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School Factors That Create a Dilemma in the Implementation of Learners' Psychomotor Curriculum Activities in the Early Childhood Development Education

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Abstract:

Studies indicate that learners' participation in outdoor activities is limited in most pre-schools and emphasis put in academic oriented activity subjects. Some studies have sought to find out factors that inhibit learners' involvement in outdoor activities but pre-primary teachers' dilemma in implementing of learners psychomotor or outdoor activities has been given limited attention. The purpose of this study therefore sought to establish school factors that create a dilemma in implementing learners' outdoor activities in Hamisi Sub-County, Vihiga County, Kenya. The study adopted a mixed methods research design. Maria Montessori's theory of children's play was used for the study. A sample of 33 ECDE lead teachers, 27 ECDE teacher trainers and 12 learners from a target population of 110 ECDE lead teachers, 27 ECDE teacher trainers and 4400 learners was selected. Stratified proportionate sampling, simple random, purposive and census techniques were utilized to select the sample size. A questionnaire, interview schedule and observation guide were the instruments to collect data. A pilot study was conducted from the neighbouring Sabatia Sub County to ascertain the strength of the reliability and validity of the instruments. Validity was ensured based on construct and content validity. Reliability was ensured through test-retest technique. A reliability co-efficient of 0.7 using Cronbach's Alpha Coefficient was attained for both instruments and therefore deemed appropriate for use in the actual study. The study enhanced ethical considerations. Qualitative data was analysed using content analysis. Quantitative data was analyzed using descriptive statistics such as frequencies, and percentages and findings presented in pie charts, bar graphs and tables. Inferential statistics ANOVA was used to establish the relationship between independent and dependent variable at 0.05 confidence level. The results showed that there was a significant difference in the means of the different school factors influencing the implementation of outdoor play activities in the curriculum $\{F(6, 25) = 2.840, p = .000\}$. The study concluded that pre-schools government policies like funding by parents, employment of qualified and professionally trained teachers by the county government and provision of minimum land size of ECDE centers enhance learners' performance in outdoor play activities. The study recommended the ECDE center managers to improve on provision of learners outdoor play activity facilities and materials like merry-go-round, slides, swings, climbing frames and teeters. This study was conducted in public pre-primary schools but a similar study should be carried out in private pre-primary schools.

Keywords: School factors, dilemma, curriculum, implementation, psychomotor

1. Introduction

Play is essential to the development of children in all aspects. Psychomotor activities that especially conducted outside the usual classroom environment assist in addressing areas of physical well-being as well as having an in-depth level of commitment and learning. Studies show that outdoor play time correlate with an increase of psychomotor activities. White (2012) noted that play activities among learners is associated with increased social-emotional learning, school commitment and academic performance. The hands-on learning experiences provide opportunities for students to engage in the process of their own education. Any time allocated for psychomotor activity is not just essential for health but also potential for teaching and learning. Most researchers believe that outdoor class activities are not only effective for learning but also help learners retention of content mastery which continues up to their adulthood. In the United

Kingdom, the *Learning Outside the Classroom Manifesto* (DfES, 2006) conclude that outdoor class teaching and learning has a far reaching impact on learners educational performance because it influence learners lifestyle, behavior, decision making and work.

Quigley, Pongsanon and Akerson (2011) averred that psychomotor activity in education is efficient in improving literacy knowledge and skills and perception towards kinds of science for learners in both primary and pre-schools. Similarly, Bar-tosh (2003) conclude that play activity has been found to promote to learners acquisition of; mathematics concepts, writing, reading, listening and critical thinking skills. Other studies Ouvry (2003) and Rivkin (1990) indicate that environments that support outdoor activities develop learner's observation skills. The psychomotor activity among learners at all levels of learning assist in a decrease in stress and promote emotional and social development (Weinstein, Przybylski & Ryan, 2009; Kuo & Taylor, 2004; Ginsburg, 2007).

Several factors that inhibit teachers use of play activity range from teachers and learners characteristics, home factors, government policy factors and school administrative and management factors. For example, in Canada, Puk and Behm (2003) notes that the diluted school curriculum has done away with the outdoor environmental science as a subject. This means that both indoor or classroom environment is the ultimate place for teaching and learning. Studies reveal that outdoor class activity has been hindered with policy guiding curriculum implementation, learning materials and inadequate teaching staff (Carrier, Thomson, Tugurian, & Stevenson, 2014; Mirka, 2014) making teachers to adapt to indoor classroom teaching and learning (Dyment, 2008).

For learners play to improve and prosper school environment is much important (Abbott & Nutbrown, 2001). Play for young children should properly be organized. Esbensen (1987) note that play fields ought to be structured so as to assist learners to meet their individual's needs. Play materials and facilities in a school fields should consider the aesthetic and multiplicity to be easily available and accessible. Sylva and Sammon (1999) assert that play dilemma usually occurs when the requisite materials are available and not well stored.

For Early Childhood Development Education schools to realize successful education, provision of adequate and quality learning facilities and materials are necessary. Boakye-Boaten (2015) note that quality materials and facilities form the pivotal determinant factors of school teaching and learning environments. According to Hailu and Biyabeyen (2014) equipment, infrastructure and indoor and outdoor facilities and materials are key to effective facilitation of teaching and learning in a school. Good learning environment lead to a better academic performance by the learners (Wangari, 2010). Teaching and learning facilities are therefore basic ingredients to smooth implementation of the ECDE curriculum. The failure or success of any academic programme depends on the unavailability or availability of instructional materials and facilities. Khan and Iqbal (2012) established that school infrastructure, physical facilities and materials facilitate effective teaching and learning process in pre-schools. Chepkorir *et al.*, (2014) posit that the availability of resources, facilities and materials enable teachers to provide solutions to educational problems.

Ezewu (1983) and Kinuthia (2009) opine that the type of school has advance effect on teachers' attitude towards teaching. The school's environment and type of school administrative management indicates the type of teaching and learning (Good & Brophy 1990). Thus, the learning environment influence individual's attitude towards tasks accomplishments. The school leadership and the social-economic status of the school influence the teaching staff and necessitate them to act in a particular behavior. Okumbe (1998) assert that school leadership should be able to provide a conducive teaching and learning environment for pre-school learners to realize its potentials. However, the present study looked at various environments and how they influence psychomotor activities among in public pre-schools in Kenya. Most schools do not provide quality education because of much emphasis on cognitive domain other than affective and psychomotor domains that are equally important in young children's' societal development. It seems most schools do not appreciate the role played by children's' play to individual's talents' and societal development. Ahmed (2003) indicated that most schools had uncomfortable play environment with lack of basic facilities and materials that deter facilitation of teachers' outdoor activities. Studies indicate that play facilities and materials are of great benefit to children's early life (Hammond, 2019; KICD, 2008). Jenson and Bullard (2002) opine that most children depend on play materials that encompasses; ropes, bean bags, balls and hoops for play. Children development of gross motor skills and social interaction has been found to be pivotal to early exposure to play materials (Fromberg, 2002).

School play facilities and materials should be appealing to the learners in order to increase their enthusiasm to play more. High quality play materials enable learner's exposure to new life experiences (Better Brains for Babies, 2015). According to Health Council of the Netherlands (2004) preschool children requires more challenging, complex and diversified play grounds for both girls and boys. A school play environment has an advance influence on children's behavior. Playgarden (2016) confirm that play facilities encourage and provide challenges to children's' experiences whenever they play. When children play they acquire social interactions, physical abilities and skills, cultural rules and communication skills. A preschool learner admires play fields that enhance peer playing and games opportunities (Strader, 2015). It should be noted that play materials and facilities captures children's' curiosity and interest for interactions. Little and Eager (2010) asserts that provision of play grounds and materials enhance children's application of mastery of skills in daily life.

Play fields that are more attractive provides opportunities for learners exploration and manipulation are ideal for outdoor activities (Heusser, Adelson, & Ross, 1986) while those that are not challenging and attractive do not enhance learners participation in psychomotor activities (Veitch, Salmon & Ball, 2008). Aesthetic and attractive school play grounds allow learners active involvement in outdoor activities than those that are unattractive. Dyment (2005) noted that an environment that has varied determinants for play activities builds learners social interactions, mental or cognitive development and physical development.

Hallack (1990) highlighted the importance of play activities and facilities on student's effective teaching and learning and performance. The availability, applicability and effectiveness of school facilities promote students educational attainment whereas dilapidated school infrastructure, overcrowding in classrooms, inaccessibility of playgrounds and general unattractive school environment lead to detrimental students' outcome (Hallack, 1990). The availability of play facilities is essential to effective teaching and learning (Ahunanya & Ubabudu, 2006).

Johnas (2013) posit that a majority of pre-primary schools had inadequate play materials and facilities to efficiently enable teaching and learning procedures. The author observed that the available play facilities and materials were inappropriate and in dilapidated condition. This may imply that inadequate and non-provision of play resources causes teachers dissatisfaction that lead to learners detrimental performances.

Ekundayo (2018) conducted a study in Nigeria to investigate on the relationship that existed between the availability of school learning facilities and students' outcome in the affective and psychomotor domains of learning activities. Descriptive research design was adopted for the study. The sample consisted of 1200 secondary school students. The study used simple and stratified sampling techniques. The instrument used was student's questionnaire. The study established that there was a significant positive relationship between students' performance in both affective and psychomotor domains and students' academic attainments. However, the study was limited in regards to the use of instruments, participants and sampling techniques when compared to this study. The reviewed study did not investigate on effect of play activities on preschool learner's activity performance a gap this study tried to fill.

In Tanzania, a study by Mwamwenda (2014) reports that parents are more concerned with academic achievement of their children rather than the gains of the physical attributes. The study had a sample of 20 parents who had children in preschools that were purposively sampled. A questionnaire was the main tool used to collect data. The study concluded that emphasis should be mainly be put on Kiswahili speaking and its academic outcomes. The study further established that parents felt, excelling in English and play related activities were a waste of teachers' time.

A study carried out by Ochanda (2015) in Kenya on influence of play equipment and facilities on preschool learner's education showed that they were insufficient, not constantly maintained and repaired. Stratified random sampling technique was used to sample 9 schools with 45 pupils, 18 teachers and 9 head teachers selected to represent the entire population for the study. Interview guide and observation guide were used to collect data. The stated reviewed study only used two instruments to collect data and was conducted in 9 schools in contrast to the present study that used three instruments; questionnaire, interview schedule and observation guide and data collected in 33 schools.

Research indicate that children's manipulation of play materials have a significant positive correlation with other subject areas like mathematics, languages, religion and social studies. Whereas a study conducted by Nath and Szücs (2014) established a significant positive relationship between play materials and mathematics performance, Ituaruchiu (2013) comparative study in Kajiado County, Kenya indicated that children's reading and writing skills greatly improve with use of play materials in pre-schools. The availability of adequate learning and play materials among learners with physical difficulties are likely to initiate efficient learning and development. However, in Kenya studies by Wamocho (2003), Kimosop (2002) and Kamere (2004) established that most special schools in Kenya lack adequate learning and play facilities and materials.

A study by Kerich and Okioma (2015) that investigated the association that existed between availability of play facilities and learner's academic performance in Kisumu County established that most schools had adequate play fields and play materials. However, more of the materials were not suitable for learner's cognitive abilities. In order to make play activity active the researcher recommended schools to provide adequate facilities that are considerable to the learners needs. Another study by Asaji (2013) in Mombasa County found out that the availability of play facilities and materials were the key determine factors to learner's active involvement in psychomotor activities. Macharia (2012) noted that 70% of play grounds in Naivasha Sub County, Kenya, consisted of grassy and sandy play fields that inhibit learner's active participation in the outdoor activities, hence affecting their physical and cognitive development.

Whereas Ochanda (2015) noted that most teachers did not supervise outdoor play activities, Millicent (2010) provides a reason that most teachers lay much emphasis on indoor academic activities than the outdoor play activities. Lillian (2010) further opine that most teachers consider outdoor play activities as a waste of learners time and therefore concentrated on learners classroom indoor academic performance.

Studies establish that schools that provide play activities aid learners understanding and mastery of skills and content in other activity areas such as; mathematics, science, social studies and languages. A study by Bundi (2012) indicated that schools that use music and songs as play activities during the teaching and learning of mathematics lesson enable learners to improve its academic performance. Ayaga (2018) noted that providing pre-school learners with play activities promote other activity performance.

2. Research Methodology

The study sought to investigate on pre-school teachers' dilemma in implementation of learners' psychomotor curriculum in Kenya. The study objective sought to establish influence of school factors that create a dilemma in implementing learners' psychomotor or outdoor activities in Hamisi Sub-County, Vihiga County, Kenya. The study adapted the mixed methods design. The study had a target population of 110 public primary preschools. Stratified sampling technique was used to select 33 public pre-primary schools from which simple random sampling was adapted to identify 33 ECDE lead teachers and purposive sampling technique used to select 12 preschool learners to participate in the study. Census sampling was used to select 27 pre-primary teacher trainers. The study adapted questionnaire, interview schedule and observation guide as tools to collect and aid in data analysis. Face and content validity of research instruments was established by use of university supervisors' experts and a pilot study. Test re-test technique was used to test for

instrument reliability. Quantitative and qualitative data were analyzed by use of descriptive and inferential statistics. The findings of the quantitative data generated from closed ended questions were tabulated and presented using frequency distribution tables, cross tabulation tables and percentages. Qualitative data collected from open ended questions was categorized in themes based on the research questions and reported in a narrative form. The ANOVA test was used to determine between school factors and preschool learners implementation of curriculum and to test whether the observed relationship is significant or not. The level of significance was set at α 0.05.

3. Findings of the Study

3.1. Teachers' Participation in Psychomotor Activities

The study sought to establish the school factors that create a dilemma in the implementation of outdoor play activities in the curriculum. Some of the specific areas that were investigated include; teachers' participation in the outdoor activities, the general condition outdoor apparatus in the ECDE centers and availability of outdoor activities. Their views were sought in the specific areas by use of questionnaires administered to ECDE lead teachers. The lead teachers response on the frequency on how the preschoolers taken for physical activities per week and their involvement in the activities, was as in Table 1.

Statement	Never	Rarely	Occasionally	Always
How frequently do you take your preschoolers for psychomotor activities per week?	5 (20.8%)	8 (33.3%)	5 (20.8%)	6 (25.0%)
Do you take part in playing along with your learners as they play?	10 (41.7%)	9 (37.5%)	4 (16.7%)	1 (4.2%)

Table 1: Lead Teachers' Response on Participation in Psychomotor Activities

The results of the survey indicate that only a quarter [25.0% (6)] of the lead teachers who took part in the study confirmed that they always take their learners for psychomotor activities. A considerable majority of the preschool learners were rarely given opportunity to participate in outdoor play activities, as was revealed by 33.3% (8) of the ECDE lead teachers who accepted that they rarely expose their learners to outdoor activities as required by the curriculum. However, about a fifth [20.8% (8)] of the lead teachers who were sampled for the study alluded that they occasionally take their learners for physical activities once a week. It emerged from the results of the survey that about one out of every five, 20.8% (8), of the ECDE lead teachers who participated in the study revealed that they had never ever taken their learners out for playing learning activities. The findings of the study are consistence with Mwamwenda (2014) who reported that in Tanzania, parents are more concerned with academic achievement of their children rather than the gains of the physical attributes.

In addition, it was established that although some teachers take their learners for outdoor play activities, many of them do not fully get involved in the play. This was revealed by 41.7% (10) of the ECDE lead teachers who agreed that they never take apart in playing along with their learners as they play. Only 4.2% (1) of them alluded that they always join their learners in outdoor play learning, but 37.5% (9) indicated that they rarely participate in outdoor playing activities. The finding of Lillian (2010) further confirms researcher's finding that most teachers consider outdoor play activities as a waste of learners' time and therefore concentrated on learners' classroom indoor academic performance.

These findings therefore imply that the outdoor activities done by the ECDE teachers in most of the public schools in Hamisi Sub-county were quite inadequate given the ECDE curriculum. Despite the ECDE curriculum programme that requires all preschool learners to enjoy learning through play and that play should appear in their daily activity timetable, a number of teachers still deny their learners opportunity to adequately indulge in outdoor play activities. The findings are in conformity with Howard (2007) who affirms that in USA, children time for play has drastically reduced. Additionally, Elkind (2007) also attest that the right to children play activities has become a luxury.

3.2. Availability of the Apparatus for the Psychomotor Activities

The lead teachers' views were sought on availability/adequacy of the psychomotor activities apparatus in the ECDE centers within Hamisi Sub-county. They were asked to rate the adequacy of outdoor apparatus using the scale: None at all, Very inadequate, inadequate, adequate and Very adequate. The availability of adequate and sufficient play materials and facilities are considered to have an influence on successful play activities to the learners' motivation and enthusiasm during the curriculum implementation. Their responses were summarized as in Table 2.

Item	None at all	Very Inadequate	Inadequate	Adequate	Very adequate
Playground	4 (12.9%)	6 (19.4%)	4 (12.9%)	13 (41.9%)	4 (12.9%)
Swimming pool	31 (100.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Rollers	7 (22.6%)	11 (35.5%)	12 (38.7%)	1 (3.2%)	0 (0.0%)
Merry go round	15 (48.4%)	9 (29.0%)	6 (19.4%)	1 (3.2%)	0 (0.0%)
Climbing frames	11 (35.5%)	12 (38.7%)	5 (16.1%)	3 (9.7%)	0 (0.0%)
Swings	10 (32.3%)	8 (25.8%)	8 (25.8%)	5 (16.1%)	0 (0.0%)
Sandpits	7 (22.6%)	12 (38.7%)	8 (25.8%)	3 (9.7%)	1 (3.2%)
Tyre tunnels	13 (41.9%)	10 (32.3%)	3 (9.7%)	3 (9.7%)	2 (6.5%)
Wendy houses	23 (74.2%)	5 (16.1%)	3 (9.7%)	0 (0.0%)	0 (0.0%)
Slides	16 (51.6%)	12 (38.7%)	2 (6.5%)	1 (3.2%)	0 (0.0%)
Ropes	0 (0.0%)	7 (22.6%)	5 (16.1%)	11 (35.5%)	8 (25.8%)
Balls	0 (0.0%)	10 (32.3%)	9 (29.0%)	7 (22.6%)	5 (16.1%)
First Aid facilities	3 (9.7%)	4 (12.9%)	10 (32.3%)	8 (25.8%)	6 (19.4%)

Table 2: Information on Availability of Psychomotor Facilities in ECDE (N=31)

The findings of the study show that most of the ECDE centres lacked adequate basic physical apparatus for conducting outdoor play activities. For instance, although 54.8% (17) of the lead teachers who took part in the study held the view that the playground was adequate in their ECDE centres a significant proportion [32.3% (10)] others held the view that playgrounds in most of the ECDE centres were generally inadequate. In fact, 12.9% (4) of the lead teacher respondents confirmed that their school did not totally have a playground. One respondent had this to say: *"I trained in a college offering Montessori Curriculum. I worked in the City before getting married then relocating here. As you can see there is no single fixed play equipment here apart from the goalless football pitch. We cannot use it now as our break almost considers with the primary break."* (LT 3)

The sentiments above agree to the statement that the absence of play equipment in preschool is like denying the child all its pleasurable experiences (Passer & Smith, 2011; Waithaka, 2010).

This state of inadequacy was replicated in the other outdoor activities apparatus as reflected in both fixed and movable apparatus. It was revealed from the study findings that none of the ECDE centres in Hamisi Sub-county had a swimming pool; this was indicated by 100.0% (31) of the ECDE lead teachers who took part in the study. Similarly, the other fixed apparatus for outdoor activities were equally inadequate in most of the ECDE centres. The findings are inconsistent with Hallack (1990) whose study established that the availability, applicability and effectiveness of school facilities promote students' educational attainment whereas dilapidated school infrastructure, overcrowding in classrooms, inaccessibility of playgrounds and general unattractive school environment lead to detrimental students' outcome.

However, the state of merry go round and climbing frames was worse off than the other apparatus. In fact, a significant proportion [48.4% (15)] and 35.5% (11) of the ECDE lead teachers who were sampled for the study affirmed that their institutions did not have at all merry go round and climbing frames, respectively. Further, it was revealed from the findings of the study that although a few ECDE lead teachers alluded that their institutions had merry go rounds and climbing frames, majority of them were in agreement that they were quite inadequate. For example, 48.4% (15) and 54.8% (17) of the respondents confirmed that, granting that their centers had a merry go round and a climbing frame respectively, they were quite inadequate. The findings are in line with those of Tarman and Tarman, (2011) who indicated that learners can construct their own literacy skills if and only if play facilities are adequate and readily available.

On the state of other fixed outdoor activities equipment, the findings of the study revealed that although sandpits and swings were not badly off, tyre tunnels and Wendy houses were quite inadequate for outdoor activities in the public ECDE centers within Hamisi Sub-county. It emerged that whereas 16.1% (5) and 12.9% (4) of the lead teachers who took part in the study expressed satisfaction on the availability of swings and sandpits in their institutions respectively, nearly three quarters [74.2% (23)] of them indicated that their institutions did not totally have Wendy houses and a few others [25.8% (8)] were in general agreement that Wendy houses in their centers were quite inadequate and could not appropriately meet the needs of the learners during outdoor activities. It was discovered that nearly one out of every three (32.3%, 10) and about a fifth (22.6%, 8) of the ECDE centers did not have swings and sandpits, respectively as revealed by the lead teachers who took part in the study. The finding is contrary to that of Ahunanya and Ubadudu (2006) that the availability of play facilities is essential to effective teaching and learning.

Further findings show that most of the ECDE centers did not have slides. This was indicated by more than a half, 51.6% (16) of the lead teacher respondents. However, 45.2% (14) of them who had alluded that their centers had slides, agreed that they were not adequate at all. The state of rollers in the centers was not any better. This was attested by about a fifth, 22.6% (7) of the lead teachers who took part in the study who confirmed that their centers did not have rollers and about three quarters, 74.2% (23), others who agreed that although they had rollers, they were not adequate enough in the effective implementation of outdoor play activities within the ECDE curriculum. This contrasts the opinion held by Jenson and Bullard (2002) who averred that most children depend on play materials that encompasses; ropes, bean bags, balls and hoops for play.

On the contrary, the findings of the study established that movable apparatus for outdoor activities were fairly adequate in the ECDE centers within Hamisi sub-county. For example, more than three out of every six, 61.3% (19), of the ECDE lead teachers sampled for the study confirmed that their centers had adequate ropes for their learners. This was replicated in the availability of balls, where 38.7% (12) of respondents said their centers had enough balls for use during outdoor activities. In fact, none of the centers were found to totally lack balls. All the same, like other apparatus more balls were still needed in the ECDE centers. This was indicated by the relatively smaller proportion 16.1% (5) of the lead teachers who asserted that they had enough balls, compared to 61.3% (19) others who, though agreeing that they had some balls, insisted that they were not adequate. These findings contrast that of Zigler and Bishop (2009) who attests that most of the preschool learner's education is academic oriented.

On the issue of risk preparedness, the findings of the study established that quite considerable proportion of ECDE centers in Hamisi Sub-county were ill prepared. This was revealed by more than half, 54.9% (17), of the lead teachers who held a feeling that their institutions did not have adequate First Aid kits. In fact, about a tenth [9.7% (3)] of them confirmed that their centers did not totally have First Aid kits. On the contrary, 45.2% (14) lead teachers' study participants were satisfied with adequacy of the First Aid kits, with 19.4% (6) of them strongly asserting that these facilities were adequate enough. This affirms Ahmed (2003) who indicated that most schools had uncomfortable play environment with lack of basic facilities and materials that deter facilitation of teachers' outdoor activities.

3.3. General Condition of the Apparatus for the Psychomotor Activities

On the general conditions of the apparatus for the psychomotor activities, the findings of the study show that the ECDE lead teachers who participated in the study were divided on their thoughts of adequacy or inadequacy, as shown in Table 3.

Statement	Very Inadequate	Inadequate	Neutral	Adequate	Very Adequate
In your view, what is the general condition of the outdoor apparatus in your ECDE centre?	11 (35.5%)	8 (25.8%)	1 (3.2%)	6 (19.4%)	5 (16.1%)

Table 3: Lead Teacher's Response on General Condition of Psychomotor Apparatus

When the respondents opinions were sought on their view of what was the general position of facilities for the outdoor activities in their ECDE centers, 35.5% (11) of them said the facilities were very inadequate while 19.4% (6) others held a general opinion that the psychomotor apparatus in their centers were generally adequate. As whole, the results of the study revealed that a majority of more than three out of every five, 61.3% (19), of the lead teachers who took part in the survey held a common opinion that the conditions of the outdoor play apparatus were generally fair but not adequate for the effective implementation of the programme in the ECDE curriculum within Hamisi Sub-County. The findings are contrary to the opinion held by Abbott and Nutbrown (2001) that school environment is important for the learners play activities to improve and prosper.

3.4. Testing For Hypothesis

The study also tested for the following null hypothesis

- H_{01} : There is no significant influence of school factors creating a dilemma and the implementation of learner's psychomotor activities in the curriculum. The hypothesis was tested to ascertain the relationship between school factors creating a dilemma and the implementation of learners psychomotor or play activities. The results are presented in Table 4.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	8988.300	6	1498.05280	2.840	.000
Within Groups	4674.690	25	186.9876		
Total	13662.991	33			

Table 4: ANOVA Testing for School Factors and the Implementation of Learners' Psychomotor Curriculum Activities

The results showed a significant difference in the means of the different school factors influencing the implementation of outdoor play activities in the curriculum $\{F(6, 25) = 2.840, p = .000\}$. The null hypothesis was therefore rejected and the alternative hypothesis that there is a significant difference in the means of the different school factors influencing the implementation of outdoor play activities in the curriculum was accepted. This implies that school factors have an influence on pupils' psychomotor activities. The finding confirms those of Ekundayo (2018) who established that there was a significant positive relationship between students' performance in both affective and psychomotor domains and students' academic attainments.

4. Conclusions

The study established that teachers rarely accompanied their learners for outdoor play activities in the fields on a daily basis. The study established that most ECDE centres in public primary schools do not have modern outdoor play equipment like: swimming pools, merry-go-rounds, climbing frames, slides, wendy houses, tyre tunnels and swings that require teachers' full-time attention. None of Hamisi Sub-county public ECDE centers had a swimming pool. It was established that most ECDE centers had only plain play grounds with few movable and poorly maintained equipment. Learners were instructed to go play in the fields or to run around and about during outdoor play activity time. The study also established that First Aid Kits were inadequate in ECDE centers though not fully equipped for risk preparedness as there were health centers within proximity for emergencies. The results showed a significant difference in the means of the different school factors influencing the implementation of outdoor play activities in the curriculum $\{F(6, 25) = 2.840, p = .000\}$. The null hypothesis was therefore rejected and the alternative hypothesis accepted that there is a significant difference in the means of the different school factors influencing the implementation of learners outdoor play activities in the curriculum. The study also concluded that school factors created a difference in implementation of outdoor play activities. The study concluded that most ECDE centres in Hamisi Sub-county did not have adequate play equipment like: merry-go-round, see-saws, slides and swimming pools. It was also concluded that most ECDE centers did not have fully equipped First Aid kits.

5. Recommendation

The study recommended that ECDE center managers should improve on provision of outdoor play activity facilities like merry-go-round, slides, swings, climbing frames and teeters. The study suggested a further study to be conducted in private preschools.

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