

# AIMS AND OBJECTIVES OF SECONDARY SCHOOL, PHYSICAL EDUCATION IN KENYA

by E.E.K. Wamukoya, Kenyatta University, Nairobi, Kenya

## ABSTRACT

A number of books in physical education contain various aims and objectives for physical education in schools. In order to establish the aims and objectives considered important in Kenyan secondary schools, a literature survey was done. This survey revealed a list of aims and objectives to broad and general educational objectives. The 12 most commonly mentioned aims and objectives in Kenya were then assembled in random order and both respondent school heads and PE teachers were asked to rank them in order of their respective schools' preferences from highest (1) to lowest (12). The mean score for each item and for each school head and PE teachers was then computed and comparisons made. From the survey, the aims and objectives ranked highly by the total sample were (1) Motor Skill Development (2) Safety (3) Social Competence (4) Organic development and (5) Leisure Time Activities. Emotional Competence/Stability was ranked sixth (in the middle) while Self - Realisation, Creativity, Aesthetic Appreciation, Moral Development, Cognitive Development and Environmental Awareness were ranked lowest. Even then, it was apparent that more female school heads were inclined to rank Social Competence and Creativity on the higher side while men ranked Safety higher. However, male PE teachers highly rated the objective of Motor Skill Development, Leisure-time, Activities and Self-Realisation and gave their lowest ratings to Cognitive Development, Aesthetic Appreciation and Environmental Awareness. Female PE teachers rated highest Social Competence, Moral Development, Self - Realisation, Aesthetic Appreciation, Emotional Development, Creativity, Safety, Motor Skill Development, Organic Development, and gave their lowest ratings for Organic Development, Cognitive Development, and Environmental Awareness. Furthermore, there were some differences in the rankings of these aims and objectives according to the sex of the teachers involved. Female teachers compared to their male counterparts were inclined towards the long-term and broad-based educational outcomes such as Self-realisation, Leisure-time activities, Social competence, Moral Development, Aesthetic Appreciation, Creativity and Safety. They were more inclined to think about both the immediate and long-term objectives of physical education and were less concerned with the more traditional and specific objectives of organic development (physical fitness). An interesting observation was that female teachers also ranked Motor Skill Development and Organic Development higher than their male counterparts while male teachers ranked emotional Competence/Stability on the higher side than their female counterparts, respectively. However, both male and female teachers gave the middle rating (6th position) to Emotional Competence/Stability which gives an indication of the profession's moderate commitment to this objective in Kenya.

**Key words:** Physical Education, aims and objectives, Kenyan secondary schools.