Gall et al, 2007). Apart from enabling data to be gathered very fast, telephone interviews also allow coding and analysis of interview data to begin almost immediately (Merriam, 2002). Though international calls are costly, their advantages and convenience tend to outweigh the costs. Travelling to Kenya to conduct face-to-face interviews would have been most ideal however, cost implications made it impossible to do. All the four interviews were carefully transcribed and analysed. The recorded interviews were transcribed verbatim so as to allow the researcher to gain a first hand experience of what the teachers encounter in their work.

#### *(b) Document Analysis*

This study used lesson plans, schemes of work, class time-tables, students' class reports, school strategic development plans and other documents relevant to the research in order to gather more insight on the topic under investigation. Besides being a rich source of data, Punch (2005) considers such documents to be useful in triangulation, to help counter-check interview data. Merriam (2002,) argues: "The strength of documents as a data source lies with the fact that they already exist in the situation; they do not intrude upon or alter the setting in ways that the presence of the investigator might."(p. 13).

Additionally I kept a reflexive journal into which I recorded all the important steps and decisions taken during the study. Lincoln and Guba (1985) treat the journal as a kind of diary, which should record a variety of information about the researcher as the human instrument, the methodological decisions made and the reasons for making them. This study would have benefited immensely from direct observations of physical education classes. However, while observations were possible in Victorian schools, financial and logistical constraints made it impossible for the same to be done in Kenyan schools.

### **3. Sampling**

Purposeful sampling enabled the selection of information-rich individuals whose experiences amply illuminated the questions being studied (Patton, 2002; Nolan Jr. & Meister, 2000). In this study I interviewed two public school teachers each from both Victoria and Kenya. Each of the teachers has taught for at least 10 years and in more than one school. According to Patton (2002), information rich informants produce insights and in-depth understanding and not empirical generalizations. Gall et al (2007) emphasise that purposeful sampling doesn't aim to achieve population validity but a deep understanding of selected individuals.

The kind of purposeful sampling I employed was intensity sampling, which targeted teachers who showed the phenomenon under research intensely but not extremely (Gall et al, 2007; Edmonson & Irby, 2008). These were respectable, expert teachers who were willing to participate in lengthy audio-recorded interviews and to allow the data to be published in a thesis (Moustakas, 1994). The teachers were recruited via recommendations from friends and other teachers. After identifying the teachers I requested their respective principals for permission to allow them to participate in the study.

Though apparently small, the sample size of four is adequate enough to answer the questions posed by this research. Rice and Ezzy (2001) contend that: "when the researcher is satisfied that the data are rich enough and cover enough of the dimensions they are interested in, then the sample is large enough."(p. 46). Patton (2002) confirms that qualitative studies normally use small samples and even single cases are accepted. He says that the sample size depends on the purpose of the research and the time at the disposal of the researcher. He, however, cautions that a lack of depth in data collection and insufficient breadth in sampling can pose problems in the study. However, Best and Kahn (1993) hold the opinion that the important thing is not the size but the care with which the sample is selected. I am thus, confident that the sample size is sufficient for the purposes of this study.

#### **4. Settings**

The first Victorian teacher is from a school within Melbourne city while the second is from a school in a suburb close to the city. I chose the two schools by virtue of ease of accessibility. The first school is a co-educational secondary day school catering for approximately 1,400 students from about 40 nationalities. The school has great socio-economic and cultural diversity and has excellent facilities including; classrooms, science and computer laboratories, a hall, a gymnasium, a canteen, a music wing, a performance centre and a fully equipped technology wing. The school has ample financial resources that enable it to manage its operations well. It has six PE teachers who work as a team, an attribute that has enhanced collaboration. The participant is a lady with wide experience teaching in a variety of schools and an infectious enthusiasm about her teaching.

The second school, located in a suburb outside the city, is also co-educational and has an outstanding music curriculum. Though not as financially endowed as the first school, it however, has an active PE programme and an excellent sports programme that has twice won the Federal Government's "Active Australian Award" for the best secondary sports programme. It also has six PE teachers who work as a team. The participant is a male with more than fifteen years experience in teaching and has had the joy of seeing some of his students join him in the same department as teachers. He is also very enthusiastic about teaching PE despite the challenges involved.

The two Kenyan teachers were chosen from schools in the city due to ease of communication and the presence of a PE teacher on the staff. The first school is a national public boys' boarding school that was built in the colonial days to cater for children of European descent. As a national school, it draws students from all Kenya's districts and has a population of 1,200 students. The school is very active in sports and features prominently in inter-school sport. However, there is only one PE teacher, a male, for the entire school. He complained of being overwhelmed by the work and the expectations of the school's administration. The second school, a provincial public girl's boarding secondary school, has a population of 1,300 students. Although it has a very active sports programme and has won various sports titles at national level, the



school has one PE teacher, a female, serving the entire school. She is very excited about her work and the positive impact it has on her students.

I interviewed male and female teachers to ensure that this study benefited from their varied perspectives while ensuring gender balance. I conducted one major interview with each teacher and then had several subsequent short sessions aimed at clarifying and confirming information given in the first interviews. The interviews with Australian teachers were conducted in their schools in a room of their choice thus making them free and comfortable enough to express themselves. The Kenyan teachers' interviews were conducted by telephone and in both instances; permission was sought from all participants for the interviews to be audio-recorded. Two documents: a plain language statement and a letter of consent were prepared for the teachers to sign as proof of their willingness to participate in the study (see appendices 4 and 5).

## **5. Analysis of data**

Qualitative data analysis is an inductive and iterative process that transforms data into findings (Patton, 2002). While there are several approaches to analysing phenomenological data, I elected to use Moustaka's modification of the Stevick-Collaizzi-Keen method as explained by Creswell (2007). The first step was to bracket my own experiences although this cannot be achieved entirely because qualitative research cannot be bias free. Moustakas (1994) advises that the researcher must be completely open, receptive and naïve so as to listen to the informants describe their experiences. Listening to and rereading each interview several times helped me to get a sense of the whole interview and its context. The next step was to develop a list of significant statements from the interviews and other data. These are statements concerning how the informants are experiencing their teaching and addressing the challenges. Every statement was considered as having significant value although later, I deleted irrelevant or repeated statements, leaving only those statements that were valuable.

Then I clustered the remaining statements into themes (units with meaning). Participant responses were deeply examined so as to understand the expressed and implied meanings that were expressed in more direct language. In order to produce articulate

meanings, I constantly alternated from data to meanings while testing to ensure the meanings were backed by the raw interview data. I then wrote a description of the experiences that the teachers in the study had. This description explains what happened and included direct quotations of the teachers' statements. Creswell (2007) terms it a textural description of the experiences.

Next, I wrote a structural description (Moustakas, 1994) that explains how the experiences occurred. I reflected on the experiences and the contexts in which they occurred. This description explains in detail the schools involved in the study, their locations, student population, and the dominant social and economic status of the location, staff population and all other relevant information. After that, I wrote a composite description that blended both the textural and structural descriptions. The aim of this description is to tell the reader what the teachers experienced and how they experienced it. This part is the climax of a phenomenological study and it gives the reader the essence of the experience. This is the goal of phenomenological research: to finally bring out the essence.

To highlight the differences and similarities in the experiences between Australian and Kenyan teachers, I constructed a matrix display of the data (Richards, 2005). I drew a matrix table with four columns, one for each informant and then split them into two to delineate Kenya and Australia (as shown in appendix 6). The rows showed all the emergent themes with explanations of how they were experienced by the teachers. Using two different colours I differentiated similarities and differences. From these I derived the experiences informing the way forward for PE in Kenya.

## **6. Maintaining rigour and trustworthiness**

All research should produce valid and reliable knowledge. Consequently I endeavoured to achieve trustworthiness by observing the four qualities of credibility, transferability, dependability and confirmability. Credibility is achieved by providing truthful accounts throughout the study (Sparkes, 1992; Patton, 2002). This is perhaps the most important yardstick to assess qualitative research. Sandelowski (1986) suggests that the credibility of a qualitative study is assured when it describes and interprets human experience so

accurately that people who also share the experience would immediately recognise the descriptions. Therefore the descriptions must be plausible (Sparkes, 1992; Patton, 2002).

The second quality is transferability, which shows how the findings are applicable to other contexts and settings or with other groups (Krefting, 1991). However, Lincoln and Guba (1985) note that transferability is more the responsibility of the reader than the researcher. On the other hand, dependability considers whether the findings would be consistent if the study was replicated with the same participants or in a similar context (Krefting, 1991). Finally, confirmability requires that the procedures and results should be free from bias and Lincoln and Guba (1985) stressed on the neutrality of the data as being more important than that of the investigator.

Creswell (2007) advises on the wisdom of using at least two procedures to ensure that rigour and trustworthiness are attained. In this research I used triangulation, which Creswell (2007) explains as the use of multiple sources, methods, investigators, and theories to corroborate evidence. Therefore, I used documents to support information provided by interviews. Slavin (2007) says confirming data collected in different ways increases validity and reliability. This ensures that the weaknesses of one data collection method are compensated by the use of alternative methods (Krefting, 1991; Patton, 1999). The documents used in this study included: class timetables, schemes of work, student report cards and sample assessment papers.

Once the data were transcribed I took it to the respective teachers for them to confirm the accuracy of their own information and to make any necessary corrections (Creswell, 2007). I sent an electronic copy via e-mail to the Kenyan teachers and requested them to mail back any corrections. Sparkes (1992) states taking findings back to the field should not be seen as a test of the “truth” but an opportunity for reflexive elaboration. Meanwhile, throughout the study I kept a personal journal describing how data were collected, how the analysis was done and how the findings were arrived at (Merriam, 2002). Included in the journal were my thoughts, feelings, ideas and hypotheses generated via contact with informants in addition to any questions and challenges arising from the research process (Lincoln & Guba, 1985).

This research has provided rich and detailed descriptions about PE teachers' experiences to enable the reader to assess how transferable the information and findings are to other settings (Miles & Huberman, 2002; Krefting, 1991). These include verbatim quotes of the teachers' experiences. In the introduction, I gave a brief narration of my experience as a PE teacher in the hope of making bias explicit and to help in establishing credibility (Patton, 1999). According to Creswell (2007), when stated from the beginning this may greatly improve the readers' understanding of the study.

## **7. Limitations**

Bracketing lies at the core of phenomenological research and because phenomenology is more interested in capturing the participant's perception, the researcher has to bracket or block out any personal assumptions and previous knowledge about the phenomenon of interest. This can be achieved by making personal experiences and beliefs explicit right from the start, throughout data collection and analysis. Bracketing may help the researcher to be receptive to new ideas and open to new ways of seeing the phenomenon. Failure to bracket one's assumptions may prove to be a limitation because the researcher may be biased and his work may not be credible. However, according to Moustakas (1994) the interpretive nature of phenomenology makes it impossible to bracket one's experiences. Despite the difficulty in bracketing, I made efforts to approach the research with an open and receptive mind.

This study examined the experiences of a small size of the interviewees and interviewed four secondary school PE teachers teaching in public schools. Purposeful sampling was used to select information-rich cases (Gall et al, 2007) and this sampling aimed at achieving in-depth understanding of selected individuals. Inclusion of more participants especially from private secondary schools and from both primary and secondary schools would have greatly contributed to the study's breadth. However, Best and Kahn (1993) state that the quality of the participants is more important than their size. Furthermore, these teachers were drawn from schools either within or close to big cities and their experiences may differ from the experiences of teachers serving in rural settings. Schools in the cities are generally known to be better equipped and the teachers may have easier access to resources and information compared to their colleagues in the countryside. However, because the teachers involved in this study have taught for at

least ten years I am convinced that they provided rich information, which accurately reflected their wide experiences.

Slavin (2007) confirms that it is difficult to generalize findings to a broader population because results from one setting may not be applicable to other settings. Also, great care is essential in choosing individuals who have experienced the phenomenon. This implies that the researcher is limited to studying phenomena that is experienced only by people who are willing to provide insights into their experiences. This informed my choice of the four teachers in this study who expressed their willingness to share their experiences.

It is also a possibility that informants in interviews may choose to give responses that are socially desirable and not based on personal experience (Scott & Marlene, 2006). Furthermore, face-to-face interviews can be greatly impacted by the researcher's characteristics (Slavin, 2007) and especially so if the researcher has more influence and power than the informant. In this study the researcher and the participants were at an equal level thus issues of power and influence did not arise.

In addition, telephone interviews do not allow the interviewer to develop adequate rapport with the informants. This is crucial because an interview's success greatly depends on the researcher winning the confidence and trust of the informants. Also, the interviewer cannot observe non-verbal behaviours and cases of impersonation may be difficult to detect especially when interviewing strangers. Additionally, interviews require a lot of time to organize and can be difficult to schedule because they have to fit in with the informants' schedules. One also has to consider the costs of travelling to the sites and the bills for lengthy international telephone calls, which can be very high (Creswell, 2007). In this study, I had the trust of the informants and the main challenge was in organizing the telephone interviews because I had to liaise with the telephone company.

Furthermore, transcribing and analysing interview data needs time. Opie (2004) advises that it may be prudent to limit interviews to no more than six or even less because transcribing needs ample time. Then after transcribing, one has to analyse the data.

Should the researcher opt to pay somebody else to transcribe the data that may mean extra cost. The researcher did the transcribing and analysing of data in this study.

At times matrices may be used to analyse data that have comparative aspects. In such cases, Richards (2005) cautions that utmost care is needed because such a project can easily lose its flexibility and begin to resemble quantitative data analysis. In this study I used matrices to analyse the data but I was careful to ensure the analysis did not assume a quantitative approach.

Finally, although triangulation is ideal, it can also be very expensive. According to Patton (1999), if the investigator has a limited budget, a short time frame and inadequate training, it will affect the amount of triangulation that is practical. To confirm information gained via interviews, this study analysed school documents.

## **8. Ethical Issues and Risks**

This study foresaw no harm to the participants but great care was taken to ensure that the participants consented to being interviewed. School principals and teachers were provided with a plain language statement giving full information and affirming that the aim of the research was not to critique the teachers but to gain insights into their practice. The plain language statement was accompanied by an informed consent form, which stated their rights and responsibilities (See appendix 5). They also had the freedom to withdraw from the research at any stage.

Any data or information given by the informants is strictly confidential no matter how inoffensive (Slavin, 2007). The data are stored in the researcher's computer and protected by password. After the research is completed, all data will be stored in the Education Department for a period not less than five years. Also, participants are referenced by pseudonyms to ensure that neither the schools nor the teachers can be identified or any comment attributed to them. In this study, the pseudonyms I used were Yvette, Marvin, Aisha and Jamal.

To reciprocate their support each participant will receive a letter of appreciation plus a copy of the completed thesis. This, I hope, will terminate the study in a sensitive and respectable way so that the informants do not feel abandoned (Creswell, 2007). Opie (2004) counsels that great care has to be taken to avoid being accused of conducting

“rape research”, by which he means conducting the interviews and leaving, never to return and giving nothing back.

I have also tried to acknowledge all the theoretical frameworks or value systems that influenced the interpretations and analysis of my research data (Opie, 2004). While acknowledging that all methodologies have their fundamental assumptions, which influence the researcher’s data handling, Opie (2004) encourages researchers to honestly share the problems faced, difficulties encountered and the lessons learnt. This may encourage novice researchers who may be facing similar difficulties in their research.

Reeves (2008) notes that a teacher’s professional practice is impacted more by advice from colleagues than by the sum of courses attended. This implies that teachers learn more from interacting with each other than what they learn while training professionally. Since there is no study which compares the experiences of PE teachers in Kenya and Victoria, it is hoped that through this study, the challenges faced by Kenyan PE teachers may be better illuminated by comparing and contrasting their experiences with those of Victorian teachers. By documenting these experiences, it is hoped that Kenyan teachers may benefit in matters concerning curriculum development, effective classroom instruction and content delivery, as well as overcoming the challenges faced. Knowledge and understanding of teachers’ experiences may in turn help education officials, curriculum coordinators and school boards to know how best to support PE teachers. It may help them to know what professional development opportunities would enable teachers to gain and acquire skills that will enable them to teach effectively.





## CHAPTER 4

### EXPERIENCES OF TEACHING PHYSICAL EDUCATION IN KENYA AND VICTORIA

The following chapter explores the experiences of PE teachers in Kenya and in Victoria. According to Sifuna and Otiende (2006), a lot of criticism has been levelled at the Kenyan system of education by a cross-section of the Kenyan public worried by its relevance, financing, performance and workload on both students and teachers (Sifuna & Otiende, 2006). Consequently, the system has undergone several amendments aimed at making it more responsive to the needs of parents, students and the country. Unfortunately, all the amendments made tended to marginalise physical education even more as subjects competed for limited school time. Donnely (2004) and Howard (2007) on the other hand, criticise the Victorian education curriculum stating that it may not be at par with other developed countries (Donnely, 2004; Howard, 2007). However, it may be worth noting that it is not possible to have a perfect curriculum because “it is difficult to satisfy the agendas of the many stakeholders in the curriculum” (Dinan-Thompson, 2006, p.28).

The success or otherwise of a school’s programmes depends on how the school is administered and therefore, school principals play a very important role in ensuring a school achieves success. Teachers look up to their principals and successful schools have principals who model exemplary leadership, establishing structures to ensure that their schools operate efficiently. A school may have good facilities and excellent teachers but if its administration is weak and disorganised then it will find it hard to realise its intended outcomes. But if the school is well administered and managed, authority flows down to teachers and enables them to control and manage their classes well. Tinning (1987, p.75) states, “it is important to understand that problems and concerns in class control are inextricably linked to the curriculum.”

This chapter explores teachers’ experiences on issues revolving around Hardman’s (2009) themes as earlier discussed in the review of relevant literature. Juxtaposed in this chapter are the experiences of Kenyan and Victorian PE teachers in relation to the

following: the situation of PE in schools, physical education curriculum time allocation, the status of physical education in schools, physical education curriculum time allocation, the physical education curriculum, the physical education resources, equity issues in physical education and partnership pathways. All these are issues that PE teachers grapple with in their profession. To protect the identities of the teachers involved in the interviews pseudonyms have been used. Yvette and Marvin are the Victorian teachers while Jamal and Aisha are the Kenyan teachers.

## **1. The Situation of Physical Education in Schools**

### *(a) Implementation of Physical Education in Victoria*

Physical education teachers in Victoria confirm that they do teach the subject in their schools thus confirming the implementation of PE programmes in Victoria. According to Marvin, “A full teaching load is 23 out of 30 lessons a week. But I am the students’ leadership coordinator, so I get five lessons off to do that. Thus, I teach 18 lessons a week out of 30. It is 20 hours of face-to-face teaching per week. So it is 23 plus one extra class a fortnight you can take to fill in for someone.” Then he adds, “At the moment I am teaching year 10 sport leadership where we do coaching, principles and things like that and activities, and then second half of the year, I am teaching weight training, so we look at fitness programmes and weight training.” Yvette on the other hand, says “...because of the size of this school it is widely expected that all staff would teach VCE because we have large numbers...I have taught everything from grades 7-12. But this year I am teaching mainly in the middle and senior school.” Therefore PE is implemented in Victorian schools although there may be variations in how different schools approach it.

### *(b) Implementation of Physical Education in Kenya*

Kenyan PE teachers try their best to teach despite the many challenges that are involved. Aisha says that, “Per day I have a minimum of four classes and per week I have 24 classes. I am the only PE teacher in the school so I take all the PE classes. As for the PE lesson itself we normally go out in the fields and if the weather is not good we go to the school hall and do a few things.” This is a typical situation in Kenyan schools where only one PE teacher is posted to a school and has to find the best way to ensure all

students get their entitlement of forty minutes of PE a week. This often proves to be a big challenge if the school has a large population as attested to by Jamal, “Currently I have 24 classes because we have 6 streams and every class has one PE lesson per week. But because I am here alone and PE can only be taught at specific times, the classes are grouped into two, for example, I group forms 1A and 1B in one session, then the next one may be forms 2E and 2F.” When asked to explain what he meant by saying that PE can only be taught at specific times he said, “Here PE is never taught between other subjects, it must be placed at the last period before a break and most preferably, the last period of the day.”

*(c) Assessment of Physical Education in Victoria*

According to Dodds (2006), regular and appropriate assessment can elevate student achievement by raising higher standards and accountability. Evaluation in a subject raises its profile and importance to students, teachers and the general public.

Assessment is important because a teacher may use the information gathered to decide whether to continue, to modify, to change, or to stop using certain teaching methods or certain parts of the curriculum (Colfer, Hamilton, Margil & Hamilton, 1986). In an attempt to justify the case for examinable PE, Green (2008, p.89) argues that examinable PE “provides equal opportunities for practically minded students with ability in PE to obtain qualifications in an area of their liking that may have vocational benefits.” Secondly, it allows schools to attract less able students who are keen to pursue popular examination subjects and therefore improve the school’s position in the performance tables. Finally, while enabling PE teachers to improve their professional and academic status it will establish the importance of the physical and intellectual in the academic process.

In Victoria, secondary school students are assessed in PE but once they reach Years 11 and 12, the subject becomes an elective. As Yvette confirmed, “PE is examined at VCE but in Year 12, in units three and four, they do a series of school assessed tasks, and then at the end of the year they do an external examination. In Year 11 it is school assessed; they do a series of tasks and an end of semester exam, which is assessed by the class teacher. In the lower classes they do end of unit tests and starting from Year 9 they do an exam. So a lot of factors come into play in PE. It is not just how good they

are, it is more about their level of improvement and their work ethic and how they perform in the theory aspect of the subject.”

The evaluation system is a bit different in Marvin’s school but he confirmed that assessment in PE was a huge issue and that people had a lot of different views about it. “We are talking about assessment in PE at the moment as a school. We don’t have formal examinations in Years 7 to 9; we are starting this year for the first time. We are having an end of unit exam for Year 10, a written exam. Then Year 12 have an exam at the end of the year.” This system of assessment is interesting because it steers clear of exams at Year’s 7 to 9 and instead students have a workbook in which they complete different pieces of work that they then submit for marking. “They have got a workbook that they submit. We will assess them on their participation in the classroom and also on an assignment that they have to do and submit. So instead of an exam we just assess them on pieces of work. This work done in the workbook is progressive throughout an entire unit, the students stay with the workbook and we mark the book throughout the whole unit.” However, the marks are not just numerical but are given in terms of the quality of the work done, for example excellent, very good, good, satisfactory or limited. “So it is not numbered marks any more. That is a policy from the state government, a lot of people don’t like it but that is how we are bound to assess.” So the state government directs on how the students’ work is to be evaluated.

#### *(d) Assessment of Physical Education in Kenya*

Although PE is timetabled in Kenyan schools it is neither examined nor assessed and is therefore not accorded the importance attached to other “academic” subjects. This has lowered its profile in the eyes of students, other subject teachers and parents. Aisha says, “PE is not examined in Kenya so to the students it is like an outing and they look forward to enjoying playing soccer, basketball or netball. Their attitude is positive only in the sense that it relieves them of the boredom of staying in class all day.”

The big question for most PE teachers is how to assess students in the subject. Aisha says that she has learnt to tell a students’ progress by watching them play over time. “You can see how they acquire skills and use them in a game situation. But we don’t have a system where you can pinpoint what somebody has scored. We grade using qualities like willingness, participation and punctuality.” Colfer et al (1986) acknowledge that it is hard to grade PE skills as you would skills in mathematics but

teachers must evaluate their students' performance somehow. In the absence of measurement and evaluation of student learning, PE becomes vulnerable during times of budget cuts, programme review and school restructuring (Lund, 1992).

Never the less, despite the lack of assessment in PE an innovative teacher can still find ways to assess students. Jamal does this in his school and the students' response has so far been very positive. Although PE is not examinable, the Ministry of Education does not prohibit anyone from assessing a class. "Boys take grading seriously and more so it creates some healthy competition. I thought if I introduced examinations students would take the subject seriously. For instance in soccer, I would grade the skills of kicking, dribbling, or heading and give a mark out of ten. Then I would also grade qualities like punctuality, smartness, obedience, effort and teamwork." Because boys are normally competitive, if one was top of the class, all the others would want to topple him next time. This enabled Jamal to make the subject exciting to his students. He says, "I came to this school at a time when they had not interacted much with a PE teacher and they didn't know the subject has a structure and content. Most of them didn't think that a PE teacher could be somebody serious." This shows that whatever the status of a subject, student and staff perceptions will be shaped by the teacher in charge of the subject.

It is therefore important for Kenyan schools to consider making PE examinable because it will be more beneficial to both students and teachers. I asked the Kenyan teachers what would be their priority if they could influence government policy concerning PE in schools. They were unanimous that making PE examinable would give it a lot of significance. Said Jamal, "I would institute a system of examinations in PE because through that teachers will start taking it seriously and we will be able to produce very high quality sportsmen and people who are knowledgeable in PE. We will not need sports academies." Aisha on the other hand says making PE examinable "will be a big incentive because I will have a purpose of going to teach. You see now I teach to improve games and sports but not to improve students academically. I would also wish to know how my student is scoring in PE as she is scoring in mathematics!" There is a strong case for making PE examinable and I believe that with the popularity of sports, PE would be a hugely popular subject with Kenyan students if it were made examinable. However, Tinning (2006) advocates for a different way of assessment in PE because the literacy it develops is different from those of classroom based academic subjects. He

cautions that if PE employs assessments regimes that favor written and textual literacy then it might alienate many of the young people it seeks to befriend. Whereas I concur that PE (as movement and play) offers something unique to students and needs to be assessed differently, I believe that making it an examinable subject would be the first step in enhancing its status. Then alternative ways of assessment that are different from other subjects may be explored.

## **2. Physical Education Curriculum Time Allocation**

PE research in the 1980s concentrated on Active Learning Time in Physical Education (ALT-PE) but recently, this has shifted to the more crucial issue of the overall amount of time available to PE (Green, 2008). Schools in many countries have gradually reduced PE time and Marshall and Hardman (2000) attribute this to lack of facilities, lack of teachers and the need to make time for other subjects. The situation is less encouraging in most African countries where there is either very little time allocated to PE or no time at all.

### *(a) Physical Education Time Allocation in Victoria*

Victorian schools have allocated adequate time to physical education. In Yvette's school, a period lasts fifty minutes and PE has been allocated four periods per week divided into practical physical education and health. "We call it physical education, sport and health from year 7 to year 9. So there is a double period of 100 minutes of PE practical activities and then they do two 50-minute periods of health per week. I reckon this time is adequate for teaching PE to secondary school students because 100 minutes is good enough to introduce an activity, teach it, demonstrate it and have the students play it. Then 100 minutes of health education is ample time in a week to teach students on basic issues concerning their health (as illustrated in Figure 1). "So they do pretty much four periods of health and PE per week and we have a structured curriculum that we follow through in health and that is progressive throughout Years 7, 8, and 9 together with practical activities too."

Marvin's school also has four periods of PE per week though the time for each period is slightly reduced to 47 minutes. This is still good considering that students have two

periods of PE and health plus two periods of sports, that is four periods. “In PE and health they do their practical and theory, whereas in sport they just practice sport.”

Student timetable for		Form 9C2				
	MON	TUE	WED	THU	FRI	
1	PART MALK 221	SCI KEAR 221	PESH SIPS OVAL E	GG WALK 614	ENG LEKA 311	
2		HIS SEEG 614		MA MA 610	HIS SEEG 614	
3	DRA9 STEF 163	MA MA 311	FRE RITH 614	ENG LEKA 323	FRE RITH 724	
4	ENG LEKA 319	FRE RITH 724	HIS SEEG 614	PART MALK 221	MA MA 700	
5	MA MA 206	PESH SIPS 810	GG WALK 614	DRA9 STEF 163	PESH SIPS 109	
6	GG WALK VCE-2	ENG LEKA 323	SCI KEAR 208		SCI KEAR 208	

**Figure 1 Sample Australian secondary school timetable.**

PESH stands for physical education sport and health. This figure, sourced from Yvette’s school shows that the school has six periods per day and this class has a double period of physical education sport and health on Wednesday morning, periods one and two. Then two more periods on Tuesday and Friday the fifth periods, totalling to four periods per week.

However, in the senior classes, if a student chooses to study PE the periods are increased to five and the subjects are studied in depth, as Marvin confirms, “Years 10, 11, and 12 PE is an elective and students who choose the subject have five periods per week for half a year. They have got independent units so they can choose one subject one half year and another subject the other half year.” Clearly, Victorian schools give PE some significance and teachers like Yvette are evidently happy about the time allocation. “All of our PE practical classes are doubles so there are 100 minutes and that is pretty much a good amount of time; I think a lot more than that.”

*(b) Physical Education Time Allocation in Kenya*

In Kenyan secondary schools, a lesson lasts forty minutes. The number of periods assigned to a subject is determined based on statutory guidelines, which show how many periods should be allocated to each subject in the school curriculum. As Jamal says, “As far as timetabling is concerned, there are regulations for making a timetable and every subject has particular hours which are supposed to be allocated so it is not something you debate about.” However, PE is allocated only one forty-minute period per week per class, as illustrated in Figure 2.

**HIGH SCHOOL  
CLASS TIMETABLE**

NAME ..... CLASS 2E TERM 3 YEAR 2010

PERIOD	1	2	3	4	5	6	7	8	9	10
TIME	8.00 8.40	8.40 9.20	9.25 10.05	10.05 10.45	11.05 11.45	11.45 12.25	12.25 1.05	2.00 2.40	2.40 3.20	3.20 4.00
MON	CHEM	MATHS	B AGRI	CRE	B KISW	PHYSICS		L ENG	GEOG	B/S
TUES	CHEM		R MATH	HIST	R KISW	CRE	COMP	U ENGLISH		BIO
WED	CRE	CHEM	E BIOLOGY		E ENG	HIST	KISW	N MATHS		AGRI
THUR	GEOG	ENG	A CHEM	KISW	A MATH	AGRI	AGRI	C HIST	BIO	B/S
FRID	PHY	GEOG	K COMPUTER		K ENG	B/S	KISW	H MATH	CRE	PE

**Figure 2 Sample Kenyan secondary school timetable.**

In this figure, sourced from Jamal’s school, PE is placed as the last period of the week on a Friday afternoon. Each period has forty lessons and there are three breaks in a day. PE periods can only be placed in the last period before a break so as not to interfere with other classes.

This means that students from Forms 1 to 4 (equivalent of level 9 to level 12) receive only forty minutes of PE instruction per week. This, Jamal laments, is highly inadequate. “Forty minutes is not enough especially in secondary schools. And where playing fields are situated far away from classes, you end up having only twenty minutes with the students.” In Jamal’s school playing fields are a bit far so students take half the lesson to change into proper PE kit and walk to the field. So what does Jamal do? “We just resort to playing because it is not possible to teach PE the way it is supposed to be, with the six steps starting with warm up to cool down. It is not possible.”

PE teachers find it a big challenge to teach anything meaningful within the forty-minute period so they opt to give students a ball to play with while they become umpires. Aisha says, “It reduces the lesson to just playing a game so I just give them warm-up and then I divide them into groups and then let them play.” Because of the limited time allocated to PE classes and largely because PE is not examined in schools, it is purely a practical



and outdoors subject. PE is regarded as a non-essential subject and the Kenyan system of education has little regard for subjects that are not examined. “You see in secondary school there is no theory, I don’t teach theory. But if the weather is not good then we just go to class and have a discussion. It may not necessarily be something on the programme.”

To Aisha the issue of time is such a big challenge especially if she wanted to teach a new skill to beginning students. The one-week interval between classes was enough for her students to forget what they were taught the previous week so she had to keep on repeating what she had already taught, thus wasting even more precious time. “If am teaching form ones swimming, I have to start with the basics. But if I meet them on a Monday, then the next class will be the next Monday and they always forget what I taught them previously. So there is very little progress.” A normal Kenyan school term lasts for thirteen weeks and week one is normally wasted while students report from home and settle down whilst the last two weeks are used for examinations. Therefore for the entire term the PE teachers will have only ten forty minutes sessions with students. This is just about six and a half of hours of PE for the entire term. She sums up by saying, “That is less than half a day that I am expected to teach PE! The time is very little for teaching any skill effectively.”

The survival of PE in Kenyan schools, according to Jamal, depends on the principal and the PE teacher. “The principal is very crucial in every school. If the principal does not support you, then no teaching will take place.” Principals are under pressure to produce good grades and because PE does not add any grades to the school’s mean grade, it is usually the first casualty. However this problem is not limited to Kenya because Siedentop (1990) decries Western traditions of education, which consider the most important subjects as those affecting the mind alone. Jamal says, “In fact most schools, if they had a choice, would not program PE in their timetables because it is seen as time wasting. They either use PE time to teach some other subject but if students are allowed to go for PE, they are given a ball to play with until the lesson ends. A Kenya PE teacher has to be self-motivated because often, nobody cares whether PE lessons are taught or not.

Other subject teachers are always ready to use PE allocated time to teach their subjects. Aisha explains, “You will find another teacher extending for about ten minutes into your time, simply because he knows the next class is PE. Some will even tell the students, ‘Because it is PE time let us continue with our lesson and you tell the PE teacher to come during Mathematics time for your PE lesson.’ And you see you cannot keep on knocking on the door to tell the teacher to come out! To maintain the peace you just let them teach.” However, Jamal says the PE teacher must be consistently punctual otherwise the other teachers would use all the PE periods to teach their subjects. “I make sure that nobody extends, some teachers would want to continue teaching during PE time but I don’t allow them. So the PE teacher has to be assertive yet at the same time respectful to colleagues, which is a challenge in itself.”

### **3. Physical Education in Schools**

#### *(a) Status of Physical Education in Victorian Schools*

According to Tinning (2005), it is true that in Australian schools, teachers of the academic curriculum command higher status within the education profession. While PE is one of the KLAs, its position is considered to be lower than the other subjects. Yvette says the following about PE as a subject: “PE is not valued in many schools; it is just a time thing. Every faculty, every learning area believes that their subject is the most important and I am not saying mine is the most important. I am saying mine is equally as important as the others.” She further feels that most people do not know the importance of PE, “Probably the main challenge is everyone realizing the importance and value of PE as far as the whole education of a student and of a young person is concerned. They pretty much see it as an area where you can pretty much just run around, jump around and have fun. Sure that is a positive thing, that is part of it, but there is a lot more to it than that.”

The status of PE teachers is also seen as being lower than other subject teachers. Yvette confirms this by saying, “PE teachers are seen as jokers who run around and play all day. Just even that, realizing that PE is not just about hitting the ball but it is about science, it is about physics and it is about all those things. It is a science, it is a study and it is a valid study. So that is a huge challenge that I face and in numerous schools I

have to go into curriculum committees and justify why PE should have its time in the timetable. I have had to go in and justify why health should be incorporated in the program.” Therefore, despite the legal status of PE in schools, teachers still have to fight for the subject. According to Yvette, “Basically you have to fight for it. But it gets to a stage where...I don’t know, I guess I am still passionate about it but I think there might come a time when someone else should do it now because I have done it for so long. You can only try so hard and...we try and put things in the newsletter, we try and put things around the school to let everyone know what we are doing and to highlight things, to keep the value and the importance still there and visible to everybody.”

Marvin shares the same opinions with Yvette about the status of PE in schools. “Our challenge is to find our place in the school curriculum. Often you have to battle, you have to advocate for your subject in the curriculum because there is always the thought of Mathematics, Science and English are the important subjects.” He further adds that when it comes to staffing PE is considered last, “when we try to staff PE often we get the leftover people for sport and that is a disaster.” In fact he introduces another problem faced by PE: high staff turnover. He says, “PE is the worst than other subjects in staff turn-over mainly because many of the teachers are young and enthusiastic and want to go and do other things.” From his experiences, Marvin feels that PE “is never a subject that you can sit back and let go, you just cannot afford to sit, you must always be out there advocating for yourself and advocating for your Kids.”

Therefore, PE teachers feel that they are not treated the same as other subjects and that to get something from the school, at times they really have to fight for it. The government pays teachers’ salaries through the schools and all teachers are paid equally regardless of the subjects they teach. As Marvin confirms, “The government gives the school a bucket of money to pay for everything; staff, facilities etc. The older the teachers, the more expensive they are because pay goes up according to experience.” This means that regardless of the status of the subject all Victorian teachers are paid equally depending on their experience.

#### *(b) Status of Physical Education in Kenyan Schools*

It is a government mandate that PE must be taught in secondary schools although the mandate is not reinforced. However, schools timetable PE just to avoid being

considered disobedient to the ministry's requirement. Therefore PE has legal status in secondary schools but it is not regarded as being equal to the other subjects. According to Jamal, "There is support but it cannot compare with academic subjects because if you place an order, orders placed by academic subjects get a quicker response. However, one cannot complain because PE is not an examination subject." About the PE teacher's status he says, "I don't get any support from other teachers unless they want to borrow my lesson to teach their subjects. According to them PE is just time wasting and relaxing because we don't do as much marking and setting as they do. They look at you as someone who is just having leisure." Aisha strongly feels that most schools include PE in the timetable only because it is a requirement to do so, "In fact, if they had been given a choice most schools would not program PE on their timetables because they see it as a waste of time. Even in the schools which don't have PE teachers, or have PE teachers who are not serious, nothing takes place during PE time." Sadly, according to Jamal, even some parents look down upon PE, "The other challenge is parents' attitudes. Most parents do not see PE as being important so they will support their sons when they don't participate in PE lessons."

Despite all the challenges encountered by PE teachers, they are paid on the same salary scale as the other subject teachers. As Jamal confirms, "To them PE serves no purpose because every end of year they talk of national examination results and teachers want to know how many "A" grades their students got. But when it comes to PE there is nothing, yet you are paid the same salary and even housed by the school." This shows that the government considers all teachers as equal regardless of the status of their subjects in schools.

#### **4. Physical Education Curriculum**

##### *(a) Physical Education Curriculum in Victorian Schools*

In Victoria, PE and Health are joined together to make Health and Physical Education (HPE) as one of the Key Learning Areas (KLA) in the compulsory years of the Victorian curriculum (Dinan-Thompson, 2006) (see appendix 1). The Victorian Essential Learning Standards (VELS) outlines what is essential for students to learn in the compulsory years from Prep to year 10. Furthermore, it provides a set of standards

that schools use to plan student-learning programs, to assess students' progress and to report to parents (VCAA, 2009d). There are six levels in each KLA ranging from level one (Prep) to level 6 (year's nine and ten) and each level has set standards which enumerate the knowledge, skills and behaviours students should be able to know and do at that specific level.

In HPE each level has set standards in Movement and Physical Activity and Health knowledge and Promotion. The standards are accompanied by learning focus statements, which suggest the type of learning experiences students need to develop their knowledge, skills and behaviour for a particular domain. It may be worth noting that the learning focus statements are not a syllabus and do not prescribe specific teaching methods because VELs aims to encourage a flexible and creative approach to learning (VCAA, 2009). Physical education in the senior secondary school level is an elective so students can choose to study it when doing their Victoria Certificate of Education (VCE) at year 12.

Students in Victoria have both practical and theory classes in HPE. According to Marvin, "For example, for year 7 PE they have only two periods per week of PE and health plus two periods of sport so that totals four. So in the PE and health they do their practical and theory, a bit of practical and a bit of theory, whereas in sport they just practice sport." Yvette on the other hand says, "We basically run summer sports during terms one and four when we have summer seasons and then winter sports; soccer, basketball, football and netball during winter." The Health aspect is also taken seriously and according to Yvette, students' attitude to the PE classes is very positive, "We structure it so that we call it Physical Education, Sport and Health from year 7 to year 9. So they do a double period, which is 100 minutes of PE practical activities and then two 50 minutes periods of Health per week, which is four periods of health and PE per week. We have a structured curriculum that we follow through in Health and that is progressive throughout years 7, 8, and 9. Basically, we focus on motor skills and different sports throughout our program."

In Marvin's school the periods are 47 minutes each but each class has 4 periods per week. Senior students get an extra period and there are wide varieties of topics taught such as weight training, fitness, and sports leadership. Students are not only taught

about a concept but they are also made to understand the importance of what they are taught and why they are taught. “A topic for all year levels in the first term is fitness. Especially for years 7 and 8 we do a lot of game play involving fitness like fitness games involving running a lot with very little rest time. Then we talk about why that is a fitness game, why that is important and what fitness components it uses.”

At times Yvette uses a negotiated process, which gives students ownership of the PE programme and this has helped to increase participation and to raise standards, especially among girls. “If I were taking the girls I would survey them and say ‘okay, we need to cover some motor skills and so we need to do a couple of sports that involve the use of rackets. What would you like to do?’ So they will want to perform well in what they have chosen and this strategy has been effective. If there comes a time when they are not participating I would remind them that it was their chosen activity and they have a duty to do it.”

#### *(b) Physical Education Curriculum in Kenyan Schools*

Physical education in Kenya’s secondary schools is purely practical and is never taught theory class because it is not recognised as an examination subject. Principals are always expected to make students pass examinations well in order to lift the school’s profile and since PE does not contribute to the schools’ mean grade, it is often ignored as an academic subject. As Jamal confirms, “You see, in secondary schools PE there is no theory, I don’t teach theory but we do it practically by playing outdoors. However, if the weather is not good then we just stay in class and have a discussion. It may not necessarily be something on the program.” Therefore it is treated as a practical subject with no theory component and according to Aisha, “We normally go out in the fields and if the weather is not good, we go to the school hall and do a few things. Once in a while we also do life skills.” Virtually every PE lesson is done outside of class and in the field where students engage in play while the teacher plays the role of umpire. However, practical knowledge isn’t academic knowledge and PE teachers ought to learn to respond appropriately to justify the importance of PE without feeling inadequate.

According to the Kenyan syllabus (Kenya Institute of Education [KIE], 2005), students are supposed to be taught how to play sports like soccer, basketball, hockey, handball, netball, volleyball, rugby, Lawn tennis, table tennis, badminton, cricket, baseball,

softball, athletics, swimming, dance and tug-of-war (Kiganjo, Kamenju & Mwathi, 2003, 2004, 2005). These are to be introduced in form one and then taught each term as the student progresses. However many public schools lack facilities like swimming pools and therefore students are taught the basic and less costly sports like soccer and athletics. In a typical PE lesson, Jamal explains, “There are two sets of warm-ups; specific and general, and after that you proceed to the skill of the day where you keep the class in a semi-circle. Then using your balls you introduce the skill and then divide them into small groups to practice the skill. After that you put them in a game situation where for example you divide them into four groups so that they compete. After that you call them for cool down which will take about 2-3 minutes and then the lesson is over.” Once the teacher feels that the students have learnt the sport, another sport is introduced and the same process repeats itself until the term is over.

This, though, only happens in schools with a PE teacher but in schools with no teacher the period is often used to teach another subject. Also, nobody cares what happens during PE lessons provided the students are contained. Jamal confirms, “If the teacher feels like he doesn’t want to teach, nobody will follow him up, because even those kids nobody will come to check what they are doing in the field. Unless they make too much noise or they become a nuisance, then the principal or the other teachers may want to know which teacher was supposed to be with them.” So there is too much left to the discretion of the PE teacher and as long as students are engaged during PE time, all is considered to be well.

## **5. Physical Education Resources**

### *(a) Physical Education Teachers in Victorian Schools*

Many countries have generalist PE teachers in primary schools and specialist teachers in secondary schools (Hardman, 2009). In Victoria, since the Diploma PE programme was phased out, all teachers are university graduates who choose to take either the primary or secondary option. Secondary school teachers must study for four years in order to qualify, as Marvin confirms, “My teaching subjects are PE and geography. I studied PE and geography concurrently in university because you had to study two subjects. I have taught a bit of geography in my last school but not much, mostly I have taught PE.”

Yvette also teaches only PE and health but confirms that her school has got six and a half PE teachers. “We teach outside our areas and so one person who teaches PE classes also teaches psychology or mathematics. Everybody in PE works in another area and each teacher has to teach 23 out of 30 periods per week.

Victorian teachers have a teacher appraisal system. According to Yvette, in the past it was a daunting and threatening formal process where a teacher had to produce a portfolio and go through it with someone sitting across the desk. Instead she said, “In this school we have a buddy system where we sit down with someone usually in a different faculty and we set some goals and some strategies to achieve those goals and that is a three stage process. So we have like professional conversations and we just talk about our teaching and maybe other things that we would like to pursue.” This helps a teacher to brainstorm with a colleague and explore ways in which one can improve and expand one’s career. It helps to build one’s capacity. “So it basically helps to map where you are going and professionally how you teach and learn. So it is not just what your career aspirations are but it is about your actual teaching and learning and comparing how other people do things in their area and trying to get some feedback. Yes that is a three-stage process that is signed off by the principal at the end of the year and he reads it. That is it.”

#### *(b) Physical Education Teachers in Kenyan Schools*

Physical education teachers in Kenya may either be diploma holders or degree holders who have studied two subjects. However some graduates from university having done PE as a double subject. Those who studied PE and another subject are posted to schools where they teach both subjects. According to Jamal, “Many of the diploma teachers took two subjects like say, biology and Physics plus PE but very few of them desire to teach PE. So there are many diploma teachers in Kenya who trained in PE but do nothing related to PE. They do not even help in running sports after school and they don’t want to associate with PE but to concentrate on the other subjects where they can be recognized via promotions and incentives given by the school’s board.

Kenyan teachers are required to teach a minimum of 22 classes and a maximum of 28 classes per week (Eshiwani, 1993). This has disadvantaged teachers who studied PE as a double subject because more often, they cannot get a full allocation of PE unless the



school has six streams per class. As Jamal explains, “Most schools have only one PE teacher because of the one lesson per week policy. In my school which has six streams, having a second teacher would mean each teacher has only 12 lessons per week yet according to our employer, the lowest workload for a high school teacher is 22 lessons a week. So for a PE teacher to fit in a school the school must be big enough to ensure the teacher gets the full lesson allotment.” Therefore small Kenyan schools lack a PE teacher because they cannot guarantee that the teacher will get the full allotment of lessons. Consequently, a PE teacher should be ready to teach a second subject and this means that PE teachers who specialised in teaching PE alone have difficulties when posted to small secondary schools. Such teachers cannot be guaranteed a full teaching load in line with statutory requirements.

Kenyan PE teachers complain of being ignored whenever other teachers are being inspected. According to Jamal the inspectors’ only concern with PE is to ensure it is on the timetable. “Nobody will follow you up, because even those kids nobody will come to check what they are doing. No supervision of PE teachers takes place.” This may be attributed to the fact that there are no inspectors who are knowledgeable in PE matters. Aisha confirmed that in her 15 years of teaching she has never been supervised. She explained, “When inspectors come they go to the principal’s office and are given our files and documents. These include our lesson plans, schemes of work, timetables etc. But there has never been a case where someone comes into class to see how I teach or to discuss with me my teaching.” Therefore, PE teachers never get feedback on their teaching and on whether they are right or wrong in the way they conduct their work.

### *(c) Physical Education Class Sizes and Facilities in Victorian Schools*

Most schools in Victoria are well equipped and according to Yvette, “We are quite well resourced because we receive funding for pretty much everything that we require. We have a budget from the school where we buy the equipment so we make sure our equipment is functioning effectively and safe. Also we upgrade our equipment and backfill whenever we need so we get enough equipment to run all our classes. We source our equipment termly and depending on our requirements. On a needs basis if we realize that we need a particular thing, within the next few weeks we can just order that quickly. But usually we do a quick audit of what we have and what we are going to need and we order the equipment accordingly.” Marvin on the other hand, confirms that

they have some equipment to enable them run PE programs well. He says, “We have got a small gymnasium and it is fully equipped though not big. However, we have got cardio, weights and few machines enough to do one class of 20 students.”

Victorian schools also have adequate classes and have ensured that class sizes are kept to a manageable number. Marvin reported that, in Victoria, “we have a maximum of 25 students per class but often you get 20, 21 which is good.” Yvette on the other hand teaches classes with a slightly higher number than this, “we are pretty much at capacity at our school so we go to 26 and every time someone leaves the school there is someone to replace them straight away.” When asked if she was comfortable with that class size she said, “26 is pretty good though it is still difficult to manage particularly in PE which is a practical subject and the students are outside. There are a lot of moving bodies especially when you also need to take them out of the classroom and out of the school. But we are pretty much okay with 26.”

There is considerable usage of technology in Victorian schools. Computers and the Internet are widely used by both teachers and students. Marvin’s school uses electronic whiteboards especially in the senior classes, “but to be honest I use them mostly for PowerPoint because it is easy to show a PowerPoint. I also use snippets of video footage in the senior classes to show...you know...examples. The year 10s are also given internet based assignments to do so they have to research things on the Internet.” However Marvin confesses that his school does not have the financial resources to purchase all the equipment they would wish to have. Students can bring their laptops and mobile phones to school. “Students are allowed to have a laptop. They can have their phones but only for specific work like listening to a podcast. While in class their phones have to be off. iPods are allowed but only if listening to a podcast.” So Marvin appreciates the importance of technology and would wish his school could access much of it but this is hampered by financial constraints. He laments, “A lot of the electronic things in PE are very expensive.”

In Yvette’s school computers are widely used, encouraged by the school administration and efforts have been made to make them accessible to students. She is very enthusiastic about information technology in her school. “ICT was introduced in the classroom a couple of years ago to encourage more teachers to use them and I am part

of the group that implemented that from a long time ago. I use it for PowerPoint presentations and designing activities where students can research and do online assessments or tests or quizzes.” Through a federal government initiative, the school has started giving out laptops to students in years 9 and 10. “The years 9 and 10 are having a roll out of laptops.” Further, the school has specific rooms fitted with computers so teachers can book those rooms and students can individually work at their own computer for a session. Through this the school hopes to discard the habit of using a book and getting students familiar with the Internet and other sources.

Furthermore, Yvette assisted her school in setting up the school portal, which is the school’s intranet and this facility has made communications quite easy between teachers, students and parents within the school. Apart from having a lot of information, it is very accessible to both teachers and students and when used correctly it is an invaluable tool. “We have a curriculum document which is put on the school portal, so any one can access it, all staff can access it. Then we upload documents on to that so for example, if we are doing a unit for year 9 Health and Nutrition, the outlines of that unit are on the portal. The lesson plans are on the portal and the activity shapes are on the portal.” So the students would just need to go on the portal and upload documents there. The teacher can even put worksheets on the portal and students would just need to click on a given link and they would have the worksheets.

Whenever a teacher is absent, work can be left on the portal and students would be told to go onto the portal and download the work given. “It is all accessible and very transparent. We have a student tab where students can click on any subject at their year level and the teachers upload documents, announcements and anything on there. Then we have a staff tab so staff can see what students have but students cannot see what staff has.” Staff can check their e-mail and look up any staff or student and see their timetable. Apart from having all that access to administrative stuff, the portal is a very valuable tool for making announcements and for teachers to upload work for their subjects.

A school like Yvette’s has a big student population but a small area of land so limited facilities pose a big challenge to the school, as she explains, “As you have noticed our land is small so we have high-rise buildings. Sometimes we get in to a situation where

we have six classes going on at one time, yet we have got one gymnasium, one hall that is used for physical activities, music, and examinations so we have to book in advance. We have got that square at the end that is also meant to be our oval and you can pretty much accommodate one or two classes there. We also have some basketball courts but it is very cramped. So we tend to book facilities off campus for that.” This shows a determination to provide physical education classes even to the extent of booking for facilities off campus, at some cost to the school.

*(d) Physical Education Class Sizes and Facilities in Kenyan Schools*

Provision of facilities and equipment is a thorny issue in most Kenyan schools because of financial constraints. Often schools would just provide the basics and that means ensuring there are adequate balls and that the fields are properly mowed. As earlier stated by Aisha, she only gets what she has ordered for after the academic subjects have had their orders met. Jamal also concurs that he had support from the principal, “He would give me cash to buy as many balls as I would want and because my classes were big, I would go and buy as many 40 balls. But when it comes to swimming, you can imagine a swimming pool of 25m in length and a shallow end of about 8m widths having a class of 50 students. Yet you are the only teacher there supervising and making sure that it is safe. It is very difficult.” Tinning (2006, p.243) concurs that teaching physical activities outdoors offers special challenges that are often not faced in the classroom. ” However, most school principals consider PE equipment and facilities to be very expensive to buy and to maintain. As Siedentop (1990, p.257) says, “Support for physical education often crumbles at the first sign of financial problems in a local school district.”

Owing to the high demand for education, which has not been met by equal expansion in provision of facilities, many Kenyan schools have classes that are very big. Jamal’s classes have between 40-45 students while Aisha’s classes have 45-50 students. Both confessed that managing a big class poses some challenges for teaching. Aisha explained that, “it is definitely challenging controlling such a class but our girls are much disciplined so I do manage quite well.” Even where the students are well disciplined the challenge is to ensure each student is constructively engaged in the class. Most times the teachers are overwhelmed and they resort to dividing the class into smaller groups and then giving each group a ball or an activity to perform.

Technology usage is still limited in Kenyan schools and while this may be attributed to financial shortcomings, teachers need to be encouraged to explore the benefits of using it in their teaching. According to Aisha, “Only when we are learning some aspects of a game, we may use a television or overhead projectors to teach.” Jamal on the other hand uses a computer “to prepare my own teaching notes. Although I think if there was a way in which I can use some programs to show some skills it would really help. For example in swimming, if they could see the butterfly style on a computer or TV screen, the students will understand it more easily.” Therefore there is very little, if any, usage of this technology in Kenyan public schools and this means that many students are missing out on a very powerful tool that could greatly enhance their educational experiences.

While there may be some teachers who use computers in class, this is largely due to individual initiatives. Except for students who study computers as an elective subject, many students do not have access to a computer. Yet, even those schools that offer computers as a subject do not provide the same students with Internet access. Mobile phones are banned in schools because students misuse them especially during national examinations. Many cases of examination irregularities have been reported before as being perpetrated using mobile phones. “We do not allow students to have mobile phones. So any mobile found with a student is confiscated by the school and either given to the parents or destroyed altogether,” says Aisha. The number of teachers who do not have access to a computer is also high and many are yet to have basic computer operation skills. “Honestly I am not good with a computer,” Aisha confesses.

#### *(e) Financial Resources for Physical Education in Victorian Schools*

The Victorian government funds education in the state and most schools are adequately provided for as Yvette confirms, “Well the government provides the school with money and then the school splits it among different faculties and we put in requests for particular things. Also, there is a small levy, I believe, for sport which parents pay and that is just basically for activities outside the school. But we have a budget from the school where we buy the equipment so we make sure our equipment is functioning effectively and safe.” Therefore the government allocates money to the school and then it is left to the school to use it as befits their needs. Marvin concurs with this, “The government gives the school a bucket of money to pay for everything; staff, facilities

etc. The older the teachers the more expensive they are because pay goes up according to experience. That is why our staff is the most expensive.” The one thing Victorian teachers have going for them is the support they get from their administrations. While Yvette is happy the school provides the PE department with virtually everything they request for, Marvin echoes when this sentiment, “Look, at this school support from school administration is pretty good because we have a good history of PE and sport. It has always been fairly good but they are always working with their hands tied behind their backs. They cannot give you everything that you want because of timetable and money constraints.”

#### *(f) Financial Resources for Physical Education in Kenyan Schools*

School principals in Kenya support PE especially if the PE teacher can ensure that students are not noisy or rowdy during the lesson. However, this support is secondary to other academic subjects. Although Aisha acknowledges that she gets support from the school principal, if she needed something for PE she would have to wait until academic subjects were catered for first, “So there is support but you cannot compare with academic subjects because orders from academic subjects are given priority.” In most schools, PE teachers have to depend on the Games department because Games departments have their own budgets. The money that students pay as activity fees goes directly to fund all games activities in the school.

## **6. Equity (Inclusive) Issues**

#### *(a) Inclusion and Gender issues for Physical Education in Victoria*

Many Victorian schools are co-educational but during PE classes boys are separated from girls. This, according to Marvin is the school’s policy. “We have a policy at this school that where possible, we have single sex classes. So we split them and have two classes at once and then we take all the girls into one and all the boys into one for PE.” This helps because while boys are naturally active and have an affinity to engage in vigorous physical activity, girls are normally reticent and unwilling to take an active role. So they easily get intimidated by the boys, as Marvin confirms, “We found it more effective for girls to be on their own because they can be dominated by the boys. Probably 80% of the classes are single sex with a few mixed classes for various reasons

because we cannot help it. But generally we do single sex PE classes.” Yvette concurs with the idea of splitting the sexes and says it has been particularly effective, “When we do sports like swimming, the girls might feel a little bit self-conscious about performing in front of the boys. When they are within their single sex groups their standards are a lot higher, they feel a little more comfortable and so they perform a lot more. Sort of breaks down some of those social issues.”

*(b) Inclusion and Gender issues for Physical Education in Kenya*

Majority of schools in Kenya are single sex and many co-educational schools were either split or are in the process of splitting so as to have separate establishments for girls and for boys. This may be because most schools in Kenya are boarding schools and managing both boys and girls in one school was proving to be a big challenge. However, while Aisha teaches in a girls’ school and Jamal teaches in a boy’s school, both of them have taught different students of the opposite sex and believe there is no problem.

Jamal taught co-educational classes when he taught in a TTC and, “I didn’t see any problem with the ladies because most of them were mature and had a positive attitude to PE. Probably this was due to PE being a compulsory subject.” Aisha believes boys are easier to teach PE because they are easily motivated. “Boys do not need a lot of pushing for them to be actively involved in class. But girls, while there are some who are good, many of them I have to plead with and to find a way of making them participate. Otherwise left to decide, many of them would rather sit out a PE class and watch the other students participate. Colfer et al (1986, p. 355) note that “there is little difference between men and women regarding strength, skill and endurance in relation to total body weight, lean body weight, and the same exposure to learning and practice.” In their opinion, co-educational PE and sport may have a big advantage in helping to enhance respect towards the opposite sex.

*(c) Inclusion and School Sport in Victoria*

In Victoria inter-school sport is all- inclusive and the aim is to get as many students as possible to participate regardless of their skill level. According to Marvin, competition is structured by year level with some year levels combined. “The Year 7s all form teams to play other schools’ Year 7s. For the Year 8s it is the same, and then Year 9s and 10s

are together and then Years 11 and 12 are together. So there are four levels.” When asked if the school had any composite teams during inter-school sports, he said, “No there is no school team of something unless we are into special competition like Basketball Victoria. But school sport in government schools is all year level based. Everyone can play, all our Year 7s last week played in a team, not one.” The aim of this is to include every student in sports whether talented or not because if there were only one team for the school, then many students would not play.

The same situation is found in Yvette’s school where the greater emphasis is on every student playing. “We have a model in which we can enter as many teams as we like. So for Year 7 boys we can enter five soccer teams if we so like and give pretty much everybody who wants to play soccer a chance to play.” The model is maximum participation and on the sports day for Year 7, every Year 7 student must go out of school and participate. “They play sport on that day and virtually everyone does it.” Yvette’s school has an interesting program involving training of older students who in turn coach their younger counterparts. “We provide them with knowledge, support and skills to enable them to coach younger kids and so the teacher can go along just to supervise.” Often these are students who played the sport the previous year, succeeded and tested the rewards of representing the school. This has trained the students to be responsible at an early age because they organise and run training sessions and attend on the day of the competition. It is a huge effort on the side of the students but they find it very satisfying and rewarding, not to mention the respect they gain from their fellow Year 8 soccer team and I supervised them on that day but they ran all the training and they actually won the state final. So we got through about four or five rounds and we were state champions.”

#### *(d) Inclusion and School Sport in Kenya*

In most Kenyan schools, the PE teacher doubles up as the head of Games Department and is therefore in charge of all aspects of school sports. Inter-school sports are big events and attract a lot of attention not only from members of the public but also clubs keen to recruit talented players. School teams are composed of students across multiple year levels, meaning that a talented student could be chosen to play for the school team regardless of the class or level. Therefore, it is not surprising to find form 1 students playing alongside their form 4 counterparts in the same team. Having one composite



team to play for the school makes economic sense because most schools cannot afford to have many teams due to the expenses involved. But this has made inter-school sports an elitist affair where only the very best get chosen to play in the team. Students with average sports skills, which happen to be a majority, hardly get a chance to play in inter-school competitions.

The only opportunity that the averagely skilled students may get to play is during normal PE classes. This is amply explained by Jamal, “When I came to this school I realized there was one game which was played in the school so much such that at games time the entire school, 1,200 students, would all go to watch the rugby team training. So to turn things around and taking advantage of PE classes I taught other sports like handball.” Therefore most schools have identified star players who play while the average students are restricted to playing during PE lessons. Most PE teachers use their PE lessons to identify talented students and then recommend them to coaches to recruit them for the school teams. Inter-school sport is therefore elitist in nature because schools aim to win and not just to participate.

*(e) Inclusion and Disability Issues in Victorian Schools*

Schools in Victoria incorporate disabled students into their PE programmes as much as is practically possible. Marvin confirms that his school does not have many disabled students, “At the moment there few physical disabilities. There are a couple of kids with sight issues but really not many disabled kids at the moment.” So there are no special arrangements for disabled students but PE programs are made as inclusive as possible. “We have got a few kids with learning difficulties, there are some who are autistic but physical disabilities are not very many in this school. However, in the past we had one kid who was on a wheelchair but we just tried to include him as much as possible. We got him to do whatever he could do and kids actually were good with him. He did hockey and basketball in his wheelchair. But it is quite rare.”

*(f) Inclusion and Disability Issues in Kenyan Schools*

Aisha’s school has some mildly disabled students and according to her, “they are not critically disabled but they do participate in class according to their ability.” However, Jamal’s school has had interesting cases. First, he had an albino student who, “Whenever I was teaching a game like soccer, he would complain because of the sun’s

hot glare. So I would advise him to sit under a tree shade and watch as the others played.” In this case the student asked to be exempted from participating in PE. Then there was a boy who had a weak arm, which he couldn’t use fully. But Jamal reports that, “it didn’t inhibit him in any way from participating in physical activity.” But he once had a unique case of a blind student and so, “I had to modify my teaching to accommodate him. If I were teaching the forward roll in gymnastics, for the sighted students I would just demonstrate the skill and have them perform after me. But for the blind student, I would use one student to demonstrate the skill while the blind student was touching him as he went through all the steps. Then I would assist the blind student to do the skill slowly and the skill would be learnt. So it calls for some improvisation.”

## **7. Partnership Pathways**

### *(a) Networking among PE Teachers in Victoria*

Teachers thrive in their profession when they collaborate, exchange ideas, share views and generally learn from each other. Professional associations provide forums for teachers to network, have discourses on professional matters affecting them, advocate for recognition and at times fight for their rights. Such professional associations help to organize conferences, organize professional advancement for their members, publish journals and generally ensure the profession stays relevant and in tune with global changes. As Lynn et al (2007, p.102) assert, “Effective teachers communicate with one another as colleagues about their activities and students, share ideas, develop an attitude of cooperation, and nurture support for their program for the benefit of their students and to build a successful program.”

Teachers in Victoria can be members of subject associations that help to strengthen their professional relationships and to develop their members. PE teachers have the Australian Council for Health, Physical Education and Recreation (ACHPER), which is a strong, advocate of quality HPE in the country. Yvette is a member of ACHPER as well as the Victorian Health and Home Economics Teachers Association (VEHETA). She also subscribes to VIC health and is a member of Fitness Australia. She clearly grasps the value of having the proper affiliations and building a spirit of collegiality with other teachers. “I have got a lot of contacts so like I would attend a professional development conference and know someone who knows someone who knows someone.

Therefore my range when it comes to getting resources or support or something from other people is so wide.” But it is ACHPER she is very enthusiastic about, “ACHPER provides a lot; their website is quite comprehensive and their professional development is second to none. They run a big conference at the end of every year for a wide range of areas mainly for HPE teachers.”

Marvin on the other hand, is not only a member of ACHPER but once served on the board. According to him ACHPER is quite strong and covers PE and health. These two teachers are members of ACHPER and highly appreciative of what it achieves for health and PE. “They (ACHPER) are quite good at advocating for PE to promote it, they are quite good.” Marvin is also a member of an informal group whose main aim is to assist one other and develop their expertise in their subject. “There is a year 12 group of teachers. We keep in touch by e-mail and share ideas. Probably there are 300 year 12 teachers in my group and one person coordinates it. For instance he may say ‘I have got this idea from Michael, what do you think?’ It is a thing for sharing ideas.” This sharing of ideas is great for developing a sense of collegiality and it cultivates a supportive environment for teachers (Lynn et al, 2007).

*(b) Networking among PE Teachers in Kenya*

The Kenya Association of Physical, Health Education, Recreation, Sport and Dance (KAPHER-SD) has been dormant and most PE teachers are not aware that such an association exists. Asked if she was a member of any professional organization, Aisha replied, “No there is nothing like that. We only have committees that organize sports events at zone, district, provincial and national levels. We sit together and plan for and organize tournaments and competitions. But these are purely for games and sports purposes, not for PE.” But Jamal remembered some years ago there were some associations which came up though they were basically oriented towards presentation of papers at seminars, “however they sort of fizzled out and I have not heard of any association or body that advocates for PE. I have heard a few people planning to start one but at the moment there is no professional body that brings together PE teachers.”

## **8. Conclusion**

Both Kenyan and Australian teachers face challenges in their efforts to provide meaningful physical education content and physical activity experiences to school children. However, the Kenyan teachers' challenges are greater compared to those faced by their Victorian counterparts. The strengths and the weaknesses of PE in both systems have been discussed through the teachers' lived experiences. While it is important to acknowledge the similarities, of utmost importance is to identify the differences and how those differences can help to effect change, especially so in the Kenyan context.

## CHAPTER 5

### TURNING PROMISE INTO REALITY

Many countries have committed themselves through legislation to provide PE in schools but have not translated such commitments into action. The Kenyan and Victorian education systems have similarities and differences, which point at possibilities for change in teaching and learning in PE. This chapter explores these similarities and differences and suggests possible ways in which PE can be effectively implemented in secondary schools to make it more meaningful, enjoyable, and relevant to students. Indeed, according to Hardman (2009, p.3), physical education is “in a relatively unique position with some kind of responsibility in some way and somehow addressing contemporary issues with its perceived distinctive features within the educational process and characteristics not offered by any other learning or school experience.”

#### 1. Similarities between Victoria and Kenya

Students in Kenya and Victoria complete their formal years of schooling after twelve years. Consequently, by the time students enter into tertiary education, they would have spent the same number of years in school. Equally, barring any cases of repetition or dropping out, students from both countries are expected to complete formal schooling at the age of 17 years (as illustrated in table 1). Also, both Victoria and Kenya use English language as the official medium of instruction although curricula in both contexts give students the option of studying some foreign languages such as French, Italian, German, Arabic and Chinese (KIE, 2002; DEECD, 2010).

Both the Victorian and Kenyan governments require that physical education be timetabled and taught in secondary schools. Documents and syllabi prepared indicate that PE is a compulsory subject (KIE, 2002; DEECD, 2010) and consequently, both have officially prepared curricula. However, as Hardman (2008) points out, while governments in the world have made legislation to provide PE in schools, evidence shows that actual implementation and the assurance of quality has been very slow, if at

all. This is especially worse in “economically under-developed and developing regions” (p.5). However, the important thing to acknowledge is that it is a legal requirement by both the Victorian and the Kenyan governments that students be taught physical education.

Another similarity is in the area of teaching personnel. Secondary school teachers in Victoria and Kenya must have a four-year Bachelor of Education degree. While Kenyan teachers must register with the Teachers Service Commission (TSC), Victorian teachers must register with the Victoria Institute of Teaching (VIT) and employment is on a needs basis. Teachers are paid a salary commensurate with their experience and job entry level. As it emerged from the discussions with teachers taking part in this study, PE teachers are paid the same salary as other subject teachers with the same level of education and experience. This is despite Tinning’s (2005) observation that teachers of the academic curriculum had a higher standing within the education profession.

Physical education teachers in both countries struggle with status issues because PE is perceived to be of a lower status than other subjects. Kenya’s situation is typical of the Africa-wide situation, which is exemplified in Ghana, according to Ammah and Kwaw (2005).

Educational planners do not attach due importance to PE. The growing consensus is that subjects such as Mathematics, Science and English are of paramount importance in life. Hence they receive recognition at the expense of PE. The general misconception is that PE is a subject for the ‘never-do-well’. The fact that PE is non-examinable further demeans the subject in the eyes of students and staff. (Ammah & Kwaw, 2005, p.321)

Concerning equity issues, boys and girls in Victoria and Kenya are exposed to the same physical education curricula mandated by the respective governments. Despite Victorian schools being predominantly co-educational and Kenyan schools being predominantly single-sex, there is no difference in what is to be taught to girls and boys. To improve girls’ performance in PE, Victorian schools hold separate PE classes for boys and for girls. Apart from improved performance, teachers report that this separation has made

girls to enjoy PE lessons and improved their confidence unlike when they had mixed classes.

Victorian and Kenyan schools try to integrate disabled students into normal physical education classes. However, this poses some challenges because teachers have to modify their lessons to accommodate such students. Although active engagement levels of the disabled might be low compared to the able-bodied students, the teachers can hardly be faulted for not trying. Challenges such as large classes, limited instructional time, lack of equipment and the need for one-on-one interaction with the disabled students make it difficult for teachers to successfully integrate them into their classes (Strickland, Temple & Walkley, 2005). However, teachers try to involve the disabled as much as their disabilities can allow them.

## **2. Differences between Kenya and Victoria**

A notable difference between Victorian and Kenyan PE is the issue of partnership pathways. The absence in Kenya of an active and vibrant subject association such as ACHPER has greatly contributed to the marginalisation of PE. While there used to exist an association, it is no longer active. Yet, it is important for teachers to forge partnership links amongst themselves, with sports clubs and other outside school community providers. Curriculum construction and implementation is a contested political process that may involve intense negotiations and lobbying. Therefore, a strong teachers' association is very instrumental in such occasions. In Australia in 1991, when the physical education "KLA was entitled Health (incorporating physical education and personal development)" (p.29). Physical education was in danger of disappearing under the 'Health' umbrella but only after intense lobbying by ACHPER and other interest groups was the name "physical education" retained (Tinning, Macdonald, Wright & Hickey, 2001). Therefore it is important for teachers to form strong networks with each other and other like-minded groups in the community because these provide a strong voice, a factor that may be very instrumental should teachers need to lobby and advocate for their interests.

Probably, this explains why physical education in Kenya has remained a marginalised subject for a very long time. A major problem with teachers in Kenya is the perception

that “they failed to carve out a career which is as enviable as law, medicine or theology” (Bogonko, 1992, p.108).

Each of the latter professions was made up of closely-knit elite while teaching was composed of many people with differential levels of educational achievement. This created the problem of organisation as teachers were also scattered across the breadth and length of the republic and found in every village. Briefly, teachers lacked a self-governing group or enclave to which they could claim to belong. (Bogonko, 1992, p.108)

Although this refers to Kenyan teachers in general, it accurately reflects the position of many PE teachers in the country. They are scattered all over the country and many of them no longer teach physical education. Despite the Kenyan curriculum undergoing several amendments, PE related problems have not been addressed because of lack of strong advocacy.

Another major difference is the time allocated to PE classes. While Victorian schools allocate 4 periods out of 30 periods per week, Kenyan schools allocate 1 period out of 50 periods per week. According to Kenyan PE teachers, their teaching would be more effective with increased time. Due to time constraints, the Kenyan PE curriculum content is very narrow and concerns itself primarily with developing motor skills and refining skills, which are sport-specific. In fact, PE lessons in Kenya can accurately be termed as play time because, considering the time it takes for students to present themselves in the field; a teacher is left with only twenty minutes to teach. In contrast, the Victorian health and physical education KLA combines health and physical education. To confirm the HPE’s breadth, Tinning (2004) says it has three distinct curriculum strands: health education, physical activity and sport, and personal development. “The HPE teacher’s task is to help students to achieve outcomes across all three strands in an integrated way.” (p.242). However, Tinning also challenges the breadth and balance provided in PE classes.

Most PE classes are still oriented around physical activity in the form of sport(s). Indeed, despite the national curriculum, in some schools PE remains closely connected to the sporting calendar. Teachers use HPE classes as practice



sessions and/or selection opportunities for forthcoming sporting events...In most HPE classes it is typical to see students playing volleyball, soccer, field hockey, tennis, rugby, netball, Australian Rules football, doing track and field, or swimming (Tinning, 2005, p.60).

Therefore, Victoria's curriculum is broader than Kenya's which is narrower and based entirely on playing a few select sports. This curriculum difference is also reflected in the way assessment differentiates PE in Kenya and Victoria. In Victoria PE is assessed in the compulsory levels while senior students who opt to study it are examined in the Victoria Certificate Examination. The mark these students score contributes to their total grade, which also determines their university entrance. This does not happen in Kenya. It is left to the PE teacher to decide whether to assess students or not. If one were to choose to assess the students, any marks gained may not be reflected in the students' report card. Therefore, PE has a higher profile in Victoria compared to Kenya.

One of the most important and yet disturbing hindrances to education provision in Kenya is limited financial resources. This has severely hampered the provision of facilities, even such basic facilities as classrooms, balls, and other PE equipment. A good example is that very few public schools in Kenya have swimming pools due to the costs involved in its construction and maintenance. Therefore, PE lessons involve playing soccer, netball, volleyball and athletics because these are relatively cheap to finance. While not all Victorian schools have impressive facilities, classes are more manageable due to smaller student numbers, and efforts are made to provide students with a wider choice of activities even if it means hiring facilities outside school. But then again, PE is more than just play and sports and the challenge is to make people see this role.

Challenges in resourcing have also affected the provision of information and communications technology in Kenyan schools. While Victorian teachers have relatively easy access to computers, many Kenyan teachers do not. In fact some parts of Kenya do not have access to electricity and therefore schools in such areas are equally affected. In addition, few schools are able to buy computers and to offer computer as a subject but even these schools do not have access to the Internet. Furthermore, the purchase and maintenance of computers requires substantial amounts of cash, which

most schools do not have. On the contrary, the Victorian state government has made initiatives to provide schools with computers. Students are thus able to benefit from having access to information technology.

As discussed in earlier chapters, there are different perceptions concerning school sport in Kenya and in Victoria. The aim of school sport in Victoria is maximum participation with all students required to participate. Students who are naturally not oriented to sports are encouraged to participate because winning is not the main goal. However, in Kenya school sport is for a few students who are skilled enough to merit being selected to school teams. Sports-shy students are often ignored and in effect, schools have a big number of inactive, unfit students and a smaller number of very active students. Due to the strong desire to win, there have arisen cases of cheating in school sports because some schools use all means to gain an edge over their opponents.

### **3. Possibilities for Change**

While there are various similarities in Kenyan and Victorian PE, there is clearly a significant difference between the two. This is despite a presidential directive mandating that PE be made compulsory in Kenyan schools. Marshall and Hardman (2000) reflect on these differences particularly when they address the difficulties faced in Kenya.

Kenya offers an Africa-wide stereotypical picture of physical education's malaise. Even after a presidential directive making physical education a compulsory subject and an associated campaign to raise its status level and profile, some head teachers had physical education lessons timetabled only for inspection purposes (with only two inspectors to oversee physical education in the whole country, such lessons are a rarity). (Marshall & Hardman, 2000, p. 212)

One significant difference between Kenya and Victoria that seems to lie at the heart of the difficulties faced in Kenya is the lack of a professional association of PE teachers. So, though there are problems and challenges remaining in Victorian PE (as there always will be), the combined voices of teachers can potentially make a very big difference. Governments are more inclined to listen to a strong professional lobby group than to individual teachers. This is because curriculum construction is very political and

various interest groups are each keen to have their own way. A strong, vibrant and vocal association of PE teachers is therefore crucial to removing the barriers to meaningful implementation of PE in Kenya. Virtually all of the problems experienced by PE teachers in Kenya could be alleviated to some degree with the formation of a professional association. This would form the backbone for tackling other issues.

According to Jenkinson and Benson (2010), roadblocks to effective provision of PE are both institutional and teacher-related. This shows that PE teachers share the blame for the low status of the subject. Therefore, despite all the challenges involved in teaching PE, its fate largely depends on teachers. Lux (2010, p.42) states that “exemplary and successful PE teachers are not discouraged by their marginalized status but they work even harder to rectify it.” Therefore, principals’, teachers’, students’, and parents’ perception of the subject are shaped by the attitude of the PE teacher. An enthusiastic teacher can infect the whole school with that enthusiasm and influence how PE is regarded. Equally true, “inept PE teachers infect pupils, staff and heads with their lack of interest” (Ammah & Kwaw, 2005, p.315). Instead of teachers complaining about the marginalization of PE in their schools, they ought to concentrate on how to teach effectively and to be good role models.

If you have a forty-something year-old teacher who is significantly overweight and does not value physical activity, then that is not a good role model for the kids to have. It is not something the staff can simply say that kids must live by and they do not themselves model the behavior (Cook, 2005, p.30).

Therefore, although institutional reform is required for the necessary changes to occur, at a personal level, PE teachers can raise its status through their actions.

With a professional association, advancements could also be made in the area of PE curriculum, especially considering relationship with health, as is the case in Victoria. According to Tinning (2009), many students no longer view PE as a relevant school subject because its traditional content and that of sports activity holds less relevance to their lifestyles. Furthermore, Tinning (2004, p.243) says that most students would like PE teachers to also deal with issues relating to “relationships, peer pressure, sex.” Therefore, a PE curriculum that places a strong emphasis on sport may be less relevant

to students. Students need to be taught issues related to personal development and health. This also points to the training that PE teachers receive in tertiary institutions. Many teachers may be ill equipped to meet the expectations of the current generation of students.

Tertiary programs need to consider the increasing demands being placed on teachers with respect to broader health and social concerns of young people such as drug use, harmful drinking, child abuse, youth suicide and traffic safety to name just a few, but which require a multi-disciplinary input as suggested by the statement and profile (Glover & Macdonald, 1997, p.24).

Therefore, it is important that Kenyan tertiary institutions restructure and tailor their courses to ensure that PE graduates have the necessary skills to meet students' expectations. This may involve increasing the duration of training in teacher training colleges to ensure that PE teachers are well trained. Such an increase would require the support of a strong professional lobby group to engage with the government. Kenyatta University (2009) has two departments related to PE: the Department of Physical and Health Education and the Department of Recreation Management and Exercise Science. These two departments have spearheaded the training of PE, Health and Exercise professionals for many years at Diploma, Bachelors, Masters, and PhD levels. They have also consistently diversified their curricula to be relevant to contemporary changes in education. Likewise, Moi University and University of Nairobi also do train PE teachers and other professionals in the Health and Recreation fields. But until PE is made a serious subject in secondary schools, it will always be treated as not important. On the other hand, while PE is compulsory and examinable in Teacher Training Colleges, trainees have to study many subjects in a span of two years, raising questions about the depth in subject mastery and consequent effectiveness in their teaching. Therefore, there is still a lot of room for improvement.

The idea of professional partnerships extends beyond the association between PE teachers themselves. Importantly, PE teachers should also foster partnerships with other community members. The PE teacher should be actively involved in broader school and community affairs beyond the PE class. Students are perhaps teachers' most powerful advocates, especially amongst parents. These relationships can be built within the

school community by moving outside the confines of the PE class itself by attending important events like assemblies, plays, shows, recitals and others where students will be performing, not just in sport. According to Lux (2010), teachers attending such events without expectation can be more meaningful to students.

Relationships with other teachers can also help in developing a higher educational profile for PE in one's school. Many PE teachers are seen as being aloof and involving themselves only in issues that concern PE. Active involvement in school affairs can help to win allies which may translate into valuable political capital that can help PE teachers deal with the social and political forces within their school. Also, helping other colleagues with their work may help to build mutual respect. Kenyan PE teachers are not usually involved with setting examinations, invigilating them, marking, and working out class ranking positions, percentages and mean scores. By assisting other teachers with such work, the PE teacher may establish good alliances and strengthen connections. Consequently, other teachers may be more willing to see the PE teacher as an educator; a peer and a professional, someone worthy of reciprocal assistance.

The challenges faced by PE teachers in Kenya and Victoria are therefore, similarly addressed by PE teachers themselves. The need for a strong professional association is critical, as has been shown in the case of Victoria. Such an association can lobby for change in areas deemed problematic, such as in curriculum, time allocation, and teacher training. The association can also develop standards for the profession that can guide PE teachers in improving their own practice in areas such as advocacy, school and community partnerships, as well as teaching itself. Instead of being discouraged by the marginal status of PE, I believe PE teachers in Kenya, including myself, should work even harder to rectify the situation because, as this study has shown in the comparison with Victoria, it can be done. Mcleod (2004, p.419) states, "Teaching is not a journey that one can take in isolation. It is a long voyage involving children, parents and teachers in which individual biographies, lived experiences and perspectives are interwoven together to produce meaningful learning".

#### **4. Policy Recommendations**

Having discussed the state and status of PE in Kenya and Victoria and highlighting the differences and similarities between the two, I would like to summarize by suggesting

the following policy recommendations which may help to elevate the status of PE to the betterment of all concerned.

(a) Physical education is widely perceived as being a non-intellectual and non-essential subject, an attitude that has contributed to its devaluation in schools. School principals, teachers of other subjects, parents and students themselves, share this attitude. A concerted campaign by respective education ministries and teachers may help to correct this attitude.

(b) Most PE departments grapple with inadequate funding and chronic deficiency of essential resources that stifle PE teachers' efforts to effectively teach the subject. Schools should be assisted to acquire the necessary resources to ease the teacher's work.

(c) Professional development of PE teachers should be prioritized to equip them with the necessary skills. Most school cultures isolate PE teachers and cut them off from meaningful and coherent support systems for professional enhancement.

(d) Teachers should be deployed to institutions where they would be properly utilized and challenged.

(e) Teachers should be assisted to form vibrant and active associations to help them to network and to sharpen their skills while learning from each other.

(f) Teachers should be assigned enough responsibilities to allow for reflection and personal development. In most Kenyan schools PE teachers are saddled with heavy curricular and co-curricular responsibilities.

(g) Physical education teachers should be appraised and supervised by qualified PE personnel. Working under a senior teacher without requisite qualifications in PE impacts negatively on prestige and professional development.

(h) In most schools, teaching is prioritized while research is non-existent. Research should be enhanced and not pushed to the periphery of teachers' work.

(i) New or beginning teachers should be properly inducted and mentored. This is because most PE teachers are expected to hit the ground running with minimal or no initial forms of socialization.

(j) School programmes should downplay excessive competition, put emphasis on success and include a wide range of popular recreation activities, not only team sports.

## REFERENCES

- Almond, L. (1989). *The place of physical education in schools*. London: Kogan
- Ammah, J.O.A. & Kwaw, P.N. (2005). Physical education in Ghana. In P. Uwe & M. Gerber (Eds.), *International comparison of physical education: Concepts. Problems. Prospects*. New York: Meyer & Meyer.
- Annarino, A. A., Cowell, C. C., & Hazelton, W. H. (1980). *Curriculum theory and design in physical education*. London: Amazon.
- Arnold, P. J. (1979). *Meaning in movement, sport and physical education*. London: Heinemann.
- Australian Bureau of Statistics (2010). Australian demographic statistics, June 2010. Available at: <http://www.abs.gov.au/ausstats/abs@nsf>
- Australian Council for Health, Physical Education and Recreation. (2010). Promoting active and healthy living. Retrieved from: <http://www.achper.org.au/program-activities/achper-consultancy>.
- Australian Sports Commission (2001). *Give it a Go: Including people with disability in sport and physical activity*, Canberra: Australian Sports Commission.
- Best, W. J., & Kahn, V. J. (1993). *Research in education* (7th Ed.). Boston: Allyn & Bacon.
- Bogdan, C. R., & Biklen, S. K. (2007). *Qualitative research for education: an introduction to theories and methods* Boston, MA: Pearson Education, Inc.
- Bogonko, N. S. (1992). *A history of modern education in Kenya (1895-1991)*. Nairobi: Evans.
- Braeburn Schools. (2011). Braeburn Schools. Retrieved from: <http://www.braeburn.com>
- Brown, T. D. (2008). Movement and meaning making in physical education. *ACHPER Healthy Lifestyles Journal*, 55 (2/3), 5.
- Buchmann, C. (1999). The state and schooling in Kenya: Historical developments and current challenges. *Africa Today*, 46(1), 95-117.
- Chappell, R. (2001). The problems and prospects of physical education in developing countries. *International Sports Studies*, 23(1/2), 88-95.
- Colfer, G., Hamilton, E. K., Margill, A. R., & Hamilton, B. J. (1986). *Contemporary physical education*. Iowa: WCB publishers.

- Cook, G. (2005). Killing PE is killing our kids the slow way. *The Education Digest*, 71(2), 25-32.
- Creswell, W. J. (2007). *Qualitative inquiry and research design: choosing among five approaches*. Thousand Oaks, CA: Sage Publications.
- Crotty, M. (1998). *The foundations of social research. Meaning and perspective in the research process*. Crows Nest: Allen & Unwin.
- Department of Education and Early Childhood Development. (2006). Programs- School Sport Victoria. Available: [www.sssv.edu.au](http://www.sssv.edu.au)
- Department of Education and Early Childhood Development. (2007). *Curriculum advice: physical and sport education policy*. Melbourne: Victoria Government.
- Department of Education and Early Childhood Development (2009). Victorian Education and Training Reform Act-2006. Available: [www.education.vic.gov.au/about/directions/reviewleg-2006\\_facts.htm](http://www.education.vic.gov.au/about/directions/reviewleg-2006_facts.htm).
- Department of Education and Early Childhood Development (2010a). Australian curriculum. Retrieved from: <http://www.vcaa.vic.edu.au/natcurric/>
- Department of Education and Early Childhood Development (2010b). Class sizes and ratios. Retrieved from: <http://www.study.vic.gov.au/deecd/learn/study-in-victoria/en/school-system.cfm>.
- DiFiore, G. J. (2010). *The shape of physical education, health and wellness programs in high-need middle schools* (Doctoral Dissertation, New York University, 2010). ProQuest. (UMI No: 3404693).
- Dinan-Thompson, M. (2006). Why the KLA? And why now? In R. Tinning, L. McCuaig & L. Hunter (Eds), *Teaching health and physical education in Australian schools*. Frenchs Forest NSW: Pearson Prentice Hall.
- Directorate of School Education (1993). *Physical and sport education for Victorian schools-The Moneghetti report*. Melbourne: Directorate of School Education. Available at: <http://www.education.vic.gov.au/studentlearning/resources/teaching/resources/health/research>.
- Dodds, P. (2006). Physical education. In D. Kirk, D. McDonald & M. O'Sullivan (Eds), *The handbook of physical education* (pp.540-561). London: Sage.
- Donnelly, K. (2004). *Why our schools are failing*. Sydney: Duffy & Snellgrove.
- Drewe, S. B. (2001). *Socrates, sport, and students. A philosophical inquiry into physical education and sport*. New York: University Press of America.
- Drowatzky, N. J., & Armstrong, W. C. (1984). *Physical Education, career perspectives and professional foundations*. Englewood Cliffs, NJ: Prentice Hall.



- Duke, J. (2010). How can secondary schools enact assessment policies for students with disabilities? *Curriculum Leadership Journal*, 8(25).
- Edmonson, S., & Irby, B. (2008). *Ten tips for producing a top quality research study*. Boston: Pearson.
- Emmel, J. (2009). You can't have a world-class curriculum without health and physical education! *ACHPER Australia Healthy Lifestyles Journal*, 56(3/4), 4.
- Emmel, J., & Penney, D. (2010). State of Play. *Teacher*, 208, 32-37.
- Eshiwani, G. S. (1990). *Implementing education policies in Kenya*. Washington DC: World Bank.
- Eshiwani, G. S. (1993). *Education in Kenya since independence*. Nairobi: East African Educational Publishers.
- Fisette, J. (2010). Getting to know your students. *Journal of PE, Recreation and Dance*, 81(7).
- Gall, D. M., Gall, P. J., & Borg, R. W. (2007). *Educational research. An introduction* (8th Ed.). Boston: Pearson International.
- Gallahue, D. & Cleland-Donnelly, F. (2003). *Developmental physical education for all children*. Champaign, IL: Human Kinetics.
- Galloway, J. (2007). *Fit kids-smarter kids*. Oxford: Meyer & Meyer.
- Garrett, R. & Wrench, A. (2006). Teaching for inclusivity. In *Teaching health and physical education in Australian schools*. NSW: Pearson Prentice Hall.
- Glasby, T. (2006). Assessment and reporting of learning outcomes in HPE. In R. Tinning, L. McCuaig & L. Hunter (Eds), *Teaching health and physical education in Australian schools*. Frenchs Forest NSW: Pearson Prentice Hall.
- Glover, S. & Macdonald, D. (1997). Working with the health and physical education statement and profile in physical education teacher education: case studies and implications. *ACHPER Healthy Lifestyles Journal*, 44 (3)
- Government of Kenya [GOK] (1998). Report on the presidential working party on education and manpower training for the next decade. Nairobi: Government Printers
- Green, K. (2003). *Physical education teachers on physical education. A sociological Study of philosophies and ideologies*. London: Chester academics.
- Green, K. (2008). *Understanding physical education*. Los Angeles: Sage
- Haggart, K. (2008). Computers for schools Kenya at the top of the class. Retrieved on 13/5/2010 from: <http://www.idrc.ca/en/ev>.

- Hagger, S. M. & Chatzisarantis, N. L. D. (2007). *Intrinsic motivation and self-determination in exercise and sport*. Champaign, IL: Human Kinetics.
- Hardman, K., & Marshall, J. (2005). *Update on the state and status of physical education worldwide*. Paper presented at the 2nd World Summit on Physical Education
- Hardman, K. (2008). Physical education in schools: a global perspective. *Kinesiology*, 40(1), 5-28.
- Hardman, K. (2009). A review of the global situation of physical education. *International Journal of Physical Education*, 46(3).
- Harrison, L. & Leahy, D. (2006). Pursuing HPE outcomes through health. In R. Tinning, L. McCuaig & L. Hunter (Eds), *Teaching health and physical education in Australian schools*. Frenchs Forest NSW: Pearson Prentice Hall.
- Hastings, E. (2001). 'Forward.' In Give it a Go: Including people with disabilities in sport and physical activity, Canberra: Australian Sports Commission.
- Hickey, C. (2003). Small is beautiful. *Independent Education*, 33(1), 9-12.
- Howard, John (2007). Australia rising to the education challenge. Address to the centre for independent studies-the policy makers series, CBA communications centre, Sydney, 14 May 2007. Available online at: <http://www.pm.gov.au/media/speech/2007/>.
- Huebner, A. T. (2009). Balanced testing. *Educational Leadership*, 67(3).
- International Development Research Centre [IDRC]. (2010). Computers for schools Kenya. Retrieved on 10/7/2010 from: [http://idrc.ca/en/ev\\_86738](http://idrc.ca/en/ev_86738)
- Jenkinson, A. K., & Benson, C. A. (2009). Physical education, sport education and physical activity policies. Teacher knowledge and implementation in their Victorian state secondary school. *European Physical Education Review*, 15(3), 365-388.
- Jenkinson, A. K., & Benson, C. A. (2010). Barriers to providing physical education and physical activity in Victorian state secondary schools. *Australian Journal of Teacher Education*, 36(1), 1-17.
- Kentish, G. F. (1996). Duras, Fritz (1896-1965). *Australian Dictionary of Biography*, 14, p.61.
- Kenya Institute of Education. (1987). *Physical education for forms one to four*. Nairobi: Kenya Literature Bureau.
- Kenya Institute of Education. (2002). *Secondary education syllabus, vol.1*. Nairobi: Kenya Institute of Education.

- Kenya Institute of Education. (2005). *Physical education. Form 1 to 4 teachers' guide*. Nairobi: Kenya Literature Bureau.
- Kenyatta University. (2009). Physical and health education. Accessible at: <http://www.ku.ac.ke/index.php/schools>
- Kiganjo, G., Kamenju, J., & Mwathi, L. (2003). *Physical Education. A teacher's guide for form 2*. Nairobi: The Jomo Kenyatta Foundation.
- Kiganjo, G., Kamenju, J., & Mwathi, L. (2004). *Physical education. A teacher's guide for form three*. Nairobi: The Jomo Kenyatta Foundation.
- Kiganjo, G., Kamenju, J., & Mwathi, L. (2005). *Physical education. A teacher's guide for form four*. Nairobi: The Jomo Kenyatta Foundation.
- Kitula, S. (2010, December 23). Kenya talent academy long overdue. *Daily Nation*, Retrieved from: [http://www.nation.co.ke/sports/kenya talent academy long overdue](http://www.nation.co.ke/sports/kenya_talent_academy_long_overdue).
- Kretchmar, R. S. (2005a). *Practical philosophy of sport and physical activity*. Champaign, IL: Human Kinetics.
- Kretchmar, R. S. (2005b). Teaching games for understanding and the delights of human activity. In L. L. Griffin & J. Butler (Eds.), *Teaching games for understanding: theory, research and practice*. Champaign, IL: Human Kinetics.
- Krefting, L. (1991). Rigor in qualitative research. *The American journal of occupational therapy*, 45(3), 214-222.
- Krotee, M. L., & Wamukoya, E. E. (1986). The role of physical education in child development. *Kenya Journal of Education*, 3(1), 138-52
- Liddicoat, A. J. (2006). Developing professional standards for accomplished language teachers. *Babel*, 40(3), 4-6.
- Light, R. (2002). The social nature of games: Australian pre-service primary teachers' first experiences of Teaching Games for Understanding. *European Physical Education Review*, 8(3), 286-304.
- Light, R. (2003). The joy of learning: emotion and learning games through Teaching Games for Understanding. *Journal of Physical Education New Zealand*, 36(1), 93-108.
- Light, R., & Curry, C. (2005). Children's reasons for joining sports clubs and staying in them: a case study of a Sydney soccer club. *ACHPER Healthy Lifestyles Journal*, 56(1), 23-27.
- Lincoln, S. Y., & Guba, G. E. (1985). *Naturalistic inquiry*. Newbury Park, CA: Sage Publications.

- Loland, S. (2006). Morality, medicine and meaning: toward an integrated justification of physical education. *Quest*, 58(1), 10-20.
- Lund, J. (1992). Assessment and accountability in secondary school physical education. *Quest*, 44, 352-360.
- Lux, M. K. (2010). How to raise the status of physical education at your school. *Journal of Physical Education, Recreation and Dance*, 81(8), 40.
- Lynch, T. (2007). What has changed since the 1992 senate inquiry into physical and sport education? An evaluation of school responses within three Brisbane Catholic Education (BCE) primary schools. *ACHPER Australia Healthy Lifestyles Journal*, 54(1), 16-23.
- Lynn, K. S., Castelli, M. D., Werner, P., & Cone, L. S. (2007). *Seminar in physical education. From student teaching to teaching students*. Auckland: Human kinetics.
- Macdonald, D., & Brooker, R. (1997). Assessment issues in a performance-based subject: a case study of physical education. *Studies in Educational Evaluation*, 23(1), 83-102.
- Macfadyen, T., & Bailey, R. (2002). *Teaching physical education 11-18. Perspectives and challenges*. London: Continuum.
- Marshall, J.; & Hardman, K. (2000). The state and status of physical education in schools in international context. *European Physical Education Review*, 16(3), 203-209
- Matanin, M., & Tannehill, D. (1994). Assessment and grading in physical education. *Journal of Teaching in Physical Education*, 13, 395-405.
- Maxwell, A. J. (2005). *Qualitative research: an interactive approach*. London: Thousand Oaks: Sage.
- Mcleod, J. H. (2004). Teachers' working knowledge: The value of Lived Experience. In A. Jennifer (Ed.) *Sociology of education. Possibilities and Practices* (3rd ed.). New South Wales: Social Science Press.
- Merriam, B. S. (2002). *Qualitative research in practice. Examples for discussion and analysis*. San Francisco: Jossey-Bass.
- Metheny, E. (1968). *Movement and meaning*. New York: McGraw-Hill.
- Miles, M. B., & Huberman, M. A. (2002). *The qualitative researcher's companion*. Thousand Oaks, London: Sage Publications.
- Ministerial Council on Education, Early Childhood Development and Youth Affairs [MCEECDYA] (1989). The Hobart Declaration on Schooling. Retrieved from: [www.mceedya.edu.au/mceedya/hobart-declaration,11577.htm](http://www.mceedya.edu.au/mceedya/hobart-declaration,11577.htm)

- Ministerial Council on Education, Employment, Training and Youth Affairs [MCEETYA] (1999). The Adelaide declaration on national goals for schooling in the twenty-first century. Retrieved from: [www.curriculum.edu.au/mceetya/national goals/](http://www.curriculum.edu.au/mceetya/national_goals/)
- Ministerial Council on Education, Employment, Training and Youth Affairs [MCEETYA] (2008). The Melbourne declaration on educational goals for young Australians. Retrieved from: [http://www.curriculum.edu.au/national goals](http://www.curriculum.edu.au/national_goals).
- Ministry Of Education Science and Technology [MOEST] (2001). *National report on the development of education in Kenya*. Paper presented at the 46<sup>th</sup> session of the International Conference on Education (ICE) in Geneva, 5-7 September 2001.
- Mohnsen, S. B. (2006). *Using technology in physical education* (5 Ed.). California: Bonnie's fit ware.
- Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, CA: Sage.
- Murray, R. T. (2005). *Teachers doing research: an introductory guidebook*. New York: Pearson.
- Murray, R. T., & Brubaker, L. D. (2008). *Theses and dissertations: a guide to planning, research and writing* (2nd ed.). Thousand Oaks, CA: Corwin Press.
- Mwaka, M., Wambua, B. K., Kadenyi, M., & Kegode, G. (2009). Myths in education: a Kenyan perspective. *Education Research & Review*, 4(3), 71-77.
- Myton, D. (2003). A very public passion. *Campus Review*, 13(7), 9-12.
- Nolan Jr, J., & Meister, G. D. (2000). *Teachers and educational change. The lived experience of secondary school restructuring*. New York: SUNY.
- Odindo, A. (2010, September 17). Stemming the dearth of talent after school. The Daily Nation. Accessed from: [http://www.nation.co.ke/sports/stemming the dearth of talent after school/](http://www.nation.co.ke/sports/stemming_the_dearth_of_talent_after_school/)
- Opie, C. (2004). What is educational research? In C. Opie (Ed.), *Doing educational research. A guide to first-time researchers*. London: Sage Publications.
- Pate, R. R. & Hohn, R. C. (1994). Health-related physical education-a direction for 21<sup>st</sup> C. In R. R. Pate & R. C. Hohn (Eds.), *Health and fitness through physical education* (pp.215-217). Champaign, IL: Human Kinetics.
- Patton, Q. M. (1999). Enhancing the quality and credibility of qualitative analysis. *Health Services Research*, 34(5), 1189-1208.
- Patton, Q. M. (2002). *Qualitative research and evaluation methods*. Thousand Oaks, CA: Sage.

- Penney, D. (2007). Health and physical education and the development of a national curriculum in Australia. Policies, position and prospects. *ACHPER Australia Healthy Lifestyles Journal*, 54(3/4), 17.
- Penney, D.; Brooker, R.; Hay, P. & Gillespie, L. (2009). Curriculum, pedagogy and assessment: three message systems of schooling and dimensions of quality physical education. *Sport, Education and Society*, 14(4), 421-442
- Phillips, S. (2009). Could be champions. The search is on. *Teacher*,
- Punch, K. (2005). *Introduction to social research: quantitative and qualitative approaches*. Thousand Oaks, CA: Sage Publications.
- Quelch, G. (2009). Media release-importance of health and physical education in schools recognised. *ACHPER Healthy Lifestyles Journal*, 56(3/3).
- Reeves, B. D. (2008). *Leadership and learning* (Monographs in The William Walker oration No. 43). NSW, Australia: ACEL.
- Rice, L. P. & Ezzy, D. (2001). *Qualitative research methods*. Oxford: Oxford University press.
- Richards, L. (2005). *Handling qualitative data: a practical guide*. London: Sage Publications.
- Rift Valley Academy (2011). Shaping lives to change the world. Retrieved from: <http://www.rva.org>
- Saitoti, G. M. (2004). *Education in Kenya: challenges and policy responses*. Paper presented at the Council on Foreign Relations in Washington DC, April 2004.
- Salokun, S. O. (2005). Physical education in Nigeria. In P. Uwe & M. Gerber (Eds.), *International comparison of physical education: Concepts. Problems. Prospects*. New York: Meyer & Meyer.
- Sandelowski, M. (1986). The problem of rigor in qualitative research *Advances in nursing science*, 8, 27-37. .
- School Sport Australia. (2011). Policies, procedures and guidelines. Retrieved from <http://www.schoolsport.edu.au/policies/default.aspx>
- Scott, D., & Marlene, M. (2006). *Key ideas in educational research*. London: Continuum.
- Seidman, I. (2006). *Interviewing as qualitative research: a guide for researchers in education and social sciences*. New York: Teachers College.
- Shehu, J. (1998). Sport education: ideology, evidence and implication for physical education in Africa. *Sport, Education, Society*, 3(2), 227-235

- Shehu, J. & Wamukoya, E. (1999). A preliminary survey of Kenyan physical education teachers' understanding of exercise-induced heat illness and management of heat stress in athletes. *ICHPER-SD Journal*, 35,37-4.
- Shehu, J. (2009). Professional development experiences of physical education teachers in Botswana: epistemological implications. *Teacher Development*, 13 (3).
- Siedentop, D. (1990). *Introduction to physical education, fitness and sport*. London: Mayfield Publishing.
- Siedentop, D. (1992). Thinking differently about secondary physical education. *Journal of Physical Education, Recreation and Dance*, 63(7), 69-72.
- Sifuna, N. D. (1990). *Development of education in Africa: the Kenyan experience*. Nairobi: Initiatives.
- Sifuna, N. D., & Otiende, E. J. (2006). *An introductory history of education*. Nairobi: University of Nairobi.
- Slavin, E. R. (2007). *Education research in an age of accountability*. Boston: Pearson.
- Sparkes, A. C. (1992). *Research in physical education and sport. Exploring alternative visions*. London: Falmer Press.
- Strickland, J.; Temple, V. A.; Walkley, J. W. (2005). Peer tutoring as an instructional methodology to improve fundamental movement skills. *ACHPER Healthy Lifestyles Journal*, 52(2).
- Teachers' Service Commission (2010). Teachers service commission service charter. Available [http://www.tsc.go.ke/tsc service charter](http://www.tsc.go.ke/tsc%20service%20charter).
- Tinning, R. (1987). *Improving teaching in physical education*. Melbourne: Deakin University.
- Tinning, R.; Macdonald, D.; Wright, J.; Hickey, C. (2001). *Becoming a physical education teacher*. NSW: Pearson Education.
- Tinning, R. (2004). Rethinking the preparation of HPE teachers: ruminations on knowledge, identity, and ways of thinking. *Asia- Pacific Journal of Teacher Education*, 32(3)
- Tinning, R. (2005). Physical education in Australia. In U. Puhse & M. Gerber (Eds.), *International comparison of physical education: concepts, problems, prospects*. New York: Meyer & Meyer.
- Tinning, R. (2006). Aliens in the gym? Considering young people as learners in physical education. *ACHPER Healthy Lifestyles Journal*, 54(2).

- Tinning, R. (2008). From Dr. Fritz Duras to the 'obesity crisis': observations of the evolution of human movement studies as an academic field. *ACHPER Healthy Lifestyles Journal*, 55(4).
- Tucker, B. (2009). The next generation testing. *Educational Leadership*, 67(3).
- UNESCO (2005). Sport for peace and development. Available from <http://www://unesco.org/news/en/social-and-human-sciences/themes/sport/sport-for-peace-and-development/>
- United Nations Resolution 58/5 (2004). Sport as a means to promote education, health, development and peace. Retrieved from: <http://www.un.org/sport2005/>
- United Nations (2010). The Millennium Development Goals report. New York: United Nations. Accessed from: [www.un.org/millenniumgoals/pdf](http://www.un.org/millenniumgoals/pdf)
- Van Deventer, K. J. (2002). The past, present and future of physical education and sport in Africa: an overview. *African Journal for Physical, Health Education, Recreation and Dance*, 8(2), 425-444.
- Van Manen, M. (1990). *Researching lived experience. Human science for an action sensitive pedagogy*. London: Althouse Press.
- Victorian Curriculum and Assessment Authority (2005). Physical education VCE study design. Accessed from: [http://www.vcaa.vic.edu.au/vce/studies/physical\\_education](http://www.vcaa.vic.edu.au/vce/studies/physical_education)
- Victoria Institute of Teaching (2010). Standards of learning. Available at: [www.vit.vic.edu.au](http://www.vit.vic.edu.au)
- Wabuyele, L. (2006). *Computer use in Kenyan secondary schools: implications for teacher professional development*. Paper presented at the Society for Information Technology and Teacher Education International Conference, Chesapeake, VA.
- Wamukoya, E., & Hardman, K. (1992). Physical education in Kenyan secondary schools. *The British journal of physical education*.
- Wanderi, P. M.; Mwisukha, A.; Bukhala, P. W. (2009). Enhancing the full potential of persons with disabilities through sports in the 21<sup>st</sup> century with reference to Kenya. *Disability Studies Quarterly*, 29 (4).
- Whipp, R. P., Anderson, J. M., Yeo, T. P., & Tan, G. (2006). Teachers' perceptions of outcomes-focused assessment and reporting in health and physical education in western Australian secondary schools. *ACHPER Healthy Lifestyles Journals*, 53(2), 26-32.
- Woolman, C. D. (2001). Educational reconstruction and post-colonial curriculum development: A comparative study of four African countries. *International Education Journal*, 2(5).



## APPENDICES

### Appendix 1: Sample Australian Curriculum Profile for Years 7 to 9

## Curriculum Profile - Years 7 to 9

The new Victorian Essential Learning Standards (VELS) was progressively introduced during 2006 – 2008. All courses and reports for Year 7 subjects are now based on VELS. Students will take a course of study in each of the Key Learning Areas (KLAs) listed below.

Studies are based on a 20-week semester (half year) with students taking 6 periods each day. The school operates a 10-day timetable (2 weeks) consisting of 60 periods (6 periods per day and 30 periods per week). The following table lists the subjects and the number of periods allocated to each subject during each 10-day cycle of 60 periods.

Learning Areas	Year 7 subjects	Year 8 subjects	Year 9 subjects
Arts	<b>Music (3) and Art</b> 8 periods/60 for 1 semester	<b>Music (3) and Art (3)</b> 6 periods/60	<b>Music or Art or Ceramics or Visual Communication or Multimedia</b> 6 periods/60
English	<b>English</b> 10 periods/60	<b>English</b> 8 periods/60	<b>English or E.S.L.</b> 10 periods/60
Language other than English (LOTE)	<b>French or German</b> 8 periods/60	<b>French or German</b> 8 periods/60	<b>French or German</b> 6 periods/60
Mathematics	<b>Mathematics</b> 9 periods/60	<b>Mathematics</b> 8 periods/60	<b>Mathematics</b> 9 periods/60
Health and Physical Education	<b>Health &amp; P.E.</b> 4 periods/60	<b>Health &amp; P.E.</b> 4 periods/60	<b>Health &amp; P.E.</b> 4 periods/60
Science	<b>Science</b> 7 periods	<b>Science</b> 8 periods	<b>Science</b> 6 periods
Humanities	<b>Humanities</b> 7 periods /60	<b>Humanities</b> 8 periods /60	<b>Humanities</b> 9 periods /60
Technology	<b>Technology Studies</b> 8 periods/60 for 1 semester	<b>Information Technology (2)</b> (conducted in Art classes) and <b>Technology Studies</b> (4) 6 periods/60	<b>Systems or Music Tech. or Wood/Metal or Textiles or Food or Photography or Information Technology or Programming and Web Development</b> 6 periods/60
Sport	<b>Sport</b> 4 periods/60	<b>Sport</b> 4 periods/60	<b>Sport</b> 4 periods/60

*Note: For Instrumental Music lessons, students are withdrawn from other classes on a rotating weekly basis.*

## Appendix 2: Sample Kenyan secondary school report card without PE

<b>REPORT FORM FOR TERM THREE 2010</b>																						
Adm No: 11088		Name: _____			Class: Form 3C House: _____																	
Form Mean: 53.26		Class Mean: 55.64		Mean Marks: 71.50		Class Summary		Overall Summary														
Form Grade: C+		Class Grade: B-		Student Grade: A-		2 out of 41		4 out of 250														
SUBJECT	Opener	Half Term	End of Topics	End of Term	OVERALL				REMARKS	TEACHER'S NAME												
					MARKS	GRD	PTS	SUBJ. RANK														
English	51	50		72	58	B-	8	7	Average	_____												
Kiswahili	92	84		60	79	A	12	2	Excellent!	_____												
Mathematics	80	87	67	65	78	A	12	2	Excellent!	_____												
Biology	81	61		54	65	B+	10	4	Good	_____												
Physics	68	50		81	66	B+	10	3	Good	_____												
Chemistry	65	64		67	65	B+	10	6	Good	_____												
Geography	79	74		83	79	A	12	5	Excellent!	_____												
Business Studies	86	87		73	82	A	12	1	Excellent!	_____												
<b>TOTAL MARKS:</b>					572 out of 800																	
					KCPE Marks: 423		KCPE Rank: 60															
<b>LAST TERM'S SUMMARY</b>																						
Mean Marks: 69.00		Mean Grade: B+		Class Position: 2		Form Position: 3																
<b>PERFORMANCE TREND</b>																						
For 11088																						
<table border="1" style="width: 100%; margin-top: 10px;"> <caption>Performance Trend Data</caption> <thead> <tr> <th>Class &amp; Term</th> <th>Mean Marks</th> </tr> </thead> <tbody> <tr> <td>F2T2</td> <td>74.92</td> </tr> <tr> <td>F2T3</td> <td>74.50</td> </tr> <tr> <td>F3T1</td> <td>71.98</td> </tr> <tr> <td>F3T2</td> <td>69.00</td> </tr> <tr> <td>F3T3</td> <td>71.50</td> </tr> </tbody> </table>											Class & Term	Mean Marks	F2T2	74.92	F2T3	74.50	F3T1	71.98	F3T2	69.00	F3T3	71.50
Class & Term	Mean Marks																					
F2T2	74.92																					
F2T3	74.50																					
F3T1	71.98																					
F3T2	69.00																					
F3T3	71.50																					
CLASS TEACHER'S COMMENTS .....																						
HOUSE MASTER'S COMMENTS .....																						
PRINCIPAL'S COMMENTS .....																						
Number of days absent from school during the term ..... School opens on <b>4th January 2011</b> ..... Report seen by Parent / Guardian ..... <div style="display: flex; justify-content: space-between;"> <span>Name .....</span> <span>Signature .....</span> <span>Date .....</span> </div>																						

## Appendix 3: Sample Australian school Internet research task in HPE

Name: \_\_\_\_\_ Form: \_\_\_\_\_

### Year 10 CSH Assignment Sexuality Education INTERNET RESEARCH TASK

There are TWO components to this assignment:

1. You are to visit various websites and investigate different elements of Sexuality. You will have today's sessions to work on the questions, and then the remainder of your investigation is homework.

The websites you need to use are:

- <http://www.fpv.org.au>
- <http://www.betterhealth.vic.gov.au>
- <http://www.mshc.org.au>
- <http://www.health.vic.gov.au/ideas/diseases>
- <http://www.somazone.com.au>



- a) What determines our sexual orientation?
  - b) What are some common causes of infertility?
  - c) What activities put you at risk of S.T.I.'s?
  - d) What happens when you visit MSHC? List the steps.
  - e) Apart from MSHC, where else could you seek advice and assistance?
  - f) What things should you consider when choosing a condom?
  - g) Summarise a story from the Somazone website, including the feedback posted by others. How would you respond to this story?
  - h) What do you think of each of the five websites? Are they appropriate for adolescence?
2. After visiting the ACTION CENTRE, you are to choose one S.T.I. and complete the following activities:
    - a) Research the STI using books and/or the internet.
    - b) Definition/explanation of the STI.
    - c) List the major symptoms/ how it is diagnosed.
    - d) Explain how it is spread.
    - e) Outline treatment options.
    - f) List places where someone suffering from this STI may be able to get help.
    - g) List resources used/ bibliography.

*Each answer should be detailed, to demonstrate your understanding.  
The completed sections should be 2-4 pages in length. Your completed research task must be submitted **WEDNESDAY 5<sup>TH</sup> MAY, 2010**. Plagiarism will not be accepted. Put your answers into your own words or your work will not be assessed.*

## Appendix 4: Plain Language Statement

Monday, December 10, 2009

**Research Project: What can Kenyan and Australian Physical Education teachers learn from each other?**

Dear

This research project aims to examine the important lessons that Australian and Kenyan Physical Education teachers can learn from each other. As a qualified and practicing PE teacher, we would like to invite you to participate in our research project. The aim is to document the efforts and experiences of Australian and Kenyan teachers to meet increasing demand for effectiveness and relevance in teaching Physical Education. This project has received the approval of the Human Research Ethics Committee at The University of Melbourne.

Should you agree to participate, you will be required to be involved in an interview conducted at your school that will last about 1 hour. The interview will be aimed at gathering information about your teaching approaches and strategies, the challenges you face in your teaching, and the PE curriculum. With your permission, the interview will be tape-recorded so as to ensure an accurate record of what you say. After the tape has been transcribed, you will be provided with a copy of the transcript so that you can confirm that the information is correct or request amendments.

We shall endeavour to protect the confidentiality of your responses to the fullest possible extent, within the limits of the law. Any references to your personal information will be removed and you will be referred to in the project thesis using a pseudonym. However as the number of participants in this project is small, you may be identifiable. Thus, we understand that your participation in this study is completely voluntary. If at any stage you wish to withdraw, or to withdraw any unprocessed data you have supplied, you are free to do so without prejudice. Once the thesis arising from this research has been completed, a summary of the findings will be made available to you. The results may also be presented at academic conferences and also published as papers in academic journals.

Should you require any further information, or have any concerns, please do not hesitate to contact either Michael Wanyama on phone: 0413 453 472, or John Quay on phone: 8344 8533. Should you have any concerns about the conduct of the project, you are welcome to contact the Executive Officer, Human Research Ethics, The University of Melbourne, on phone: 8344 6739, or fax: 9347 6739.

If you are willing to participate please indicate that you have read and understood this information by signing the accompanying consent form and returning it in the envelope provided. The researchers will then contact you to arrange a mutually convenient time for the interview.

Mr. Michael Wanyama (M.Ed student) and Mr. John Quay (supervisor)

## Appendix 5: Consent form

### MELBOURNE GRADUATE SCHOOL OF EDUCATION

Consent form for persons participating in a research project  
What can Kenyan and Australian teachers of Physical Education learn from  
each other?

Name of participant: \_\_\_\_\_

Name of investigator(s): **Mr. John Quay, Mr. Michael Wanyama.**

1. I consent to participate in this project, the details of which have been explained to me, and I have been provided with a written plain language statement to keep.
2. I understand that my participation will involve an interview and I agree that the researcher may use the results as described in the plain language statement.
3. I acknowledge that:
  - (a) the possible effects of participating in the interview and have been explained to my satisfaction;
  - (b) I have been informed that I am free to withdraw from the project at any time without explanation or prejudice and to withdraw any unprocessed data I have provided;
  - (c) The project is for the purpose of research;
  - (d) I have been informed that the confidentiality of the information I provide will be safeguarded subject to any legal requirements;
  - (e) I have been informed that with my consent the interview will be audio-taped and I understand that audio-tapes will be stored at University of Melbourne and will be destroyed after five years;
  - (f) My name will be referred to by a pseudonym in any publications arising from the research;
  - (g) I have been informed that a copy of the research findings will be forwarded to me, should I agree to this.

I consent to this *interview* being audio-taped

**yes**  **no**  
(please tick)

I wish to receive a copy of the summary project report on research findings

**yes**  **no**  
(please tick)

Participant signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix 6: Matrix Table (Sample with a few themes)

	<b>KENYAN TEACHERS' EXPERIENCES</b>		<b>VICTORIAN TEACHERS' EXPERIENCES</b>	
<b>EMERGING THEMES</b>	<b>AISHA</b>	<b>JAMAL</b>	<b>YVETTE</b>	<b>MARVIN</b>
1. Lesson time allocation	Physical education classes have 40 minutes per week	Each class is allocated one 40-minute period per week	Periods last for 50 minutes, with 100 minutes of PE and 100 of Sport =200 minutes	Each period is 47 minutes, both PE and Sport have two periods each = 188 minutes per week
2. Class Sizes	Classes have an average of 45 – 50 students each	Classes are big with more than 50 students per class	Classes may have up to a maximum of 26 students	Class sizes range between 20-21 students
3. Assessment	Assesses students as an individual initiative but marks not regarded as important	Students not assessed but notes their improvements in performing certain tasks	Students are assessed in school by doing certain tasks in their workbooks. Years 12 are examined at VCE.	Students assessed in school but at Years 11-12 physical education is an elective and examined at VCE.
4. Status of PE in the school	Marginalised though supported by the school	Marginalised and tolerated, given minimal support	Supported by the school though teachers feel they have to aggressively seek support	Adequately supported by the school but teacher feels there is room for improvement
5. Teacher status	Only one teacher in entire school, overworked and not highly regarded	One teacher for the whole school and looked down upon	Six teachers for the whole school though regarded as of slightly lower status	Six PE teachers on the staff and working together as a team.
6. Facilities	Often have to borrow facilities from Games department	Facilities bought for PE but not adequate	Few facilities but enough for meaningful PE teaching to occur	Have adequate and varied facilities. Often facilities hired outside school
7. Gender issues	Single sex boarding school for boys	Single sex boarding school for girls	Co-educational school, but genders separated during PE	Co-educational school, but genders separated during PE

8. Adapted physical education	No special arrangement but disabled students streamlined in normal classes. Activities modified to suit them	Disabled students integrated in to mainstream classes. Activities modified to enable them to participate.	Disabled students streamlined into the normal classes.	Students with disabilities are streamlined into normal classes
9. School sport	- Elitist in nature with only the best and the willing chosen to participate. - Highly competitive	Only the best and the willing are chosen to participate in school sport. - Highly competitive.	School sport is inclusive and targets the participation of all students - Targets Participation	Aims to involve all students in school sport regardless of expertise and skill.
10. Teachers networking	Doesn't belong to any teachers association	Belongs to sports organising committees	A member of ACHPER	A member of ACHPER