

Comparative Assessment of Syllabi and Implementation of Physical Education and Sports Programmes in Primary and Secondary Schools in Kenya and Uganda

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Abstract

The purpose of the study was to compare the Physical Education syllabi, and the implementation of Physical Education and sports programmes in primary and secondary school in Kenya and Uganda. Content of the syllabi, statutory time allocation, time tabling, teaching organization, teaching Physical Education, mobilization and utilization of resources, funding, organization of sports programmes and school competitions, and challenges facing teaching formed the core of the investigation. Teachers and head teachers from 384 schools selected from 23 districts in Kenya and 25 districts in Uganda provided the data. Data were obtained using structured questionnaires administered in the field supported by documentary analysis of current Physical Education syllabi in schools in two countries. Four null hypotheses about differences and similarities in Physical Education syllabi and implementation of Physical Education and sports programmes at primary and secondary schools levels, were tested using the Statistical Package for Social Scientists (SPSS) Version 11 and Pearson's Chi-Square Test Analysis at $p = 0.05$ level of statistical significance. The results showed that the Physical Education and Sports syllabi used in school in Kenya and Uganda are different but the structure of Physical Education programmes, time allocation, content and objectives, are closely similar. In both countries Physical Education is timetabled, taught, but more emphasized in Kenya than in Uganda. However, the methods of implementation of Physical Education, sports and games programmes in Kenya and Uganda are identical and inherited from the British high school system. Co-curricular sports and games competitions, especially in ball games and athletics, are emphasized in schools in both countries. Such games are competed for from school to national championship levels. Inadequate space, lack of equipments, low quality of teaching, inadequate dress policies and inadequately trained teachers, are some of the key challenges facing teaching of Physical Education and sports in schools in Kenya and Uganda. Areas of good practice include: sportsmanship, graded intra- and inter- school competitions from schools to international levels. The study recommends among others, the harmonization of school Physical Education and Sports systems in East Africa through sharing of information, joint research, curriculum development, coordination of teaching, competitions, sharing educational resources, regular consultations and joint regional action through government intervention as a way forward for Physical Education and sports in schools in East Africa.

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