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DECLARATION

Declaration by the candidate:

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

_____ _____

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PG/PHD/044/2007

Declaration by the Supervisors:

This thesis has been submitted for examination with our approval as university supervisors.

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who in one way or the other supported me to come this far. I say THANK YOU ALL, God bless you.

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DEDICATION

This thesis is dedicated to my loving parents David and SakinaDeya whose sacrifice, support, encouragement and initiative have made me what I am today.

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ABSTRACT

Implementation of games varies from one school to another due to the varied support given based on its effects on learners academic achievement. Studies with varying results on the relationship between games and academic achievement further complicates their place in secondary schools. Between2008 to 2010, no secondary school in Rongo Sub County reached the national level of games competitions, signaling low achievement. Between 2007 and 2009, Rongo Sub County secondary schools posted mean scores of 5.100, 5.1471 and 5.3158 respectively translating to a C- which is below the entry grade into university. Based on studies, implementation of games determines the outcome of participation in games which affects the academic achievement of learners. Implementation is unique in that it determines the level of performance in games. The purpose of this study was to establish the implementation of games and its influence on studentsô academic achievement in secondary schools in Rongo Sub County. The objectives of this study were therefore, to: establish the relationship between administrative support for games and academic achievement, find out the relationship between studentsô attitude towards implementation of games and academic achievement, establish the relationship between the methods of implementation of games and academic achievement, investigate the relationship between levels of students participation in games and academic achievement and examine the relationship between participation in games and academic achievement. The study adopted descriptive survey, correlation and ex post facto designs. The study population consisted of 50 head teachers, 50 games teachers and 2000 form fours. The pilot involved 4 head teachers, 4 games teachers and 20 form fours. Saturated sampling technique was used to select the 46 games teachers and 46 head teachers for the study. Simple random sampling was used to select 700 form fours. Questionnaires, interview schedules, observation schedule and document analysis guide were used to collect data. Qualitative data was analyzed descriptively in frequencies, percentages, means, and standard deviation. Pearsonôs product moment correlation was used to analyze inferential statistics. Qualitative data was received in verbatim, transcribed and reported according to emerging themes. The study established that there was a positive correlation between administrative support and academic achievement, the was a minimal positive correlation between students attitude towards games and academic achievement, there was a minimal positive correlation between methods used in implementing games and academic achievement, there was a positive correlation between level of participation in games and academic achievement, there was a minimal positive correlation between participating in games and academic achievement. The study recommends the strengthening of support for games by schools administration, allowing students to take part in games of their choice, games teachers to employ variety of methods in implementing games and students be encouraged to take part in games. The ministry of education, the government and other stakeholders may find this study useful in improving performance of students in games and academic achievement in secondary schools in Rongo Sub County.

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OF ABBREVIATIONS

DEO - District Education Officer

IT - Information Technology

KCSE - Kenya Certificate of Secondary Education

KICD - Kenya Institute of Curriculum Development

KSSSA - Kenya Secondary Schools Sports Association

NFC - Non-Formal Curriculum

PTA - Parent Teachers Association

RAUJET - Rongo-Awendo-Uriri Joint Evaluation Test

TSC - Teachers Service Commission

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AL DEFINITION OF TERMS

This study adopted the following terms:

Academic Achievement- refers to the final results that students attained in the 2010 Rongo Sub-County examinations. In this study it will be used to mean the RAUJET examinations results.

Administrative support-refers to the provisions in support of games programs activities that offered by the school administration in terms of time, equipment, materials and funds. In this study it was used to mean the help given by the school administration to help in the running of games programs.

Attitude- refers to head teachersô, teachersô and studentsô feelings and opinions towards games offered in the secondary schools. You can either have a negative or a positive feeling towards games. In this study the term was used to refer to the feelings of students and teachers towards the implementation of games programs.

Competence-refers to the ability, skill, and knowledge to implement games programs as planned. In this study the term was used to mean the ability of the games teacher to handle a given game.

Contribution-refers to the addition that games programs and its implementation bring to academic achievement. In this study, the term was used to mean the relationship between games programs and academic achievement.

Feedback- refers to response on the information about the implementation of games programs. This response can either be positive or negative.

This term was used in this study to mean the results of participating in games programs and the academic achievement of students in the Rongo Sub-County Examinations.

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games programs in schools as required by the curriculum. The curriculum requires that each student is given equal opportunity to participate in games during games time. In this study, it referred to the following variables; administrative support for games programs, attitude towards games programs, methods used in the implementation of games programs, the level of participation in games programs and participation in games programs.

Interest- refers to love of playing games or participating in games programs. In this study, the term was used to mean the love of playing a game.

Games- refer to a contest, physical or mental, according to certain rules, for amusement, recreation, or for winning a stake. This term was used in this study to mean contest or physical activities that students participate in competitively at different levels beginning from school to the national level.

Games Programs- refers to football, netball, basketball, rugby activities. These games were chosen because they are the ones offered in most of the secondary schools in Rongo Sub-County and can be afforded by the same schools.

Games teacher-refers to the teacher in charge of games programs in the secondary school. This teacher is in charge of keeping games programsô records and equipment and ensuring that games activities smoothly run within the school.

Methods of implementing games programs- refers to the ways that teachers use to ensure that games programs are practiced and played. In this study the methods used in implementing games program was used in determining how games were implemented.

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branch of the school curriculum that deals with the out of class activities. They include games programs, sports, societies, and clubs. In this study the term was used to cover games programs only.

Organogram-refers to the structure in place to be followed in the implementation of games programs in a school setting. In this study the term was used to cover the organization of games structures in a school.

Participation in games-refers to taking part in games programs beginning from the school level to the national level competitively. In this study the term was used to mean taking part in games competitively from the school to the national level.

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