A COMPARATIVE ANALYSIS OF THE PHYSICAL EDUCATION CURRICULA IN SECONDARY SCHOOLS IN EAST AFRICA

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ABSTRACT

Physical Education Curriculum in East Africa has been and continues to be influenced greatly by the colonial infusion. The vestiges of the colonial empire building and maintenance have remained even after independence. As evidenced from the following analysis, it is true that the traditional forms of physical activities and organization were repressed, replaced or modified following the infusion of the British colonial masters. However, the activities that were introduced in turn produced a situation that reflects the dominant ideology of a super-imposed system. Given that the field of Physical education and sport remains largely unexplored, this paper analyses the existing curricular offerings in the subject within the East African Countries with a view to making suggestions for improvement, review or change. From the analysis, it appears that only in Kenya has the style and organization of school physical education changed since political independence. In Uganda and Tanzania not much has been done to bring about curriculum change in schools in physical Education. From the paper it is also evident that there is urgent need for scholars, researchers, educationists, politicians and other practitioners from East Africa (either individually and/or collectively) to revisit the area. Finally, various recommendations are made to help improve the curriculum and teaching of physical education and sport in the region.