

**COMPARATIVE ASSESSMENT OF SYLLABI AND
IMPLEMENTATION OF PHYSICAL EDUCATION AND
SPORTS PROGRAMMES IN PRIMARY AND
SECONDARY SCHOOLS IN
KENYA AND UGANDA**

BY

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DECLARATION**

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

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DEDICATION

This work is dedicated to my parents Veronica and Sebastian Kasigwa for the untiring parental love, inspiration, and support they have always provided to my educational endeavours and success.

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LIST OF ABBREVIATIONS/ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
HIV	Human Immune virus
IAAF	International Association of Athletic Federations
ICHPER-SD	International Council for Health, Physical Education, Recreation, Sport and Dance
IPS	Integrated production Skills
KIE	Kenya Institute of Education
LEGCO	Legislative council
MEST	Ministry of Education Science & Technology
MINEPS	International Conference of Ministers of Physical Education and Sports
MOES	Ministry of Education and Sports
NCDC	National Curriculum Development Centre
NCRTF	National Curriculum Review Task Force
NGO's	Non-Governmental Organizations
PAPE	Performing Arts and Physical Education
PE	Physical Education
STI's	Sexually Transmitted Infections
UNESCO	United Nations Educational Scientific Cultural and Organization
WHO	World Health Organization

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.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The implementation of Physical Education and Sports in African schools leaves a lot to be desired (Ajisafe, 1997). There are wide disparities between official policies of governments and practices in the actual implementation of Physical Education and sports in schools. According to Hardman and Marshall (2000), some of these disparities are demonstrated by deficiencies in fulfilling the minimum curriculum requirements, low time allocation, poor timetabling, poor and inadequate teaching of Physical Education and Sports, poor attitude of teachers to the subject. Other disparities include deficiencies in the initial and in-service training of teachers, use of inappropriate curricula content, poor quality or low number of lessons on the school timetable. Consequently, there is lack of balance in the general education curriculum, which denies Physical Education and Sports their rightful place in the school. Physical Education is subsequently marginalized and given a low status in the school system (Hardman and Marshall, 2000).

The status of Physical Education and Sports in African schools is the lowest in the world (Hardman and Marshall, 2000). Furthermore, the status of the subject is not the same throughout all African countries (Amusa, 1999). In a study by Hardman and Marshall (2000), at least 75% of the schools in Africa were reported not to meet the legal policy requirement for Physical Education. In 50% of the African countries, the subject was reported yet to attain an equal status with other school subjects. In 93% of the African countries studied, Physical Education lessons are canceled or replaced from the timetable by the “academic” and “marketable subjects” like Science, English

Language, Mathematics and Computer Studies. Though the subject as a discipline is still at infancy stage, the low status leads to poor implementation, neglect and marginalization of Physical Education in most school systems in Africa. Thus, the contribution to health and education that Physical Education and Sports in the schools ought to have has not been recognized.

In another study, Ajisafe (1997) considered the lack of Physical Education examinations, unsatisfactory curricula, philosophical gaps, inadequate facilities and equipment, poor curriculum design and poverty as some of the factors contributing to the low status of Physical Education in Africa. Furthermore, attitudes and actions of head teachers and significant others in the school and the education systems in Africa have a tendency to disregard Physical Education and Sports and treat them as “non-essential”, “less important”, “disruptive nuisance” or “play time” activities which are detrimental to the academic achievement and examination performance of the schools. This type of attitude marginalizes Physical Education and Sports in school programmes. It denies the subject access to resources such as finance, teaching space, personnel, equipment and materials (Hardman and Marshall, 2000).

Uganda and Kenya are two independent and neighbouring East African countries, which were formerly colonized by Britain. The two countries gained their independence in 1962 and 1963, respectively. They both inherited their educational systems from Britain. From 1933 till independence, both countries shared the same Physical Education syllabus drawn by Britain, the then colonial master. After independence, up to 1977 when the East African Community split due to political misunderstanding, the two countries had the same education system and shared a

common examination system. However, since 1977 Physical Education and Sports in the two school systems seems to have taken separate development paths until the community was restored in July 2000.

1.2 Statement of the Problem

East African governments and ministries responsible for education are expected to put in place policies, syllabi and other measures which promote the teaching and implementation of Physical Education and sport at primary and secondary school levels so as to achieve the Millennium Development Goals, enforce the UNESCO Charter for Physical Education and Sport (1980) and to comply with the agreed international obligations of the MINEPS III (1999), the Magglingen Declaration (2003) and FIDEPS (2006) protocols.

A policy is a statement of intent regarding achieving, maintaining or changing something. Policies tend to begin life as issues. A policy implies a stated desire to move from what is perceived to be an unsatisfactory state of affairs to a more satisfactory one. (Murphy, 1998), (Green, 2008). Policies in Physical Education and sports are the institutional or central governments authoritative decision about how things should be in Physical Education and Sports. The goals of policies are to bring about the desired changes in the short or long term run. (Green, 2008). A Physical Education syllabus is a written description of what should be taught and learned in a programme of Physical Education, how, when and for what purpose. (Green, 2008), It is a teaching tool that is used by the teacher to implement Physical Education programmes.

As noted in the background, East African governments have not adequately addressed the issue of policies and syllabi of Physical Education for primary and secondary schools. East African governments and schools are yet to fully comply with the statutory requirements of the UNESCO International Charter for Physical Education and Sport(1980), the MINEPS III (1999) Accord and the IYPES (2005)Declaration on Physical Education and sport. The governments of Kenya and Uganda, in view of the importance of teaching Physical Education and sports in schools for the promotion of health and the attainment of Universal Primary and Secondary Education, have a great responsibility to enforce the teaching of Physical Education in primary and secondary schools.

This study sought to find out whether Kenyan and Ugandan primary and secondary schools systematically teach Physical Education and sports following the syllabi that the governments of the two countries have recommended. The research sought to fill the gaps in information about the implementation of Physical Education and sports programmes ; What is taught in physical education and sports ; how it is taught in primary and secondary schools needed further investigation. The relationship between what is recommended to be taught in Physical Education and what is actually taught and practiced in schools in Kenya and Uganda formed the core concern of this investigation. There was, furthermore, a need to clearly spell out what the current Physical Education and sport syllabi for primary and secondary schools were , their content, structure ,objectives, how they are organized and taught and their level of implementation in the schools. There was a need to understand how the schools go about fulfilling the responsibility of implementing Physical Education and sports programmes in an attempt to bridge the gap between policy, reality and in the

teaching of Physical Education in schools in Kenya and Uganda.

1.3 Purpose of the Study

The purpose of this study was to compare Physical Education and Sports programmes in primary and secondary schools in Kenya and Uganda with a view to identify areas which require policy change, implementation and reform and improvement in the teaching of Physical Education and sports at the school levels so as to make the programmes more dynamic, responsive, inclusive and relevant to the societal needs of Kenya and Uganda.

1.4 Objectives of the Study

The study had four specific objectives namely:

- i. To analyze and compare the current primary schools' Physical Education syllabi in Kenya and Uganda.
- ii. To analyze and compare the current secondary schools' Physical Education syllabi in Kenya and Uganda.
- iii. To compare the implementation and professional practices of Physical Education in primary and secondary schools in Kenya and Uganda.
- iv. To compare sports and games programmes and practices in primary and secondary schools in Kenya and Uganda.

1.5 Research Hypotheses

To achieve the objectives above, the study designed four main null hypotheses namely:

Ho1= There are no differences between Physical Education syllabi for primary schools in Kenya and Uganda.

Ho2= There are no differences between Physical Education syllabuses for secondary schools in Kenya and Uganda.

Ho3= There are no differences between the implementation of Physical Education programmes in primary and secondary schools in Kenya and Uganda.

Ho4= There are no differences in the implementation of Sports and games programmes in primary and secondary schools in Kenya and Uganda.

1.6 Significance of the Study

The governments of Uganda, Kenya, Tanzania, Rwanda, and Burundi have revived the East African Community. In this community, collaboration in Education, Sport and Culture and Physical Education is vital. Comparative studies in Education, Physical Education and Sports are crucial in providing baseline data and information for future cooperation. This study provides useful data and information base for understanding policies, practices and changes in Physical Education and Sports in primary and secondary schools.

Both Uganda and Kenya are in the process of reviewing and strengthening their national Physical Education and Sport policies. Uganda, in particular, is paying great attention to the development of Physical Education and Sports in schools as a basis for excellence in national and international sports (MOES, 2003). The findings of this study will help Uganda to catch up with Kenya in developing Physical Education and Sports in schools. In addition, both countries are undergoing systematic curriculum review and reforms in the schools. This study provides information to curriculum developers at primary and secondary school levels which will be of benefit to both

countries. Furthermore, as new efforts are being made to revive East African Secondary schools sports competitions, this study analyzes the current status of school sports competitions in both countries. Knowledge of this status is beneficial to sports administrators and Physical Education practitioners who organize competitions at school levels in both countries.

Indeed, while Kenya is in advanced stages of implementing Universal Free Primary Education (UPE), Uganda has scored some degree of success with UPE and has embarked on Universal Secondary Education (USE). In both countries, Physical Education is one of the compulsory subjects in the school curricula. This study provides a good meeting point where experts in both countries can learn from each other and compare experiences about the implementation of Physical Education within the context of UPE and USE in Africa. Additionally, this study attempted to bridge the gaps in knowledge and information about Physical Education and Sports (PES) in schools in Kenya and Uganda. It tried to highlight differences and similarities between theory and practice, in Physical Education and Sports in schools in Kenya and Uganda

Bearing in mind the global concerns about the inclusion of Physical Education and Sports in schools in developing countries, this study highlights a number of issues and facts regarding the status and practices of PES in schools in developing countries especially in Kenya and Uganda. Findings of this study will not only benefit curriculum developers in the two countries and in the region, but also contribute globally with respect to planning, reform and inclusion of Physical Education and Sports in schools in Africa.

The study answered questions about the current syllabus, status, structures, aims content, organization and practice of Physical Education and Sports in the schools. The information and knowledge obtained from this study will be of great benefit to Physical Education and Sports practitioners, policy makers, teachers, teacher trainers, school administrators and educational authorities at the ministries responsible for Education and Sports in the two countries.

1.7 Limitations of the Study

This study was limited by a number of factors namely:

First, as a pioneer study on Comparative Physical Education and Sport in East Africa the study inevitably lacked up-to-date literature on similar studies, in Africa, most especially in East Africa.

Secondly, the subject of PES did not have its own independent and distinct comparative methodologies. The methodologies used to conduct the study were therefore adapted from a combination of Education and Social Science methodologies.

Thirdly, financial resources, time and security constraints confined the study to schools in Kenya and Uganda and in geographical areas along the Kabale-Kampala-Nairobi-Mombasa road corridor. The corridor transects the two countries studied in the south.(see map in Fig.3.1 on pg.45). Districts to the north-and northeast of Uganda and Kenya were excluded from the study for reasons of lack of easy access of security risks involved. However, the majority of primary and secondary schools in both countries lie in the south central and western regions.

1.8 Delimitations

The study was confined to 23 districts in Kenya and 25 in Uganda. The study schools included day, boarding, girls', boys' and mixed schools at primary and secondary levels. Both government-grant-aided and privately owned schools were included in the study. Data were obtained from school heads/deputies and school PE/Sports teachers.

1.9 Theoretical Framework

This study based on theoretical ideas of borrowed from Haag (1994), Hardman and Marshall (2000) and Digel (2005). Haag (1994)) argues that comparison of Physical Education and sports in national education systems can be achieved by interpreting the statistical significance of occurrences of similarities and differences and trying to discover regularities, convergences and divergences to them through statistical analysis. Haag used his theoretical model to compare certain aspects of the Physical Education and sports system of Germany with the USA.

In a similar way, Digel (2005) used a comparative approach to study national coaching systems of eight countries. He demonstrated that national systems of Physical Education and sports are comparable scientific entities that can be the subject of comparative research in physical education and sport. He argues that the Physical Education and sport system of a country is the result the national education environment as determined by history, mass media, the physical environment, politics and law, the work of professional bodies, the economy and privatization, science, and technology, the education system, military system, the sociology and culture of the communities ,and the internal school environment. Digel's idea and arguments were

adapted and applied to generate the concept of an external environment for Physical Education and sports in the school. By incorporating and integrating Digel's ideas with the ideas of Hardman and Marshall (2000) the researcher was able to bring the concept of the school's internal environment.

According to the work of Hardman and Marshal(2000) the implementation of Physical Education and sports programmes in schools is further determined by internal factors such as the status of the subject, the syllabuses, statutory time requirement, lesson duration, structure of the programme, qualifications of teachers, quality and instructional skills of teachers, in PE, facilities, equipment, finance, budgeting provisions as well as the extra-mural or co-curricular sports traditions. In addition, the joint educational actions of the teachers, learners and managers in relation to Physical Education and Sports determine the practice of Physical Education and Sports in the schools in the country. Hence, a critical analysis of internal variables such as status, time requirement, time allocation, goals, aims, objectives, content of programmes, type and qualifications of teachers, facilities and equipment, finance and budgeting, storage, dress, issues and problems can be used to compare PES in schools .

The researcher combined ideas from the three theories and generated a model for use to compare similarities and differences in syllabi and practices of implementing Physical Education and sports in schools in Kenya and Uganda. The internal and external environment provided the issues for the comparison. This study used an ex-post -facto comparative research design to analyze the situations as they occurred and

sought to explain the disparities between the occurrences, when and how they occurred. Attempt were made to explain, disparities between the expected and unexpected occurrences to compare the national Physical Education and sports systems and to account for similarities and differences in school Physical Education and sports systems of Kenya and Uganda.

1.10 Conceptual Framework

The study adapted a modified model from Digel (2005). This modified model was based on the assumption that Physical Education and Sports programmes in schools in a country are the result of interaction between several internal and external variables characterized by the influence of national and international factors on the education system and the school environment. The school environment is on the other hand, influenced by the history, geography, climate, state of peace and stability, the economy, education system and national politics that give rise to specific characteristic practices in the school environment. The internal factors include the status of Physical Education and Sports in the school, the syllabuses for Physical Education and Sports, time requirements, time allocation, lesson duration, content of Physical Education and Sport, structure of the programme, teaching actions, teaching resources, quality of teachers, facilities, equipment, finance and budgeting and extramural competitions the structure, goals of the Physical Education programme and co-curricular sports and games activities in the schools. The comparative analysis consisted of seeking differences and similarities existing between Physical Education and Sports situations in Kenya and Uganda Primary and Secondary schools. Comparison was achieved by interpreting the significance of occurrences of similarities and differences and trying to discover regularities in them through statistical analysis, (Johari, 1988; Haag, 1994).

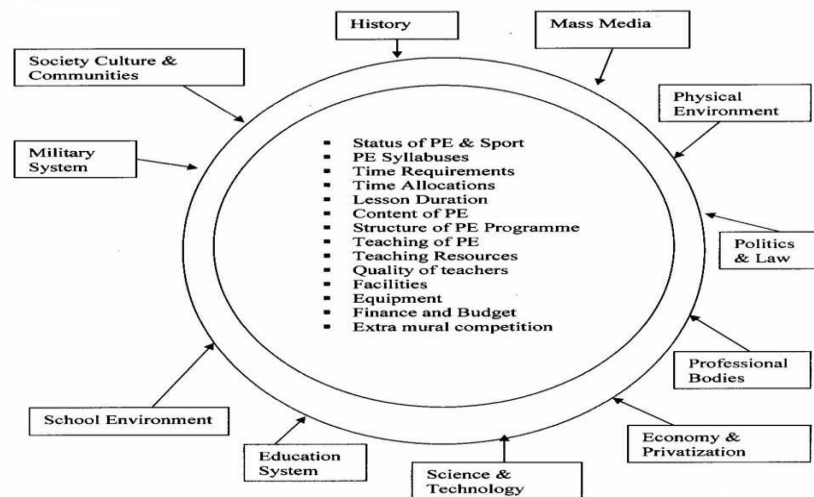


Fig 1.1 Conceptual framework for analysis of Physical Education and Sports in Kenya and Uganda. Adapted from Digel (2005)

1.11 Definition of Operational Terms

In this study it is important to understand the technical context terminologies under which certain key words were used. The following terms were used below:

Co-curricular sports and games: A collective term embracing both competitive and non-competitive intramural and extramural sports and games activities offered by the school after class.

Intramural sports and games activities: Includes not only the competitive sports and games played among pupils but also any informal Physical Education and sports participation of a recreational nature occurring inside the school among pupils of the same school, outside the time tabled instructional class time.

Extramural sports and games activities: Is a broad term used to describe any type of sports and games content in which individuals or teams from one school compete against another school. These activities may be formal or informal, and highly organized and competitive. The participants in extramural programmes go through a

more selective process than the level of competition in extra murals. Schools attach more attention and publicity to extra-mural than intra-mural. (Green, 2008)

Physical Education: Refers to a programme or subject of study comprising of carefully selected physical activities aimed at fulfilling the specified educational goals through movement and physical activity. It is a form of education through gross body activity that encompasses and complements intellectual training within the education system and is taught under the guidance of a Physical Education teacher within the regular instructional hours of the school timetable. It is the academic study and practice of sport on the school curriculum.(Reid 1996) It refers to the opportunities which school provides for theoretical study and practice of sports while at school(Green,2008)

Sports: The institutionalized physical activities in which the rules of play are fixed externally and before hand. Sports are played under organized rules in schools under the supervision of the sports teacher. (Mason, 1995).Sports as a form of education involves helping young people to develop as competent, literate and enthusiastic sports people.(Siedentop, 1994)

Sports and Games programmes: Refers to competitive after class co-curricular sports activities organized by the sports teachers within or outside the school. Sport is an institutionalized cultural set up within the school involving the organization and provision of physical activities by teachers beyond the formal PE curriculum, typically held after school, at lunch times, before the school day begins or at weekends.(Penny and Harris,1997), (Green,2008)

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter focuses on a review of related literature. The review considers: the Global Status of Physical Education in schools; the global structure of Physical Education and Sports in schools; physical education teacher, the crisis of Physical Education in African schools; the historical development of school Physical Education and Sports and reform of Physical Education curricula in Kenya and Uganda; current issues in Physical Education and Sports in Kenya and Uganda schools; Physical Education and Sports in the school environment; competitive sports and games programmes in schools; factors influencing Physical Education and Sports in schools.

2.2 Global Status of Physical Education in Schools

Physical Education in schools is a subject under threat (ICSSPE, 1998). Since the late 1980's the subject is on apparent decline. The decline of the subject is a professional concern to physical educationists. This concern has come up in several global conferences {Geelong, Australia (1991), World Summit on Physical Education in Berlin (1999)} and journals on Physical Education {the Journal of Teaching Physical Education 13, (1994), the Bulletin of IAPSEGW 5 (1) (1995) and the Journal of Interdisciplinary Research in Physical Education 2(1) 1997)}. Similarly, a number of studies have also highlighted this concern {Willcox (1969), Speednet (1999) and Lopstra and Van der Gugten (1997)}. However no such studies have been conducted in Africa.

As reported by Hardman (1993, 1996 and 1998) regular international documentation has also shown continued decline of Physical Education in schools in the world. Consequently, ICSSPE has sponsored and conducted several world surveys on Physical Education and sports in schools namely: the EUPEA Survey (1997), NAHT Survey in England and Wales (1997), the Sport in England Survey (1999), the Young People and Sport Survey (2000), the DSLV German Survey (2000), the Sollerhed Survey (1999), the South East Sweden Survey(1999) and the North West England Primary Schools Survey by Fairclough and Stratton (2000) , School Sport Survey England(2005,2006) . Issues of concern in most of these studies have been the inadequacies in Physical Education curriculum requirement and time allocation or non-implementation of Physical Education. The low status of Physical Education on the school curriculum; poor perception and negative attitudes to Physical Education by significant authorities and officials in Education have also been issues of concern. The lack of initial and in-service training related to Physical Education, teacher education and inadequacies in curriculum content, poor delivery of Physical Education, and lack of future prospects of the subject in schools, imbalances in gender, disability and lack of equity have also emerged as problems in various parts of the world. Given, these concerns, this study was designed to obtain a comparative analysis of the problems and issues relating to the implementation of Physical Education and sport in primary and secondary schools in Kenya and Uganda.

2.3 Global Structure of Physical Education and Sports in Schools

In most countries the Physical Education programme at the primary school level is mainly conducted outdoors while the secondary school programmes are conducted either indoors or outdoors. The primary school Physical Education curriculum is

generally expected to comprise of basic movement, games of low organization, relays, rhythmic activities, traditional dances, basic gymnastics elements, and fundamental skills for Sports and Games for the first to third grade. Starting from the fourth grade the Physical Education programme for primary schools is characterized by gymnastics, team sports, and individual sports (Bennet et al, 1983).

At the secondary school level most students learn team skills or participate in team sports. Gymnastics, team games, athletics and aquatics form the core of the secondary schools programme. Some secondary schools offer martial arts, dance and rhythmic activities. Schools are expected to have both indoor and outdoor physical education and sports facilities. Schools within cities normally have less space than rural schools. Rural schools often lack suitable structures due to lack of funds. Facilities are also constructed for dual use with the communities or are shared between schools. The school and community jointly provide Physical Education and Sports equipment. Effective and regular maintenance and storage of facilities and equipment are essential components of a good Physical Education and Sports programme (Bennet et al, 1983).

The general purpose of Physical Education at primary and secondary school levels is to ensure good all-round development; prepare students for life, work and defense of their countries; strengthen health, develop physical skills; stimulate general organic functions and development of motor skills, inculcate moral qualities such as patriotism, internationalization, team work or boldness, perseverance and self assurance (Riordan, 1978). The degree of emphasis on purposes and objectives of Physical Education and Sports in the school is expected to vary according to specific

school, country or region and methods used to achieve the goals. Time requirement for Physical Education in schools varies but the general principle is that all schools are required to have Physical Education and Sports on the timetable.

Physical Education is a compulsory subject in all primary and secondary schools in most countries of the worldwide. It is a fundamental human right (UNESCO Charter, 1978). The Berlin Declaration of 1999, the Moscow Declaration (1990), and the Punta del Este Declaration 2000 also recognizes that the number of Physical Education periods per week per class ought to be clearly spelled out in the syllabuses for each country at the primary and secondary levels. Additionally, the curriculum as the programme of formal instruction in the school is expected to contain and offer Physical Education as a taught subject at both primary and secondary level. The place, content and objectives of Physical Education ought to be clearly spelled out in the syllabuses. Furthermore, programmes of sports and games may be engaged in less formally before and after school or during the breaks, weekends or free time of the learners. The modern trend is to expect the curriculum to be co-educational and to take into account the needs of boys and girls at different ages and school levels (Bennet et al, 1983).

2.4 The Need for Physical Education Teachers

Physical Education teachers play a crucial role in practice of the subject in schools. Effective teaching of Physical Education requires an adequate and well-trained force of Physical Education teachers. Primary schools often use 'generalist' teachers while secondary schools require specialist teachers of Physical Education. Well-trained teachers should be able to understand, interpret and translate the subject matter from

the syllabuses into physical activity of the learners through scheming, lesson planning and implementation of the curriculum by active teaching of Physical Education and Sports. The Physical Education specialist is defined as a qualified teacher who has undertaken a programme of academic and professional training where normally over 50% of the study load excluding general education or pedagogical study is, related to the subject known as Physical Education or its equivalent term (Hardman, 2004). Physical activity in primary and secondary schools is taught by non-specialist teachers, the games teachers or coaches of various sports who are not necessarily specialists also oversee the teaching of the games and sports after class. Both specialists and non-specialists Physical Education and Sports teachers are expected to plan training sessions, teach and organize physical activities using essential procedures such as coaching plans, event calendars, in specific format and flow pattern (Deslik, 1969; Schneidman, 1978; Hardman, 1981).

Physical Education lessons are expected to take into account the needs, and characteristics of the learners such as age, sex, ability or disability (UNESCO, 1985). The quality of teaching a Physical Education class is affected by the size of the class and its composition. Teacher effectiveness is inversely proportional to the number of students in the class (Bennet et. al., 1983). Multi-grade Physical Education classes and disparity between the ages of pupils and sexual barriers between boys and girls may also reduce the degree of effectiveness of teaching Physical Education lessons.

Worldwide, Physical Education teachers at the secondary level are qualified specialist while non-specialist general teachers teach Physical Education at the primary level. In most African countries however, the specialist requirement for secondary school

Physical Education teachers was yet to be fulfilled. According to Hardman and Marshall (2000), Africa topped the world in the shortage of specialist Physical Education teachers at secondary school level. The generalist teacher in the primary school is often inadequately equipped and ill-prepared to teach the primary school Physical Education curriculum. The inadequate preparation and qualifications of Physical Education often limits their capacity to handle Physical Education professionally both in primary and secondary schools. Insufficiency in the time allocated to Physical Education teacher preparation also leads to deficiencies in the delivery of the subject in schools. However, neither the Hardman and Marshall (2000) study, nor any other study, was specific about the adequacies or inadequacies of the African Physical Education teacher and how this related to the practice of Physical Education and Sports in the schools in Africa.

Individual teacher competence is a critical factor in the quality and delivery of Physical Education lessons to the learners. Competent teachers provide quality learning and incompetent teachers result in poor learning. The availability or absence of competent teachers or good teaching of the subject contributes to differences in the quality of Physical Education.

The overall administration and direction of Physical Education programmes in schools is usually carried out under the Ministry responsible for education. This arrangement has specific implications for the quality and delivery of the subject and physical activities in the schools. The subject is expected to be under the guidance of an inspector or supervisor(s) at national, regional and district levels. The work of these inspectors includes the preparation and development of syllabuses of Physical

Education for the various school levels, establishing standards for facilities and equipment, allocating finances for facilities and equipment, programmes and salaries, organizing competitions for the schools, supervising and or controlling the preparation of Physical Education teachers. Other duties include the preparation and publication of audio-visual materials for teachers. The day-to-day supervision of the teaching Physical Education and Sports teachers assigned to their school (Bennet et. al., 1983). Part of the purpose of this study was to analyze and compare programmes and practices of sports in primary and secondary schools in Kenya and Uganda.

2.5 The Crisis of Physical Education in African Schools

The state and status of Physical Education in schools on the African continent remained much in doubt up to the close of the 20th century. According to Hardman and Marshall (2000), 75% of the African countries studied showed discrepancies between legal requirement, policy and implementation of Physical Education curricula in schools. Significant gaps were detected between policy requirement, actual implementation and delivery of Physical Education to learners. The gaps included poor curriculum policies, low curriculum time allocation for Physical Education, low perceived importance of Physical Education, lack of formal monitoring control, diversion of resources for Physical Education to other projects, insufficient financial and material resources, deficiencies in number of properly trained and qualified personnel, poor attitudes of significant others such as head teachers in schools (Hardman and Marshall, 2000). This study was intended to provide information on the existing gaps in Kenya and Uganda primary and secondary schools.

Hardman and Marshall (2000) in their study also found that the time allocation for Physical Education in schools varied between countries and regions. The curriculum time allocated to Physical Education was generally on the decline and accounted for 6-7% of the weekly/annual total curriculum. Across all school years, there was a low allocation of time to periods of Physical Education ranging between 70-100 minutes and 120-130 minutes for the lower and upper primary classes respectively. Secondary schools had a higher average time allocation to Physical Education per week, of 143 minutes per week compared to the 116 minutes per week at the primary school level. The Hardman and Marshall study (2000) however, did not specify exactly in which countries of Africa the situations occurred. It was not clear whether this crisis was strictly confined to Africa. Reports from other researchers in other continents, for example, Hofmann and Van Ruiten (2005) as reported in Kroger (2005) found the weekly time allocation in American schools to vary between 80-275 minutes. Vallareal-Calderon et al. (2002), cited by Kroger (2005), reported that schools in Mexico City had Physical Education only twice a week. The introduction of high stake tests in education system had led to the reduction in the number of PE lessons offered per week. These two studies suggest the crisis is not confined to Africa.

According to Hardman and Marshall (2000), higher time allocation to Physical Education occurs at the lower and upper middle phase of school for pupils between 9-14 years. However, there was a tendency to reduce the time allocated to Physical Education with the increasing age of learners especially in the secondary schools and the final years of schooling. It was reported that the higher the African pupil went up the educational ladder, the more Physical Education became optional or totally

disappeared from the timetable.

In 50% of the African countries studied by Hardman and Marshall (2000), Physical Education was yet to attain an equal legal status with other subjects. The subject was allocated less hours and few lessons on the curriculum and school timetable. Teachers of Physical Education had a lower status and less training facilities compared to those of other subjects. Macdonald and Brooker (1997) found that the quality of the Physical Education subject compared to other subjects on the curriculum was presumed to be more theoretical than practical. In practice, Physical Education was rated to be lower on the academic hierarchy in the school than other subjects. Sometimes the subject was regarded with skepticism as the 'distraction', 'recreation', 'fun activity', or 'non-productive', 'non-academic', 'subsidiary', 'compensatory' or 'marginal'. The inferior status of Physical Education and Sports in the schools was partly attributed to its practical nature in elitist educational contexts that favour intellectual against practical learning activity.

Ross and Hargreaves (1995), as well as Gowrie (1996) reported that Physical Education and Sport was denied adequate space on the timetables. Van Deest (2001) reported a similar finding in schools in the United States. In 93% of the African countries, Physical Education lessons were found to be canceled in preference to the academic subjects.

Hardman and Marshall (2000) found that Physical Education had a low profile and status in African schools and was disadvantaged compared to other subjects. Competition by subjects in the school was not confined to only timetable space, but also extended to availability of actual teaching space, facility space and financial

resources (Van Deest, 2001). Attitudes of significant others such as head teachers and parents who are non-supportive to Physical Education further compounded the problem. Physical Education was put lower on the priority list of school programmes. Some head-teachers mistakenly placed emphasis on individual competitive sports performances and achievements at the expense of quality taught Physical Education. Physical Education was depicted to be in conflict with academic achievement and or examination performance in the schools. Both Hardman and Marshall (2000) and Van Deest (2001) found this to be true of British schools after the Educational Reform Act of 1998. The practice of putting competitive sports programmes in schools ahead of basic instructional Physical Education programmes was seen as evil by physical educationists in the developed world but is a common practice and necessary last resort for African schools which have limited resources at their disposal.

Furthermore, Physical Education funding requires high initial capital costs of facilities, recurrent maintenance, purchase and replacement of equipment in the schools. In many African schools, financial resources were scarce or dwindling. Physical Education was regarded as an expensive subject which rendered it vulnerable to budgetary cuts in times of financial constraint. Thus, Physical Education activities such as swimming or access to swimming were highly curtailed by finance. Education budgets in most African countries are being downsized to cater for the increased enrollment caused by an influx of pupils in the school system due to the demand for Universal Primary and Secondary Education. The PES budgets were being cut. In Africa 67% of the countries studied by Hardman and Marshall (2000) did not support or finance Physical Education because of its low status, lack of academic value, treatment just as a playtime activity, diversion of financial resources

value in personal and national development. Van Deest (2001) found a similar situation to occur among British schools.

In some African countries, because of economic constraints, Physical Education had been integrated or was on the verge of being integrated with other subjects such as the fine arts, sciences and health (Da Costa and Pieron, 1997). Facilities and equipment for Physical Education in schools were often inadequate, poorly maintained or insufficient. Over two-thirds of the countries worldwide had problems in providing facilities and equipment for Physical Education. Graham et al. (2002) have reported a similar situation in Virginia in the USA. This kind of situation was more pronounced in the developing countries where the Physical Education is highly facility – deprived, however this trend was not unique to Africa. Of the African countries that took part in the Hardman and Marshall (2000) study, 90% were reported to suffer from inadequate facility provision and maintenance for Physical Education hence, severe constraints to the quality and delivery of Physical Education programmes in Africa.

Debate on the development of curricula and syllabuses for Physical Education in schools has focused on the relation between competitions and performance-based versus participation-based Physical Education curricula. The debate on equity in Physical Education hinged on the disparities between school Physical Education and sport for boys and girls. Disability and integration of learners with special needs into Physical Education and Sport is also a global concern (Hardman and Marshall, 2000). The Brighton Declaration (1994) specifically addressed the involvement of women and girls in Sports and Physical Education in the world.

However, how the above issues related to the practice of Physical Education in schools in East Africa was not well understood.

2.6 Historical Development of School Physical Education and Sports in Kenya and Uganda

Physical Education and Sports practiced in schools in Kenya and Uganda are not indigenous to East Africa. Modern Physical Education and Sports were brought to East Africa through the work of missionaries, colonial administrators, settlers and soldiers from Great Britain who settled in East Africa during the 19th and 20th centuries {Hall, (1982); Krotee, et al. 1987); Nteere (1987); Nteere and Hardman (1987); Andressen et al. (1988); Latigo (1999)}. The influence of the British intruders no doubt led to the introduction and development of English high school Physical Education and Sports activities in the school systems of Kenya and Uganda. The British Physical Training Syllabus was introduced in East Africa in 1933 and used in both Kenya and Uganda until the 1950's. The Uganda Protectorate Primary School Physical Education Syllabus of 1959 and the corresponding one for Kenya of 1955 were both derived from the British Physical Training Syllabus. Subsequent reforms made in the educational systems, curricula and physical training syllabuses of Uganda and Kenya in the post independence periods in the 1960s and 1970s can be regarded as desperate attempts by the newly independent African countries to break away and yet remain historically linked to the British system of Physical Education and Sport.

2.7 Development of School Physical Education and Curriculum Reform in Kenya

The development of Physical Education in post-independence Kenya, like aspects of education is not independent of the general educational reforms characteristic of

Kenya at that time namely: The development of the first Physical Education curriculum in post-independence Kenya was a result of the Ominde Commission Report of 1964-65; the drafting of the first primary schools Physical Education syllabus was in 1967; the secondary schools Physical Education curriculum guide was completed in 1974; the first Physical Education expert at the Kenya Institute of Education was recruited in 1979; the first draft Physical Education syllabus for secondary schools was in 1980 and came as a result of the 1980 Presidential Directive making Physical Education mandatory in Kenya (Nteere, 1982; Wamukoya, 1993). Thus the changing political and educational needs of Kenya have tended to shape the structure, content and stated objectives of the Kenya Physical Education curriculum and its practices. The prescribed content for the subject in schools has changed at different times namely 1973, 1980 and 1985 in order to accommodate social, political and economic pressures on education.

The introduction of the 8-4-4 system of education in the late 1980's and early 1990's thus precipitated changes in the content, form and status of Physical Education in the school curriculum in Kenya (Wamukoya, 1993). Studies by Muniu (1987) and Kiganjo (1987) also indicate that changes were introduced in the structure, practice and training of Physical Education teachers in Kenya with subsequent impact on the practice of Physical Education in the Kenyan schools (Njororai, 1996; Njororai and Gathua, 1997).

Although Kenya had an education system similar to Uganda before independence as well as during the immediate post-independence period, it can be argued that a series of specific and deliberate educational reforms have impacted changes on the general

practice of education in Kenya (Eshiwani, 1996). The Ominde Commission (1964); the Kericho conference on Education and rural development (1966); the Ndegwa Commission (1971); the Gachathi Commission (1976); the Mackay Commission (1981); the Kiruthi Report (1983); and the, Wanjigi Report (1983). These commissions made the education system of Kenya to eventually assume the 8-4-4 structure. The 8-4-4 structure seems to have implanted specific features, structures and cultures on Physical Education practices in Kenyan schools that make Physical Education uniquely different from the practices in Uganda and other neighbours. The separation of East African education systems since the collapse of the first East African Community treaty in 1977 may have caused differences in the development of Physical Education and sports in the schools in Kenya and Uganda.

In October 2000, the government of Kenya announced a new school curriculum structure and introduced reforms in the educational practices at primary and secondary school levels in Kenya. The new curriculum included a number of features namely: Shorter school week, lesser examination papers at the end of the primary level, examinable and non examinable subjects, increased number of 'O' level examination subjects, introduction of science and humanities to suit future career choices, increase in the amount of time allocated to key subjects of English, Mathematics, Kiswahili and Science. Secondary schools were limited in the number of applied technical subjects taught because of cost sharing. (Kihumba-Kamotho, 2000; Reprinted Syllabus, Kenya Primary Education, MEST, Volume 1 & 2, 2002; Kenya Secondary Education Syllabus, MEST, Volumes 1 & 2 April 2002).

2.8 The Development of Physical Education and Curriculum Reform in Uganda

In 1949 the De Bunsen Education Commission Report recommended among other things curricula reform in education so as to prepare Uganda for independence. As a consequence the 1949 and 1958 education ordinances were passed by the Legislative Council (LEGCO) of the then Uganda Protectorate. The enactment of these ordinances led to a new primary schools Physical Education syllabus, which was issued by the Department of Education in 1959. The subject changed from Physical Training to “Physical Education” (PE) though to a great extent the actual content taught in schools was more of Physical Training than Physical Education. Physical Education as a subject was mandatory for all primary schools in Uganda. Acquisition of physical skills, alertness and ready response to orders, body looseness and flexibility, improved breathing and circulation, lightness of movement, good posture, happiness and pleasure were key targets of the Protectorate Physical Education subject. Imaginative activities, small apparatus skills games including African games and rhythms, dances and foreign games were they key aspects of the syllabus content (Primary Schools Physical Education Syllabus (Uganda Protectorate, 1959).

The lesson structure for Physical Education comprised of a patterned sequence of free activities, introductory activities, imaginative activities, apparatus skills simple races, dance, rhythm and African dances. Physical Education lessons were conducted on a daily basis and lasted 20 minutes each. Children were encouraged to wear suitable shorts and remove their shirts and dresses (Uganda Protectorate, Primary School Syllabus, 1959).

In 1963, the Educational Review Commission under E.B. Castle was established. The commission published its report in 1964 (Olango, 1988). Following this report, the 1964 and the 1970 Education Acts were introduced. These acts plus other minor changes that were introduced restructured Uganda's Education System from 6:2:3:5 to 7:4:2:3. Consequently, another Primary Schools' Physical Education Syllabus was prepared by an Inspector of Schools in-charge of Physical Education in 1971 at the Ministry of Education Headquarters and published in 1974 (Uganda Press Trust, 1974). There was no Physical Education syllabus for secondary schools at both 'O' and 'A' levels though physical education was declared compulsory from primary one up to S2 following a Chief Inspector of Schools' Circular of 1977.

Through the 1950's, 1960's, 1970's, 1980's and 1990's a lot of changes in the education systems of Kenya and Uganda have taken place that explain the current structure of the syllabuses, programmes and practice of Physical Education in the schools. In Uganda, curriculum reforms were introduced at the beginning of the new millennium. A new primary school curriculum was introduced in 2001 that aimed at; enriching and enlarging the primary school curriculum; making all the 10 subject areas, including PE, examinable; introducing vocational studies (integrated production skills (IPS), agriculture, Performing Arts and Physical Education (PAPE) and making all subjects have an equal standing through progressive examinations and assessment. Specialization would be encouraged at 'O' levels and would be in the arts and sciences and vocational subjects; new applied vocational subjects such as computer science, entrepreneurship, Sport and Physical Education were to be assessed and examined 'O' and 'A' level. (National Curriculum Development Centre, February 2001). The major driving force behind Uganda's educational reform at the turn of the

millennium are associated with recommendations of the Educational Policy Review Commission Report (Kajubi Report, 1989; the Government White Paper Report on Education Policy of 1992; and the National Curriculum Review Task Force Report of 1994 (Kiwanka Report, 1994). In 2002 the National Curriculum Development Centre revised and updated the Uganda Primary School Curriculum. A new syllabus for Primary School Physical Education was accordingly introduced. A Secondary Schools Physical Education Syllabus was also drafted and discussed by the Physical Education panel in October 2003.

The education system of Uganda is gradually being reformed to: progressively embrace modern curriculum and pedagogic trends and developments to equip students with productive and modern marketable skills and produce socially responsible citizens. There is continuous review and reformulation of the general aims and objects of the school system at each level so as to achieve the most effective way of integrating academic with commercial and technical subjects in school curricula. This involves recommending and evolving new measures to improve the management of schools and tertiary institutions so as to maximize cost-effectiveness; re-assess the appropriate system of financing schools and tertiary institutions and rendering services efficiently. This also entails developing new strategies for optimal use of local of educational institutions spread throughout the country, reviewing the role of qualifying examinations and adequacy of the current methods of assessment and integrating the role of the private sector in the provision of education at all levels and reviewing the entire structure of primary and secondary schools (NCDC, New Primary Schools Curriculum Volume 1, 2000, Volume 2, 2002).

Changes and reforms taking place in the education system and curricula in Uganda have an inevitable impact and consequences on the practice and teaching of Physical Education and Sport in primary and secondary schools. The findings of this study cannot be treated in isolation from the long-term needs and development of education and the curriculum process in Physical Education and Sports in primary and secondary schools in Uganda

2.9 Current Issues in Physical Education and Sports in Schools in Kenya and Uganda

Since 2002, Kenya and Uganda introduced curriculum reforms in Physical Education and Sports at primary and secondary levels to address some of the shortcomings and disparities in Physical Education reported at the Berlin World Summit on Physical Education 1999. New syllabuses have been introduced at the primary and secondary schools levels to replace old syllabuses. These reforms were expected to improve the status, structure, organization, quality and quantity in the delivery of Physical Education and Sports in schools. But the diminishing amount of time allocated to Physical Education on the teaching timetable, the crowding of the school curriculum, the over packed school day and school week, and the numerous competing activities on the school calendars suggested a reduction in the time for Physical Education and co-curricular sports programmes in the schools. The introduction of new learning areas into both the primary and secondary school curricula of Kenya and Uganda seemed to provide new rivals to out-compete and marginalize Physical Education and co-curricular sports and thus edge them out of the school system.

There were fears that the introduction of new topics such as HIV/AIDS, STD/STI's gender and human rights, environment conservation into Physical Education would

put an extra-burden for an already overloaded syllabus. This fear would mean to suggest a reduction on the practical time available for Physical Education. There were fears among Physical Educators that the introduction of these new theoretical areas would render and relegate Physical Education in Kenya schools to become more of an 'indoor', 'Chalk and talk', 'Black board affair' rather than being a practical outdoor physical activity (K.I.E 2002). However, since 2002 not only new syllabuses but new teachers' Guides for Physical Education have also been developed by the Jomo Kenyatta Foundation to support the teaching of Physical Education and Sports in primary and secondary schools in Kenya.

Uganda, on the other hand has also revised its Primary School Physical Education Syllabus, and drafted a new Physical Education learning resource books for teachers Primary One to Four. The syllabus developed for secondary schools in October 2003 has since been adopted for teaching Physical Education and Sport as core subject for all Uganda secondary schools. The Uganda National Physical Education and Sports Policy is now in place and Uganda is planning to assess and include the Physical Education and Sport in the National Educational Assessment System at 'O' and 'A' levels (NCDC, 2000; 2003; Uganda Government, MOES. Draft National Sports Policy, 2000; Uganda Government, MOES, National Physical Education and Sports Policy, 2003; Ministry of Education and Sports Guidelines on Implementing Physical Education and Sports, June 2008; National Curriculum Development Centre, Guidelines on Secondary School Physical Education and Sports).

2.10 Physical Education and Sports in the School Environment

Physical Education and Sports have an important role to play in education and in the life of a school. According to the World Summit on Physical Education and Sport, Berlin 1999, Physical Education and Sport in schools serves the functions of: laying the foundations for life-long active living; development and enhancing the health and well-being of students; offering enjoyment, fun and social interaction and helping prevent or reduce future health problems (World Summit on Physical Education, Berlin 1999).

Physical activity through Physical Education and Sports is a mandatory requirement for all schools at primary and secondary levels (WHO, 2002).

Schools can and should allow each child and young person to take part in structured Physical Education curriculum and in Physical activity session of moderate to vigorous levels regularly: several times each week; and to offer a range of physical activities outside the school system, in the community with the support of parents, peers, community leaders and local sports and social organizations. Appropriate professional development and training opportunities should be provided for all those involved in organizing teaching and coaching Physical activities in and through school including teachers, local leaders, coaches, recreation and health care personnel. The aim of such training is to improve the capacity of such cadres to plan the programmes, implement them, educate, motivate and build confidence of young people (World Summit on Physical Education, Berlin 1999).

Furthermore, it is noteworthy to mention that Physical Education and Sports is a right and obligation for all learners in the school. The UNESCO International Charter of PES (1978) specifies that:

One of the essential conditions for effective exercise of human rights is that everyone should be free to develop and preserve his or her physical, intellectual and moral powers and of access to Physical Education and sports should consequently be ensured and guaranteed right for all human beings.

School and national education systems of the world are obliged to ensure that sports; sport and Physical Education form an essential element of life-long education in

overall education system; Physical Education and Sport programmes must meet individual and social need; teaching, coaching and administration of Physical education and Sports Programme must meet individual and social needs; adequate facilities and equipment are essential to Physical Education and Sports; research and evaluation are indispensable components of the development of Physical Education and Sports must be a constant concern for all; information and documentation help in promoting Physical Education and Sports; the mass media should exert a positive influence of Physical Education and Sports; national Institutions play a major role in Physical Education and Sports; international cooperation is a prerequisite for the universal and well-balanced promotion of Physical Education (UNESCO. International Charter for Physical Education and Sports, 1978).

On the basis of the above UNESCO Charter, it is therefore incumbent upon all primary and secondary schools to offer Physical Education and Sports programmes. The teaching of Physical Education and sports in school is considered to be of significant and beneficial effects to the individual learner, the school, the local community and the whole nation. Physical Education and Sports in school contributes to the learners by; improving of Physical fitness and health; developing of personality and self-realization, spirit of competitiveness; meaningful and wholesome leisure time occupation; alleviation of stress from academic work and development of basic body movement skills (Dzimba, 1987; Punta del Este Declaration, 2000).

Physical Education and Sports in primary and secondary school helps learners to achieve excellence in Physical performance, represent their class, schools or districts or country in sports.; (Physical Education and Sport is also expected to help talented

children to graduate and transit more fluently from school sport to club sport when they become eligible for being picked to play on a team or represent the school or club teams in local, district, national or international competitions. Participation in Physical Education and Sport can also enhance the school 'district and national prestige. It is also a common educational belief that Physical Education and Sports help the schools to promote and teach team spirit, identity and pride in one's school, the school community and the nation or region.

In connection with the East African Community there is no better educational tool than sport that can serve as a means of inculcating nationalism, regionalism and competitiveness among secondary school students than providing the opportunity for Physical Education and sport to the young generation. Physical Education and Sport also promotes the development of physical and moral qualities required for healthy living as well as provide an environment for social interaction and fostering better school and community relations. It reduces general indiscipline; delinquent behaviour in schools such as rowdiness, noise and breaking of windows, drug abuse and unwanted sexual behaviour. Involvement in Physical Education and Sport offers opportunity to the learners to spend excess pent-up energy in a constructive and productive manner (Dzimba, 1987).

Beyond the school, it has been argued, that Physical Education benefits the education of children and youth in developing healthy active lifestyles. It enhances their self esteem, and reduces tendencies to engage in unnecessary and unplanned rowdy behaviour and violence outside school. It also reduces the likelihood of girls dropping out of school because of involvement in early sexual activity and teenage pregnancies,

negative attitudes towards school and dropout tendencies. In some education systems it has been provided as important pre-vocational subject that improves health habits and hygiene and prevents injuries from poor posture, or poor balance. It enhances academic performance and provides experience of structured activity with clear targets and learning outcomes. PES also provides a practical avenue for better understanding of abstracts, speed, distance depth, force, flight, fairness, offers focus and commitment to training study and work (Talbot, (1999); World Summit on Physical Education, (1999); Government of Uganda, MOES. Draft National Sports Policy (2000, 2003).

Research evidence from Blair (1999), Kooper (1999), Bar-O (1994), Biddle (1995), and the World Forum on Physical Activity and Sport (Quebec, 1995), shows that school sport contributes positively to health. In a similar manner, a study by Sheppard and Lavelle, (1994) show evidence that engaging in sport and physical activity at school contributes to cognitive development and academic achievement of learners. Denying or providing Physical Education in a national school system has long-term economic implications. Kidd (1999) at the World Summit on Physical Education argued that neglecting Physical Education in schools is more costly in the long run to the population in terms of health costs more than the cost of promoting Physical Education. Providing Physical Education to the population through schools lessens the prevalence of disease over a lifetime and results in savings on the health bill of the nation. Sport and Leisure also account for reasonable percentage of the Gross National Product (GNP) of developed nations in addition to offering opportunity for jobs in the Developed World (Feingold, 1994; European Union, 1998) and UK Sports Council, London, 1997).

Physical Education is regarded as an integral part of the education process within and outside the learning institutions in Kenya. Physical Education shares and reinforces the contribution of other cultural disciplines like music, drama, dance, visual arts, literature, science and humanities. It is regarded as an important part of total development of Physical, mental, emotional, health and social aspects of the learners (KIE, 2002). In this regard, the overall aim of the Physical Education course in Kenya is to enable learners acquire skills for fitness, good health, growth and development, character formation, proper use of leisure time, acquisition of life time skills and enjoyment. In addition to the above, the provision of sports resources is mandatory for all learning institutions (Sessional Paper No.3 of 2005 on Sports Development Republic of Kenya Ministry of Gender, Sports Culture and Social Services, March 2005, Government Printer. Nairobi).

In Uganda, the Ministry of Education and Sports through the National Curriculum Review Task Force Report, 1993, observed that Physical Education plays a crucial role of keeping the body healthy and fit as well as contribution to a balanced emotional development. The Task Force Report recommends that every learner in the school system of Uganda should be given an opportunity to benefit from learning experiences of the subject of Physical Education (National Curriculum Review Task Force Report, (1994). Physical Education is included in the school curriculum particularly to strengthen and diversify the quality of education in primary and secondary education in Uganda.

2.11 Competitive Sports and Games Programmes in Schools in Kenya and Uganda

Sports and Games programmes in schools after classes are an extension of the Physical Education classes. Such activities provide an additional opportunity for participation and competition in sports and other physical activities on a voluntary basis after school. The concept and tradition of intra mural and inter-school sports competitions started in England in the 18th century. The competitions were held among elite English High Schools. The games were considered as indispensable in the development of character and manly qualities (McIntosh, 1968). Inter-school contests were an outgrowth of playing the games on an intramural basis. Girls' intra and extra-mural sports started much later than boys (Bennet et al, 1983) did. Intramural activities include competitive sports and games among pupils in the school and informal educative sports participation of a recreational nature organized outside regular school class hours.

In both Uganda and Kenya schools have a tradition of games after classes at primary and secondary levels. Intra mural programmes vary in organization and content. Teams may be organized on basis of grades, homeroom (house), class, or non-competitive. In many schools intra-mural activities supplement the Physical Education teaching programme. These activities are also used to prepare and select teams for inter-school competitions. Boys and girls often have their preferences for certain intra mural and extra mural sports. In Uganda and Kenya schools have a tendency to prefer ball games (Bennet et al, 1983). Different countries have different approaches to intra- and extra-mural sports but the administration and operation of these programmes depends upon the Physical Education teachers in the school. Physical Education teachers may or may not be paid extra for organizing games.

Sometimes teachers of other subjects rather than Physical Education are selected to help out in officiating, coaching or organizing of teams (Andressen, et al., 1988). The leadership of sports captains keeps the sports programmes going throughout the year. The lack of adequate facilities, which are also shared with Physical Education, is a common problem. Intra and extra-mural programmes require sizeable financial input and support from school administrators. Extra-mural activities involve teams from one school competing against those from another school. The level of organization of extra mural sports ranges from informal to highly organized interscholastic championships. Participants undergo a more serious selection process than in intramurals. Extra-mural activities may receive popular attention and publicity outside school. They take place on weekdays or on weekends. Inter school competitions may be organized in several ways. The basic unit of organization is the school sports club or sports team.

Along with the Physical Education instructor, students themselves often play an active role in directing the club efforts. The various schools often belong to a district, provincial and or national organization such as the national school sports committee. School sports competitions are organized at local, district, provincial and national levels. There are respective schools sports organizations to organize the activities at these various levels. Some sports have competitions at senior and junior categories. Selection of members and competitors may be on the basis of age, height, weight and ability. The usual climax to most school extra-mural competitions is a national championship held each year (Bennet et al, 1983).

Kenya and Uganda schools have long-standing traditions of national sports championships in football and athletics that date as far back as the 1920's. In Kenya in athletics, for example, the national schools championship was started in 1967 (Worteberg, 1994). Some educators perceive sports to encroach on the educational purposes of the school and make exorbitant demands upon the school financial resources, teaching time, and the student athletes' time and energy. The student with the potential for national and international competition may have to extend his/her schooling for an extra year or two to meet the needs of time for training and competing. Schools often honour outstanding athletes and offer incentives to them to compete and reward them for good performance (Bennet et al., 1983). However, sometimes extra-mural activities are promoted at the expense of the intra mural and the basic instructional physical education programme. The desire to win becomes the policy of winning at any cost and at the expense of educational and personal values. This often leads to the specialization of talent and the school in specific sport at the exclusion of developing other sports skills and the abilities of the learner that might be more useful in later life. This desire to win at all costs may lead to different forms for malpractices and unethical problems such as cheating, playing overage players. The ultimate intra-mural school sports competition is at the international level (Bennet et al, 1983).

Competition organized by recognized international school sports federations are held periodically. In East Africa, the East African Secondary Schools Sports Federation conducts annual sports championships for secondary schools in various sports. Started as the inter-territorial games in the 1970's the organization was inactive in the 1980's and 90's but has now been revived. The most recent East African Secondary

schools games were held in Kampala and Mombasa Dar es Salaam and Kisumu; in 2003, 2004, 2005 and 2006 respectively. Winning national school teams in both Uganda and Kenya receive financial assistance from parents and respective national governments to take part in these championships.

2.12 Factors Influencing Physical Education and Sports in Schools

According to Bucher and Koenig (1974), community and school factors influence physical education and sport. Such factors include: economic, religious, political, climate, sociological and cultural backgrounds, and attitudes towards education, and pressure groups or community structures. Economic factors base on the financial status of the community; their willingness to support education, study conditions at home, sources of revenue for education. In East Africa especially, most primary and secondary schools have a church or religious foundation. Through direct or indirect involvement of churches or mosques such groups often show their attitude towards physical education and sport.

Local politics also influences Physical Education and Sports in the schools through the work of schools boards, school management committees or boards of governors most of which are manned by politicians. In a similar way most communities have a political interest or representation on the school boards and their support of Physical Education and Sports programmes counts. The geographical location of the school, the weather, time spent out, duration of Physical Education and sport activities engaged in, the sociology, composition of the community, social economic status,

cultural background, educational level of parents, rural, urban or peri-urban location, safety of the community, parental involvement in education, and beliefs of parents about physical activities influence physical education and sports in the school.

Other factors include the general attitudes of the community towards education and its willingness to support schools, providing support for school expansion and expenditure in facilities, degree of acceptance of educational trends and changes, parental ideas and concern for the education of their children, and the existence of clear lines of communication between the school and community. The influence of pressure groups on the school provides both constructive and supportive involvement. Pressure groups, too, provide formal and non-formal contact for the Physical Education teacher that may support Physical Education and sports in the school. The community structure, its size, type, governing body, is another source of influence on sports.

Finally, the government and national institutions also shape the structure of Physical Education and Sports in schools. The involvement of the national government, the Ministry of Education, local governments, the District Education Department, municipal or urban authorities, or local planning board; the establishment and enforcement of minimum standards for education and inspectorate standard has a lot to contribute to the quality of Physical Education and Sports in the Schools. Within the school itself the school structure, the administrative system, personnel, curriculum, traditions, philosophy and policies, teacher/parent relationships also play a great role (Bucher and Koenig, 1974).

Given the above review, the present study was designed to analyze and compare the content, structure, place, goals and objectives of Physical Education at primary and secondary levels in schools in Kenya and Uganda. The current study sought to establish the goals, objectives, content, structure and implementation of Physical Education and Sports programmes in schools in Kenya and Uganda in the light of past, present and future in the historical, global, pedagogical and policy trends. The study sought to examine the status accorded to Physical Education and Sports in primary and secondary schools in Kenya and Uganda. Finally, the study aimed at establishing how the quality of the Physical Education teacher, the needs of the learner and the time requirement affects the practice of Physical Education in Kenya and Uganda.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

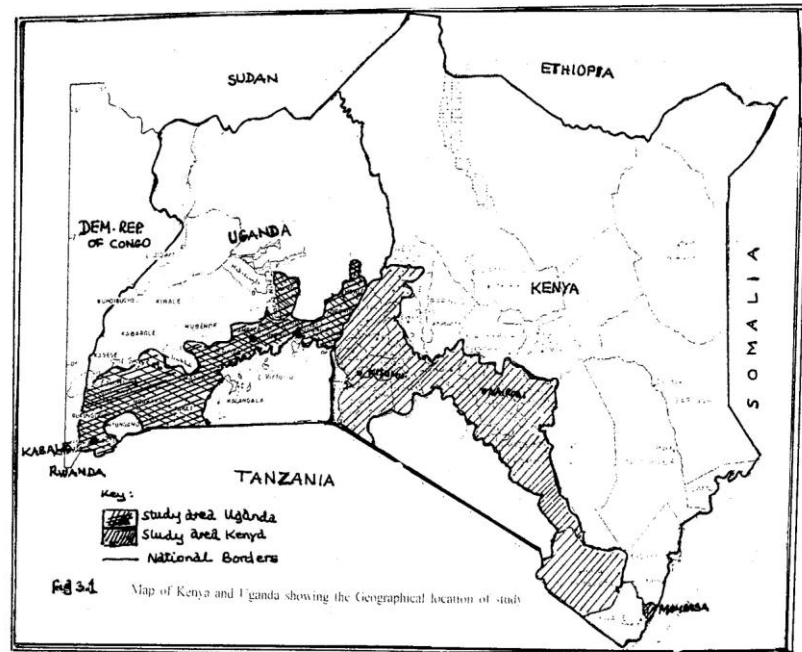
The main purpose of the research was to compare Physical Education and Sports programmes in primary and secondary schools in Kenya and Uganda. This chapter outlines the research design, the area of the of study, the population and sample size, as well as sampling procedure, the research tools, the data collection and analysis procedures (3.6) that were used to obtain the results.

3.2 Research Design

The study used an ex-post-facto comparative design. The comparative approach was used to compare Physical Education and Sport syllabi, occurrences and practices as they happened, in selected primary and secondary schools in Kenya and Uganda. Points of similarity and differences between the two national systems were identified and compared using Statistical Package for Social Scientists 11(SPSS) and Pearson's Chi-square test of Difference. This approach was further supported by documentary analysis of the current Physical Education syllabi in both countries. The approach was considered most suitable for use because it did not interfere with or manipulate the variables experimentally. Control was achieved through use of independent samples.

3.3 Area of the Study

The study was carried out in Kenya and Uganda. The geographical coverage of the study is shown in figure 3.1.



Accessibility to the road network was a major factor in selecting the districts owing to limited funds available to access the schools. Schools in the sample in each district were selected along accessible roads. Selection of districts was purposive to include rural, peri-urban and urban setting.

3.4 Sample Size and Sampling Procedure

Schools were purposively selected from each district to include four primary schools and four secondary schools. The selection included urban schools (0-9 Km), peri-urban schools (10-49 Km) and rural schools (50-100 Km). Rural schools more than 100 kilometres from the district headquarters were not included in the study.

Most schools normally lay within 20 km – radius from the district headquarters and were within a locus not exceeding 20 km radius from each other. Details of the sample are shown in the sample frame. (Table3.1)

Table 3.1 Sample Frame

KENYA				UGANDA					
	District	School Category		Total		District	School Category		Total
		Primary	Secondary				Primay	Secondary	
1	Thika	4	4	8	1	Kabale	4	4	8
2	Kiambu	4	4	8	2	Kisoro	4	4	8
3	Nyeri	4	4	8	3	Kanungu	4	4	8
4	Embu	4	4	8	4	Rukungi ri	4	4	8
5	Machakos	4	4	8	5	Busheny i	4	4	8
6	Kericho	4	4	8	6	Mbarara	4	4	8
7	Nakuru	4	4	8	7	Rakai	4	4	8
8	Uasin Gishu	4	4	8	8	Masaka	4	4	8
9	Nandi	4	4	8	9	Mpigi	4	4	8
10	Kisii	4	4	8	10	Kampala Central	4	4	8
11	Migori	4	4	8	11	Makindy e	4	4	8
12	Kisumu	4	4	8	12	Rubaga	4	4	8
13	Kisumu City	4	4	8	13	Nakawa	4	4	8
14	Kakameg a	4	4	8	14	Kawemp e	4	4	8
15	Bungoma	4	4	8	15	Wakiso	4	4	8
16	Siaya	4	4	8	16	Mukono	4	4	8
17	Busia	4	4	8	17	Jinja	4	4	8
18	Nyamira	4	4	8	18	Mayuge	4	4	8
19	TaitaTave ta	4	4	8	19	Kamuli	4	4	8
20	Mombasa	4	4	8	20	Iganga	4	4	8
21	Nairobi East	4	4	8	21	Mbale	4	4	8
22	Nairobi Central	4	4	8	22	Sironko	4	4	8
23	Nairobi West	4	4	8	23	Tororo	4	4	8
24				8	24	Busia	4	4	8
25				8	25	Bugiri	4	4	8
		92	92	184			100	100	200

In each school the Physical Education/Sports teacher and the school head or deputy were asked to complete the relevant part of the questionnaire. This decision was

based on the assumption that the two categories of persons had first hand information on Physical Education, sports and games in the schools. The study did not have to involve all primary and secondary schools in Kenya and Uganda to draw valid responses. The researcher's interest was to obtain a reasonable and comparable number of primary and secondary schools, which would provide information about practices in the schools. The study targeted 200 schools in Uganda and 200 schools in Kenya. The sampling was done considering the two countries to have 115 districts. At least 50 out of 115 districts were to be sampled. Each district was expected to provide eight schools, thus totaling 400 schools. According to the design of the study $\frac{1}{2}$ of the sample would come from Uganda and the other half from Kenya. In a similar manner half of this sample would comprise primary schools and the other half of secondary schools. These samples were considered reasonable, manageable and comparable.

Research assistants were recruited and deployed to each of the selected districts with instructions to collect data from schools within a cluster of a locus of 20 km radius from the district headquarters. This restriction was caused by financial and time constraints. Operational funds and allocated time for data collection were calculated such that research assistants traveled by bus to collect data and ensured timely collection of the questionnaires within two weeks.

3.5 Research Tools

3.5.1 The Questionnaire

The main tool for this study was a questionnaire about Physical Education and Sports in primary and secondary schools. The questionnaire comprised two parts; Section A

and Section B. Section A was for the Physical Education/Sports teacher, while Section B was completed by the Head teacher. A set containing sections A and B was sent to each school. (Appendix A).

The section for the Physical Education/sports teacher contained 21 items with open- and close-ended questions. In section A, questions 1-10 sought general information about the school. Questions 6-9 concerned Physical Education in the school. Questions 10-16 asked about the sports and games programme in the schools. Questions 17-21 dealt with Physical Education and Sports resources in the school. This part of the questionnaire comprised mainly of structured and open-ended items. All items except question 21 sought information about Physical Education and Sports practices in the school. Question 21 sought for recommended action on policies, which were needed to develop or improve Physical Education and Sports in schools.

Section B of the instrument consisted was a 41-item questionnaire. It was concerned with Physical Education and Sports in the school from the head teacher's perspective. Questions 1-8 concerned the Physical Education syllabus and timetabling of Physical Education and Sports. Questions 9-16 dealt with teaching and administration of Physical Education in the school. Items 17-29 were concerned with the resources, resource mobilization and utilization for Physical Education. Questions 30-41 covered sports programmes in the school.

3.5.2 Documentary Analysis

The second tool for obtaining data for the study was documentary analysis of existing Physical Education for syllabi. Four syllabi were analyzed namely;

- i. The Uganda Primary School Syllabus, Volume 2, 2002.
- ii. The Uganda Secondary Physical Education Syllabus Draft (2003).
- iii. The Kenya Primary Education Syllabus, 2002.
- iv. The Kenya Secondary Education Syllabus, 2002.

Documentary analysis was made by counting and tallying the content, aims; objectives time allocation, number of periods, and duration of lessons in the syllabi at different levels. Qualitative and quantitative comparisons were made between the situations in Kenya and Uganda. Counts of frequency of occurrences in the syllabus were tested statistically. Pearson's Chi-square test of Difference was used at $P= 0.05$ level of significance.

3.5.3 Validity and Reliability of Instrument

3.5.3.1 Validity

The questionnaire was based on the conceptual framework for the study. The questionnaire was content validated by expert judgment by colleagues in Physical Education at Kenyatta University to determine whether it addressed the concerns of the. Expert's judgment was relied upon to determine whether the questionnaire adequately reflected the concerns of the research (Frankael and Warren, 2000; Huck, 2000).

A pilot study was undertaken with teachers at Kenyatta University Primary School of Kenya and Kalinabiri Primary School Uganda. The purpose of the first pilot was to determine meaning of the statements, items and the format of the questionnaire, to establish whether they were adequate and appropriate for the desired process. Subjects in the pilot test discussed the questions with the researcher and identified items, which were understandable, and those items that were not clear. The revised questionnaire was further piloted during the July-August 2002 using head teachers and teachers from 20 upcountry schools in Uganda and 20 Kenyan schools. The teachers/head teachers in Uganda had come for a holiday workshop at Nakaseke Teachers College in Luweero District. The Kenyan teachers were involved in holiday studies at Kenyatta University. After the second pilot testing some modifications were made to both parts of the questionnaire. Some items about Special Needs Physical Education were removed. The Appendix A shows the final version of the Questionnaire.

3.5.3.2 Reliability

The split half method was used to test reliability of the questionnaire after the pilot test. Twenty pilot questionnaires were used for this purpose. The open-ended items were scored by giving a mark for a relevant response and zero for an irrelevant or blank response. The questionnaires were divided into two equal halves taking the odd numbered items against the even numbered items. The scores of the halves were corrected using the split half measure of reliability. A split-half correlation coefficient of 0.74 was obtained. The questionnaires were considered reliable since the general rule in research is that reliability should be at least 0.70 or higher (Frankael and Warren, 2000; Huck, 2000).

3.6 Data Collection Procedures

The data collection using the revised questionnaire was done with the help of undergraduate research assistants from Kenyatta and Kyambogo Universities. Several strategies were adopted in the recruitment, training and deployment of the research assistants. Data collection took place from April to August 2003. In both universities the researcher advertised a call for research assistants in the specific districts where the study was to be conducted.

Applications were received, vetted and short-listed candidates interviewed and briefed about the research, the questionnaire, the district and the procedures for collecting the data in their home district. A letter of introduction to the schools and an envelope containing eight (8) questionnaires were given to each research assistant. In addition, a contract agreement was signed with the research assistants committing them collect the data and return or post back the results in an enclosed stamped envelope within two weeks.

The research assistants visited the schools, officially registered their presence in the school by signing in the school visitors book before delivering the questionnaires. The questionnaires were then completed by the Physical Education/Sports teachers and the Head teachers. The completed questionnaires were duly endorsed and stamped by the Head teachers and returned to the research assistant(s) for postage or personal delivery to the researcher. The researcher also secured Physical Education Syllabuses/documents and studied them, exhaustively during the period from November 2003 to June 2004.

3.7 Data Analysis

The data collected using questionnaires were subjected to statistical analysis using SPSS (Statistical Package for Social Scientists- Version 11). The analysis sought to identify, the points of similarities and differences in occurrences and practices of Physical Education and Sports. It involved; coding, organizing, describing, interpreting, cross-tabulating, simultaneous comparison, hypothesis testing and drawing conclusions about the occurrences and practices.

The analysis was done in four stages. The first stage was the generation of descriptive data through computing descriptive statistics of frequencies, percentages, means and standard deviation. Such data were used to describe the status and patterns of common practice in primary and secondary schools in the two countries. The computations were used to describe frequencies that characterized and summarized the general status of Physical Education and Sport in schools in both countries. The second stage of the data analysis involved evaluation and interpretation of data in a comparative context. Tables showing contingency of practices and occurrences in Physical Education and Sports in the two countries were drawn up.

The third stage of data analysis involved inferential statistical testing of significance to establish whether the similarities and or differences found in practice of Physical Education and Sports in the two countries were significant. Pearson's Chi-Square Test of differences between frequency distributions of the two samples was used. Comparisons were then made between the frequencies and occurrences of practice in primary and secondary schools. A probability level of 0.05 was used to test whether any observed differences were significant.

Fourthly, content analysis of all the open-ended questionnaire items and documentary evidence obtained in the field from timetables, schemes of work, fixtures, programmes, government documents and syllabuses was undertaken so as to provide qualitative support to quantitative data and identify specific similarities and differences in practice in the two countries.

Based on such data, supported by critical analysis and interpretation of past and present records as well as literature about Physical Education and Sports in Uganda and Kenya, a general comparative assessment of the current state of Physical Education and Sports in schools in the two countries was made. Detailed results are presented in Chapter Four of this thesis.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF RESULTS

4.1 Introduction

This study had the following major purposes:

- i. To analyze and compare the current syllabuses of Physical Education in Kenya and Uganda.
- ii. To examine the structure, content, aims and objectives of Physical Education Programmes offered at Primary and Secondary school levels.
- iii. To compare the current implementation and professional practices of Physical Education in schools in the two countries.
- iv. To analyze and compare the current programmes and practices of Sports and Games in the schools in Kenya and Uganda.

Four main null – hypotheses were investigated namely:

Ho1=There are no differences between Physical Education syllabi for primary schools in Kenya and Uganda.

Ho2=There are no differences between Physical Education syllabuses for secondary schools in Kenya and Uganda.

Ho3=There are no differences between the implementation of Physical Education programmes in primary and secondary schools in Kenya and Uganda.

Ho4=There are no differences in the implementation of Sports and games programmes in primary and secondary schools in Kenya and Uganda.

Data was collected using field questionnaires administered to Physical Education and Sports teachers and head teachers in selected schools in Kenya and Uganda. The Questionnaires were supplemented by analysis of current Physical Education syllabuses. The data was analyzed using Statistical Package for Social Scientists (SPSS) Version 11 and the Pearson's Chi-Square Test. The decision to reject or uphold the null-hypothesis was taken at $p=0.05$ level of significance. The results are presented in four main parts:

- Section 4.2 describes the respondent schools
- Section 4.3 compares syllabuses at the primary school level.
- Section 4.4 compares syllabuses at the secondary school level.
- Section 4.5 compares practices in the implementation of Physical Education.
- Section 4.6 compares the practices of sports and games programmes in the schools in Kenya and Uganda.

4.2 Respondent Schools

The study targeted 400 schools. However, only 384 schools (96%) could be during the data collection. Out of the 384 schools, questionnaires were returned from 370 schools representing 95% of the targeted schools.

In Uganda all head teachers, Physical Education teachers, and Sports teachers from the targeted 200 schools returned their questionnaires. In Kenya, 170 (85%) schools returned completed questionnaires from the expected 200 schools Physical Education and sports teachers. The total number of valid questionnaires was 770 (96.25%) of the expected 800 circulated.

Respondent schools comprised both primary and secondary schools from Kenya and Uganda. Uganda had 100 primary schools and 100 secondary schools. Kenya had 100 primary schools and 70 secondary schools. Two respondents were drawn from each school: The head teacher and the Physical Education /Sports teachers. The two groups of respondents from Kenya and Uganda were treated as independent, similar and comparable. Table 4.1 shows the total number of respondents by category and country.

Table 4.1 Respondents by Category and Country

	Head teachers			Sport teachers				Valid %
	No.	Percent	Valid %	No.	Percent	Valid %	Total	
Uganda	200	50.00	50.00	200	54.1	54.1	400	100%
Kenya	200	50.00	50.00	170	45.9	45.9	370	85%
Total:	400	100.00	100.00	370	100.00	100.00	770	96.2

Most of respondent schools were day-mixed schools (62.5%). Boys' boarding schools contributed 14%, Day/mixed, Boarding schools 13%, boarding mixed schools, 6%, girls' boarding schools, 4.5% and girls' day schools, only 2.5%. Table 4.2 shows the respondent schools by type and country. Kenya and Uganda had similar proportions of schools in the study.

Table 4.2 Respondents by School Type and Country

Type of school	Uganda		Kenya		Total %	
	No.	%	No.	%		
Day mixed	127	52.4	123	52.6	250	62.5
Boarding mixed	20	87.0	3	13.0	23	6
Day girls	3	30.0	7	70.0	10	2.5
Boarding boys	5	29.4	12	70.6	17	4
Day/Boarding /mixed	37	71.2	15	28.8	52	13
Boarding girls	8	44.4	10	56.6	18	4.5
TOTAL	200	54.1	170	45.9	370	92.5

Majority of the respondent schools were government-aided schools (81%). Private schools comprised 17% and public schools were only 2%. Though the majority of schools were founded by churches and mosques (42%), they were financially sponsored by grants from the national governments. Private schools were founded by non-governmental organizations, commercial bodies or private individuals and were not aided by government. Furthermore, it was also established that the respondent schools in Kenya and Uganda were founded between the 1950s and the year 2000. Most of the Ugandan schools were founded between 1950s and 1990s. The Kenya schools had foundation dates ranging between 1960 and 1980s. Schools were located between 0-200 km from the capital cities of Nairobi and Kampala. The majority of respondent schools from Uganda were within a distance of 0-99 kilometres from Kampala, while Kenyan schools were within 0-200 kilometres from Nairobi.

4.4 Physical Education Syllabuses at the Primary School Level

The first specific objective of the study was to compare primary school physical education syllabi of Kenya and Uganda. The following section shows results about Physical Education in primary schools.

4.4.1 Place of Physical Education in the Primary Schools

The place of Physical Education in the primary schools was an important concern of this study. The study sought to examine and establish the exact place of Physical Education as a subject in the primary schools. Investigation was carried out at three levels namely:

- (i) In the context of school mission

- (ii) In relation to the school time table and;
- (iii) In relation to the national schools curriculum in Kenya and Uganda.

A comparison of the inclusion of Physical Education in the educational missions of respondent schools in Kenya and Uganda revealed varying situations. Data collected showed that 78.4% of the schools in Kenya and Uganda regarded Physical Education and Sports programmes as part of their educational missions, 21.6% of the schools however did not. This showed that Physical Education and Sports were generally accepted to be part of the school mission in three quarters of the schools in Kenya and Uganda. A greater percentage of Uganda schools 55.1% tended to accept Physical Education than Kenya schools (44.9%). The reason for the result may be that in Uganda Physical and Sport is a compulsory part of the Minimum Standards Requirements for Schools. The results obtained are summarized in Table 4.3 .

Table 4.3 Place of Physical Education in Educational Missions of schools in Kenya and Uganda

Whether PE/Sports included in School Mission	Country Name		
	Uganda	Kenya	Total
Yes	158 55.1%	129 44.9%	287 78.4%
No	41 51.9%	38 48.1%	79 21.6%
Total	199 54.4%	167 45.6%	366 100.0%

4.4.3 Time Allocation to Physical Education in Primary Schools

Documentary analysis of primary school curricula of Kenya and Uganda further revealed Physical Education to have a specific place on the school curricula of both countries. In the two countries lower primary classes have periods of 30 minutes. Upper primary classes have periods of 40 minutes in Uganda and 35 minutes in Kenya. In Uganda Physical Education is officially allocated 3 out of 40 periods per

week in the middle classes and 2 periods of 40 per week for the upper classes meaning that the subject occupies 7.5% of the school curriculum and 5% of the school curriculum in Uganda at the lower and upper primary classes respectively. Table 4.4 gives a summary of the status of Physical Education in the primary curricula of Kenya and Uganda.

Table 4.4 Place of Physical Education on the Primary School Curriculum of Kenya and Uganda by Subject, Class and Weekly Allocation of Periods

Subject	Kenya		Uganda	
	Classes 1-3	Classes 4-8	Classes 1-3	Classes 4-7
English	5	7	6	5
Kiswahili	5	5	-	3
Mathematics	5	7	5	5
Science/Integrated Science	2	5	4	5
Social studies	2	5	3	5
Religious Education	2	3	3	3
Mother Tongue/Local	5	-	5	2
Language	3	3	2	2
Creative/Performing Arts	5	4	3	2
Physical Education	5	4	3	4
Pastoral programs	1	1	-	-
Agriculture Integrated Production Skills	-	-	6	4
TOTAL	40	40	40	40

Sources: (i) Kenya Primary Education Syllabus. Volume 1 MEST, KIE 2002 (page vi)
Uganda Primary School Syllabus. Volume 2, NCDC 2002.

In Kenya, Physical Education has 5 out of 40 Periods a week in the lower classes and 4 out of 40 periods in the upper classes. In Kenya Physical Education occupies 12.5% of the learning time in lower primary classes and 10% of learning time in the upper classes on the official school curricula.

This implies that pupils in Uganda primary schools have less time for Physical Education than those in Kenya schools. In both countries, however, the number of Physical Education lessons allocated on the school syllabuses is less in the upper primary classes than in the lower classes.

The study further investigated the amount of time and number of periods allocated to Physical Education per week in the primary schools. From the data obtained, it was clear that the mandatory number of Physical Education periods prescribed in the primary school Physical Education syllabuses is not strictly adhered to. Based on the data collected, the number of periods allocated to Physical Education in the lower classes in Kenya and Uganda in the majority of schools is 3 periods per week in Uganda and 4 periods per week in Kenya. Some schools offer less than the mandatory periods of Physical Education as stipulated in the Ministry of Education syllabuses while others offer more periods. It was also clear that Uganda schools, on the average, offer less time for Physical Education in classes 1-4 compared to Kenya schools. Uganda lower primary classes spend 75-90 minutes on Physical Education per week compared to Kenyan lower classes which spend 90-120 minutes on Physical Education. Table 4.3 shows that Uganda schools, on the average, offer less time for Physical Education in classes 1-4 compared to Kenya schools. Uganda lower primary classes spend 75-90 minutes on Physical Education per week compared to Kenyan lower classes which spend 90-120 minutes on Physical Education.

From the data obtained, it was clear that the mandatory number of Physical Education periods prescribed in the primary school Physical Education syllabuses is not strictly adhered to. Based on the data collected, the number of periods allocated to Physical Education in the lower classes in Kenya and Uganda in the majority of schools is 3 periods per week in Uganda and 4 periods per week in Kenya. Some schools offer less than the mandatory periods of Physical Education as stipulated in the Ministry of Education syllabuses while others offer more periods. It was also clear that Uganda schools, on the average, offer less time for Physical Education in classes 1-4

compared to Kenya schools. Uganda lower primary classes spend 75-90 minutes on Physical Education per week compared to Kenyan lower classes which spend 90-120 minutes on Physical Education. The table 4.5 below shows that Uganda schools, on the average, offer less time for Physical Education in classes 1-4 compared to Kenya schools. Uganda lower primary classes spend 75-90 minutes on Physical Education per week compared to Kenyan lower classes which spend 90-120 minutes on Physical Education.

Table 4.5 Number of Periods Actually Allocated by Schools to Physical Education per Week in Classes 1-4 in Kenya and Uganda

Number of Periods per week	P1-P2			P3-P4		
	Uganda	Kenya	Total	Uganda	Kenya	Total
0	0 0%	3 100.0%	3 100.0%	0 0%	2 100.0%	2 100.0%
1	1 50.0%	1 50.0%	1 50.0%	1 50.0%	1 50.0%	1 100.0%
2	12 70.6%	5 29.4%	17 100.0%	21 53.8%	18 46.2%	39 100.0%
3	35 92.1%	3 29.4%	38 100.0%	33 58.9%	23 41.1%	56 100.0%
4	15 17.6%	70 82.4%	85 100.0%	11 19.6%	45 80.4%	56 100.0%
5	31 58.5%	22 44.5%	55 100.0%	29 70.7%	12 29.3%	41 100.0%
Total	94 47.5%	104 52.5%	198 100.0%	95 48.5%	101 51.5%	196 100.0%
Pearson Chi-Square = 69.619 Df=5 Significance = 0.00 (NS) N= 198 Missing = 2 Ho = up held						

Chi-square analysis of the results showed that there was no significant difference in time actually allocated to Physical Education to primary schools in Kenya and Uganda in classes 1-4. The same trend applied to the upper primary classes. On the number of periods offered per class per week, data obtained revealed that majority of schools in Kenya and Uganda offer 2 or 3 periods of Physical Education in classes 5-

8. The number of periods however, reduces as the pupils advance to the upper classes. Table 4.6 provides a summary of the number of periods of Physical Education actually offered for upper primary school per week to (classes 4-8) in Uganda and Kenya.

Table 4.6 Number of Physical Education Periods Offered per Week for Upper Classes in Kenya and Uganda

Number of periods per week in P5 – P8	Country		
	Uganda	Kenya	Total
0	0 (0%)	2 (100.0%)	2 (100.0%)
1	2 (67.7%)	1 (33.3%)	3 (100.0%)
2	45 (48.9%)	47 (51.1%)	92 (100.0%)
3	28 (43.1%)	37 (56.9%)	65 (100.0%)
4	11 (50.0%)	11 (50.0%)	22 (100.0%)
5	7 (77.8%)	2 (22.2%)	9 (100.0%)
TOTAL	93 (48.2%)	100 (51.8%)	193 (100.0%)
Pearson Chi-square = 69.619 Df=5 Significance = 0.0			
N= 198 Missing = 2 Ho = upheld			

4.4.3 Teaching Time and Duration of Physical Education Lessons in Kenya and Uganda

The study went further to ascertain the actual teaching time and duration of Physical Education lessons at the primary school levels. In the results obtained, most schools followed the officially allocated time, though some schools also increased the time for Physical Education upwards to 35 or 40 or 60 minutes.

The results showed that most schools in Uganda (89%) and in Kenya (71%), had Physical Education lessons in P1-P2 is 30 minutes and 35 minutes for lower primary classes (Classes 1-4) in Kenya.

Table 4.7 Teaching time and Duration of Physical Education Lessons in Classes 1-4 in Kenya and Uganda

Duration period	P1-P2			P3-P4		
	Uganda	Kenya	Total	Uganda	Kenya	Total
30 minutes	89 (55.6%)	71 (44.4%)	160 (100.0%)	65 (61.3%)	41 (38.7%)	106(100.0%)
35 minutes	1 (4.2%)	23 (95.8%)	24 (100.0%)	2 (3.7%)	52 (96.3%)	54 (100.0%)
40 minutes	14 (73.7%)	5 (26.3%)	19 (100.0%)	27 (84.4%)	5 (15.6%)	32 (100.0%)
1 hour	3 (100%)	0 (0%)	3 (100%)	4 (100.0%)	0 (0%)	4 (100.0%)
Total	107(51.9%)	99 (48.1%)	206 (100.0%)	3(100.0%)	0 (0%)	3 (100.0%)
Pearson Chi-Square = 69.619 Df = 3 Significance = 0.00 (NS) No. of cases = 206 Ho= upheld				Pearson Chi-Square = 73.827 Df = 4 Significance = 0.00(NS) No.of Valid cases = 199 P = 0.05 Ho = upheld		

Furthermore, in the classes 3-4 (65%) of the schools in Uganda offered periods of 30 minutes for Physical Education. Thus in a week Kenyan children actually get 50 minutes more of Physical Education than Uganda children at the lower classes. Table 4.6 shows how the actual time for Physical Education lessons in classes 5-8 in Uganda compares with Kenya.

Table 4.8: Duration of Physical Education Lessons in classes 5-8 in Kenya and Uganda

Duration of period	P5 – P9		
	Uganda	Kenya	Total
30 minutes	2 (66.7%)	1 (33.3%)	3 (100.0%)
35 minutes	0 (0%)	84 (100.0%)	84 (100.0%)
40 minutes	82 (82.0%)	17 (17.2%)	99 (100.0%)
45 minutes	45 (100.0%)	0 (0%)	5 (100.0%)
Total	89 (46.6%)	102 (53.4%)	191 (100.0%)
Pearson chi-square = 131.736 Df = 3 Significance = 0.00 No. of valid cases = 191 P= 0.05 Missing = 9 Ho= upheld			

In Kenya, as in Uganda, schools showed that they stuck to the official time allocation to teach Physical Education, most Kenyan schools showed that they used 35 minutes while Uganda schools showed that they used 40 minutes of Physical Education offered by upper schools per week. This result implies that children in Uganda upper primary schools have 10 minutes more for learning Physical Education per week than Kenyan children.

4.3.4 Structure and Content of Physical Education in Primary School

In this section, an analysis of the structure and content of Physical Education in primary schools in Kenya and Uganda was done. The analysis focused on the contents of the primary school Physical Education prescribed in the official syllabuses in the two countries by class levels 1-2, 3-4, 5-6, and 7-8. Data obtained are shown in Table 4.10.

Table 4.10: Content and Structure of Physical Education Programme in the Lower Primary Classes of Kenya and Uganda

Content/Topic	Kenya				Uganda			
Country	S1	S2	S3	S4	P1	P2	P3	P4
Standard/Class	S1	S2	S3	S4	P1	P2	P3	P4
Body movement without apparatus	√	√	√	√				
Fun games	√	√	√	√				
Basic body movement space awareness	√	√	√	√				
Traditional games					√	√	√	√
Rhythms and movement					√	√	√	√
Games for lower primary					√	√	√	√
Athletics for lower primary					√	√	√	√
Dance							√	√
Gymnastics	√	√	√	√				
Swimming	√	√	√	√				

Sources: Kenya Primary Education Syllabus, 2002, KIE (Pg.130-155)

Uganda Primary School Syllabus. Volume 2. NCDC, 2002 (Pg 457-9)

As presented in Table 4.10, Kenyan and Ugandan syllabi prescribed different topics for teaching Physical Education content for classes 1-4. The Kenyan syllabus prescribed; Body movements without apparatus, Body movement with apparatus, Fun Games, Dance, Gymnastics and Swimming while the Uganda syllabus prescribed Basic movement and space awareness, Traditional Games, Rhythms and Movement Patterns, Games for Lower Primary, and Athletics for Lower Primary to be taught in classes 1-4.

Furthermore, it was also evident as shown in Table 4.11 that Dance, Traditional Games, Gymnastics and Basic movement are the most commonly taught Physical activities in the lower classes (1-4) in both Ugandan and Kenyan primary schools while swimming and athletics are least taught.

Table 4.11 Physical Education content taught in Lower Classes 1-4 in Primary Schools in Kenya and Uganda

Content Taught	Uganda		Kenya		Total	
	F	%	F	%	F	%
Basic movement	52	46.0	61	54.0	113	62.1
Traditional games	70	5.1	57	44.9	127	69.8
Dance in PE	82	4.6	45	35.4	127	69.8
Gymnastics	55	5.8	65	54.2	120	65.9
Swimming	35	3.0	31	47.0	66	36.3
Athletics	3	0.0	2	40	5	2.7
Valid cases 182	Missing cases 18					

The results also show that Basic Movement, Traditional Games, Dances, Gymnastics, Swimming and Athletics form the core of the Physical Education programme in the lower primary classes in Kenya and Uganda. However, it was found that the scope of content of Physical Education taught in the lower primary classes in Kenya and Uganda is narrower than what is prescribed in the official syllabuses (Table 4.12).

Table 4.12 Content and Structure of Physical Education Programmes for Upper Primary Classes in Kenya and Uganda

Content	Classes						
	Kenya				Uganda		
Country	S5	S6	S7	S8	P5	P6	P7
Standard/ Class							
Dance	√	√	√	√	√	√	√
Swimming	√	√	√	√	√	√	√
Gymnastics	√	√	√	√	√	√	√
Track and field	√	√	√	√	√	√	√
Rounders	√	√			√	√	√
Netball	√	√			√	√	√
Football/soccer	√	√			√	√	√
Basketball					√	√	√
Volley ball					√	√	√
Handball	√	√	√	√			
Rugby					√	√	√
Tennis					√	√	√
Table tennis					√	√	√
Hockey					√	√	√
Soft ball/Baseball					√	√	√
Cricket					√	√	√
Badminton					√	√	√
Body movement without Apparatus	√	√	√	√			
Body movement with Apparatus	√	√	√	√			

As revealed in Table 4.12, both Kenyan and Ugandan Syllabi prescribe similar content for upper primary classes. However, the Ugandan Syllabus prescribes more sports disciplines than the Kenyan syllabus for the upper classes as shown in Table 4.13.

Table 4.13 Content of Physical Education Actually Taught in Upper Primary Classes in Kenya and Uganda

Content taught	Uganda		Kenya		Total	
	F	%	F	%	F	%
Gymnastics	53	54.1	45	45.9	98	29.7
Athletics	151	51.2	144	48.8	295	81.6
Football	165	52.4	150	47.6	315	95.7
Netball	143	53.6	124	46.4	267	81.1
Handball	40	28.6	100	71.4	140	42.5
Volleyball	104	45.2	126	54.8	230	69.9
Rounders	9	39.1	14	60.9	23	6.9
Cricket	15	57.7	11	42.3	26	7.9
Basketball	19	35.8	31	64.2	53	16.1
Swimming	6	30.0	14	70.0	20	6.0
Tennis	3	14.3	18	85.7	21	6.3
Table Tennis	14	29.2	34	70.8	48	14.6
Badminton	7	17.9	32	82.1	39	11.9
Hockey	6	18.2	27	81.8	33	10.0
Rugby	0	0	10	100	10	3.0
Baseball	2	28.6	5	71.4	7	2.1

According to the respondents, the six key sports disciplines most taught at the upper primary level in Kenyan and Ugandan schools are football, Athletics, Netball, Volleyball, Basket ball cricket and Handball. Other sports such as Badminton, Table Tennis, Gymnastics, Dance, Hockey, Swimming and Tennis are also taught at upper primary school level but to a lesser extent. These findings suggest that Football; Athletics, Netball, Volleyball, Basket ball and Cricket form the core content for the upper primary schools Physical Education in both Kenya and Uganda while other peripheral sport disciplines are treated as options in the schools.

4.3.5 Aims of Physical Education in Primary Schools in Kenya and Uganda

Documentary analysis of the aims of Physical Education in Primary school in Kenya and Uganda was also carried out. In the analysis, it was evident that the aims of Physical Education in Kenya and Uganda primary schools were not the same. Kenya had more broadly stated aims of primary school Physical Education than Uganda whose aims appeared to be more specific as shown in Table 4.14.

Table 4.14 Aims of Physical Education in Primary Schools in Kenya and Uganda

Aim of PE in Kenya Primary School	Aim of PE in Uganda Primary School
The Kenya Primary School Physical Education Syllabus aims at enabling the learner to:	The general aims of primary school Physical Education in Uganda are to enable the learner to:
Develop physical and neuromuscular skills.	Experience and live through a Comparative programme of Physical Education during the Primary cycle.
Perform skillful and efficient movements through physical and mental coordination.	Be exposed to a wide range of Physical activities and Sports.
Use of movement as a mechanism of expression.	Grow and maintain health through regular Physical Education, Sports and Exercise.
Appreciate and enjoy movement for its own sake with and without apparatus.	Explore physical, socio-cultural potential and environment under the guidance of the teacher and school.
Create a desire for the development of a variety of skills for recreational values and positive leisure time.	Improve basic movement skills and develop motor skills.
Pursue physical activity for health, fitness and general body growth and development.	Acquire basic skills and become sports literate.
Appreciate, participate in and develop both national and international sports and dances for preservation of own and other cultures.	Become alert, disciplined. Social, creative and acceptable individuals with sense of unity and belonging to a group or society.
Develop interpersonal and social skills through physical activities.	
Develop self discipline through understanding and appreciation of rules and regulations in games and sports.	
Create and develop skills and patterns of movement.	
Improvise and use a variety of equipment and facilities in different ways.	
Explore and appreciate the environment.	
Identify, nurture and develop individual talents in specific sports.	
Develop positive attitudes towards physical education and sports as a career.	
Develop awareness of safety, skills and preventive measures indifferent situations.	

Source: MEST, Kenya Primary School **Source:** MOES, Uganda Primary Syllabus School
Volume 1, KIE (pg 133-135) Syllabus Volume2 NCDC, 2002. pg. 460-461)

A further examination of the schools objectives in Kenya and Uganda revealed that objectives of primary school Physical Education are discordant with most school objectives and priorities. Table 4.15 shows the top ten prime objectives of schools in Kenya and Uganda.

Table 4.15 Top Ten Stated School Objectives in Kenya and Uganda Schools

	Category	Frequency	Percent of responses	Percent of Cases
1	Academic Excellence	144	33.5	54.3
2	Excellence in Examination	44	10.2	46.6
3	Discipline	42	9.8	15.8
4	Excel in games, sports and co-curricular	67	15.6	25.3
5	Quality Education	26	6.0	9.3
6	Impart skills to learners	12	2.8	4.5
7	Co-operation between teachers	9	2.1	3.4
8	Increase enrollment in class	9	2.1	3.4
9	Produce active hardworking pupils	9	2.1	3.4
10	Develop students talents	6	1.4	2.3
11	Improve cleanliness smartness	3	7	1.1

From the results it appears that Physical Education does not feature anywhere among the top ten objectives why schools in Kenya and Uganda exist. Schools in Kenya and Uganda had academic excellence, excelling in examination and discipline as the three top most objectives. Excellence in games sports and co-curricular activities ranked 4th among top school objectives. However, this does not mean that this 4th priority objective as well included Physical Education. In addition schools had other less significant but more pressing needs than Physical Education as shown in Table 4.16.

Table 4.16 Other less Significant School Objectives in Kenya and Uganda

Rank	Objective
11.	Providing better accommodation.
12.	Accessing children to national schools.
13.	Encouraging teachers to upgrade.
14.	Training children as job makers.
15.	Producing efficient learners.
16.	Securing examination centres.
17.	Improving structures of buildings.
18.	Educating pupils to be leaders.
19.	Providing teaching aids.
20.	Supervising leaders training.
21.	Religious instruction.
22.	Ensuring health and welfare of children.
23.	Gender balance.
24.	High moral standards
25.	Better resource utilization.
26.	Purchasing teaching/academic materials.

Physical Education does not feature directly anywhere among these 16 other stated goal priorities of schools in Kenya and Uganda. At least sports and games feature on this list but as co-curricula business of the school. Excellence in sports and games and co-curricular activities come later than academic excellence and discipline. Further, data collected from the schools in Kenya and Uganda showed that most schools, (68.9%) did not have clear reasons to include Physical Education and Sports in their school missions. Only 115 schools of 370 schools showed deliberate reasons for including Physical Education and Sport in their school missions. A summary of the reasons why some schools included Physical Education and Sports in their school missions and programmes is shown in Table 4.17.

Table 4.17 Reasons Why Schools in Kenya and Uganda include PE and Sports in their School Missions/Programmes

Rank	Category of reason	Frequency	% response	% of cases
1.	Encourage all round student participation	35	29.9	30.4
2.	Providing well balanced education.	20	17.2	17.4
3.	Have inter-house and inter-class sports	14	12.0	12.2
4.	Instill discipline among students	11	9.4	9.6
5.	Have good environment to favour sports	9	7.7	7.8
6.	Provide participation in organized competitions	6	5.1	5.2
7.	Improve student's talents	5	4.3	4.3
8.	Provide sports facilities & equipment	4	3.4	3.5
9.	Produce physically fit children	1	0.9	0.9
10.	Impart skills for future use	2	1.9	1.9
11.	Make children health and Co-operative	2	1.7	1.7
12.	Instill spirit of leadership	2	1.7	1.7

Data collected also showed that majority of the schools in both countries do not pay special attention to include Physical Education, Sports and Games in their school programmes. A total of 31.1% of the respondents however, indicated that some schools provide Physical Education, Sports and Games in an effort to encourage all-round or balanced development, teaching competition and competitiveness, participation, physical fitness, health, co-operation and leadership development. Majority of the schools in the study had no clear reason for including physical activities in school programmes.

This result shows a large philosophical gap. Furthermore this finding suggested that the written aims of the Physical Education that programmes. Aims that appear in the syllabus books are not well transmitted and translated into educational action in Physical Education at the school level. The results also show that in both Kenya and Uganda the majority of primary and secondary schools are elitist, academic and examination-driven. Thus Physical Education and Sport may exist in the majority of

schools not by educational design or purpose, but more by accident or fashion. Hence Physical Education and Sport occupies a peripheral and lower status in the educational priorities of schools compared to the examinable aspects of the school curriculum. In theory and on the syllabus, physical education may claim to have an equal status to other subjects, but in practice and reality in the schools in Kenya and Uganda, the subject only plays a supplementary role to academics and enforcing of school discipline.

4.3.6 Analysis of Specific Objectives of Primary Physical Education

Analysis was made of the objectives of Physical Education in the syllabi of Kenya and Uganda by counting and comparing the distribution of categories of stated objectives per topic of the syllabus at the lower and upper primary school levels.

Tables of specific objectives were developed and the contents subjected to Chi-Square analysis. In both countries the Chi-square values obtained were greater than the critical value indicating that the distribution of specific objectives among learning topics in the curriculum at the primary classes was neither uniform nor the same for Kenya and Uganda. The results show that the specific objectives of Physical Education in Kenya from standards 1 to 4 emphasize performance of basic skills; enjoyment and appreciation of movement skills. In Uganda, however, Physical Education objectives for p1 to p4 emphasize exploration of body movements and development of basic motor skills. In the upper primary classes the Kenya Physical Education syllabus put emphasis on performance of basic motor skills, application of skills to movement; enjoyment and appreciation of movement. The Uganda syllabus on the other hand puts emphasis on performance of physical activities, appreciation of rules; participation in competitions and knowledge of science of sports and the body.

Since two syllabuses do not focus on the same specific learning objectives they can not be the same despite having similar prescribed teaching content.

Table 4.18 Specific objectives emphasized at lower and upper Primary levels of the Physical Education syllabuses of Kenya and Uganda.

Country	Class Level	Objectives emphasized`	X ² Value	X _t ²	Df	Significance
Kenya	S1–4	Performance of basic skills Enjoyment and appreciation of movement skills	149.2	21	12	p>0.05
Kenya	S5–8	Performance of basic motor skills Application of skills to movement Enjoyment and appreciation of movement	60.3	11.3	12	p>0.05
Uganda	P1–4	Exploration of body movement Development of basic motor skills	18.3	10.3	11	p>0.05
Uganda	P5–7	Performance of physical activities Appreciation of rules Participation in competitions Knowledge of science of sports and the body	60.3	11.3	12	P<0.05

The results in section 4.3.1 – 4.3.6 confirm a number of facts about Physical Education in primary schools in Kenya and Uganda. The status of Physical Education in primary schools in both countries is low and marginal. This concurs with the findings by Hardman and Marshall (2000). Physical Education in primary schools in Kenya and Uganda has a place on the school curriculum and in the school missions but is not a priority. Less time and periods are allocated to Physical Education on the curriculum compared to other subjects. The time actually used to teach Physical Education is less than what is officially prescribed in the official syllabuses. Periods of Physical Education actually taught to classes in primary schools in Kenya and Uganda are less in number and duration than the officially allocated time. The total time officially allocated to Physical Education in schools in Kenya and Uganda on the

curriculum and school time-table ranges between 5-12.5% of the totally weekly curriculum and between 60-80 minutes of Physical Education. This time is less than was found by Hardman and Marshall (2000) or the American standard reported by Vallareal-Calderon (2002). Physical Education lessons also become less or optional in the upper primary classes. The results show that the content and structure of Physical Education programmes in the primary schools in Kenya and Uganda are not the same though syllabuses of these countries have some common elements.

Aims and objectives of Physical Education at primary school levels in Kenya and Uganda were found to differ significantly. There were disparities in the schools between written goals/aims of physical Education in the syllabuses and how schools perceived the purpose of Physical Education in their own contexts. There were also some gaps between the prescribed content of Physical Education in the official syllabuses and what the schools actually offer and teach as Physical Education.

This study discovered that there is a lot of “redundant or untaught content” on the written syllabuses of both countries. The results further confirmed low curriculum time allocation for Physical Education, low status of Physical Education in the schools and the curriculum, poor time allocation and utilization of the school time-tables. Poor interpretation and translation of goals/objectives into Physical Education was also detected. These findings of the study agree with the earlier study by Hermon (1979) that general aims, objectives of Physical Education vary from one country to another basing on the demands and needs of the society on school Physical Education. The findings also demonstrate that Kenya and Uganda have differing demands and interests in primary school Physical Education. The findings further show gaps in the translation of written Physical Education syllabuses, content and objectives into

practical teaching, learning and administrative realities in the school setting. There are wide gaps between what is stated in theory and policy in the Physical Education Syllabuses and real practice in the primary schools in Kenya and Uganda. This finding confirms earlier claims by Simri, Howell and Bennet (1983) about such gaps. The policy requirement for Physical Education in Primary Schools for example though well-spelled out in the UNESCO International Charter for Physical Education and Sport (1978) and the Berlin Summit Report (1999) is not being met in Kenya and Uganda Primary Schools. The syllabi in both countries spell out the time requirement for Physical Education per week per class but this is not being followed.

4.4 Comparison of Secondary School Physical Education Syllabuses in Kenya and Uganda

The second specific objective of the study was to compare physical education syllabuses in secondary schools in Kenya and Uganda. Investigations were made on the syllabi regarding time allocation, time tabling, actual teaching time, duration of Physical Education lessons, structure and content of the programmes, aims and objectives of Physical Education. Three key questions were answered namely:

- i. What is the structure, content and allocation of time to Physical Education on the secondary school syllabus of Kenya and Uganda?
- ii. What are goals of Physical Education on the secondary schools of Kenya as Compared to Uganda
- iii. How does the specification, distribution and emphasis of teaching objectives of the Physical Education syllabus of Kenya differ from those of the Uganda syllabus?

4.4.1 Status of Physical Education in Secondary Schools in Kenya and Uganda.

Documentary study revealed that Physical Education has a place in the secondary schools of Kenya. In Kenya the subject has been included in the official secondary school curriculum since 1973 (Wamukoya, 1993). In Uganda the subject has had a draft Physical Education syllabus since 1992 but is yet to be included in the official secondary school curriculum (NCDC, 2003). Table 4.19 compares the standing of Physical Education in the secondary school curricula of Kenya and Uganda.

Table 4.19: Place of Physical Education on the “O” level Secondary School Curriculum of Kenya and Uganda by subjects

Content of Kenya Secondary Syllabus	Corresponding content of Uganda Secondary Syllabus
Volume One: English, Kiswahili, Physical Education, French, Arabic and German	English, French, German, Kiswahili, Luganda, Arabic and Latin.
Volume Two: Mathematics, Physics, Chemistry, Biology, Agriculture and Home Science.	Mathematics, Physics, Chemistry, Biology, Agriculture and Home Science.
Volume Three: History and Government, Geography Business studies, Christian Religious Education, Islamic Religious Education, and Hindu Religious Education.	History, Political Education, Geography, Christian Religious Education, Islamic Religious Education, Literature in English.
Volume Four: Art and Design, Computer studies and Music.	Fine Art, Metal work, Woodwork, Music, Teaching Drawing commerce, office Practice, Secretarial Studies, Computer Studies, Principles of Accounts.

*Sources: Secondary Education Syllabus – Volume One, KIE (2000)
The National Curriculum Development Centre. 2006*

Physical Education was yet to be included officially in the Uganda Secondary School Curriculum while in Kenya the subject was included in the curriculum, but is not examinable at the end of the secondary cycle.

4.4.2 Time allocation to Physical Education in the Secondary Schools

Data collected in the schools by the field questionnaire revealed that Physical Education lessons are timetabled and offered to learners in secondary schools in Kenya and Uganda as shown in Table 4.20.

Table 4.20 Number of Periods of Physical Education offered per week in secondary school classes in Kenya and Uganda

Number of periods per week	S1-S2			S3 – S4		
	0	0 0%	47 100.0%	47 100.0%	0 0%	48 100.0%
1	8 21.6%	29 78.4%	37 100.0%	5 47.7%	29 85.3%	34 100.0%
2	19 67.9%	9 32.1%	28 100.0%	17 70.8%	5 29.2%	24 100.0%
3	16 92.1%	0 0%	16 100.0%	8 100.0%		8 100.0%
4	2 66.7%	1 33.3%	3 100.0%	3 75.0%	1 25.0%	4 100.0%
5	1 58.5%	0 0%	1 100.0%	1 100.0%		1 100.0%
Total	46 34.8%	86 65.2%	132 100.0%	34 28.6%	85 71.4%	119 100.0%
Pearson Chi-square = 70.132 Df = 5 Significance = 0.00 (NS)						
N= 119 Missing = 81 Ho = Upheld						

The results shown in Table 4.20 revealed that Physical Education lessons are offered to learners from S1 to S2 in both Kenya and Uganda. The number of lessons offered to learners in S1-S2 is not the same for Kenyan schools which offer one period of Physical Education per week to students in secondary 1-2. The Table further shows that Kenyan schools continued to offer one period of timetabled Physical Education to Form 2 and 4, while Uganda schools did not timetable Physical Education in S3 to S4. Instead two games periods are offered. In both Kenya and Uganda, secondary school Physical Education lessons were timetabled in the mornings in most of the schools. Physical Education lessons are timetabled in more Kenyan secondary schools than Uganda schools.

This implies that more secondary schools students in Kenya receive taught Physical Education than Ugandan students. Data collected are summarized in Table 4.21.

Table 4.21 Timetabling of Physical Education in Secondary Schools in Kenya and Uganda

Are PE Lessons held in cool part of the day	Country name		
	Uganda	Kenya	Total
Yes	112 (44.6%)	139 (55.4%)	251 (100.0%)
No	63 (52.5%)	57 (47.5%)	120 (100.0%)
Total	175 (47.2%)	196 (52.8%)	371 (100.0%)

4.4.3 Duration of Physical Education lessons in Secondary Schools.

The results from the schools show that in most secondary schools in Kenya and Uganda, Physical Education lessons are of 40 minutes duration (Table 4.22).

Table 4.22 Duration of Secondary School Physical Education Lessons in Kenya and Uganda

Duration of period	S1-S2			S3-S4		
	Uganda	Kenya	Total	Uganda	Kenya	Total
30 minutes	4 66.7%	2 33.3%	6 100.0%	4 100.0%	0 0%	4 100.0%
35 minutes	0 0%	7 100.0%	7 100.0%	0 0%	6 100.0%	6 100.0%
40 minutes	22 21.6%	80 78.4%	102 100.0%	16 18.4%	71 81.6%	87 100.0%
45 minutes	5 100.0%	0 0%	5 100.0%	2 66.7%	1 33.3%	3 100.0%
1 hour	5 100.0%	0 0%	5 100.0%	6 100.0%	0 0%	6 100.0%
Total	36 28.8%	89 71.2%	125 100.0%	28 26.4%	78 73.6%	106 100.0%
Pearson Chi-square = 34.350 Significance = 0.00 (NS) No . of Valid case = 125 p= 0.05 Ho = Upheld				Pearson chi-square = 35.394 Df = 4 Significance = 0.00 (NS) No. of Valid cases = 106 P= 0.05 Ho = Upheld		

There was no significant difference between the duration of Physical Education periods in Kenya and Uganda at both the lower and upper secondary levels. However, fewer Uganda schools timetabled Physical Education than Kenya schools.

The forty minutes duration of Physical Education lessons however means that Uganda schools which timetable Physical Education lessons for two periods per week offer their learners 80 minutes of the subject compared to Kenya schools which timetable the subject for a single week period.

4.4.4 Content and Structure of the Secondary School Physical Education Curriculum in Kenya and Uganda

The content of the current Physical Education syllabus of Kenya and Uganda was analyzed. As shown in table 4.23, there are similarities between topics prescribed for secondary Physical Education in Uganda and Kenya.

Table 4.23 Structure and Content of “O” Level Secondary School Physical Education Curriculum in Kenya and Uganda

Content		KENYA Class				UGANDA Class			
No		F1	F2	F3	F4	S1	S2	S3	S4
1	Introduction	√	√	√	√	X	X	X	X
2	Physical fitness	√	√	√	√	X	X	X	X
3	Gymnastics	√	√	√	√	√	√	√	√
4	Games								
4.1	Soccer	√	√	√	√	√	√	√	√
4.2	Netball	√	√	√	√	√	√	√	√
4.3	Volleyball	√	√	√	√	√	√	√	√
4.4	Handball	√	√	√	√	√	√	√	√
4.5	Hockey	√	√	√	√	√	√	√	√
4.6	Softball	√	√	√	√	X	X	X	X
4.7	Basketball	X	√	√	√	√	√	√	√
4.8	Badminton	X	√	√	√	√	√	√	√
4.9	Rugby	X	√	√	√	√	√	√	√
4.10	Cricket	X	√	√	√	√	√	√	√
4.11	Baseball	X	√	√	√	√	√	√	√
4.12	Tennis	X	√	√	√	√	√	√	√
4.13	Table tennis	X	√	√	√	√	√	√	√
4.14	Squash	X	√	√	√	X	X	X	X
5	Athletics (sprints, walks, distance, jumps, relays & throws,	√	√	√	√	√	√	√	√
6	Swimming	√	√	√	√	√	√	√	√
7	Dance					X	X	X	X
8	Tug of war					X	X	X	X
9	Martial arts (optional)	X	X	X		X	X	X	X
10	Outdoor pursuit	X	X	X		X	X	X	X

The syllabus showed that the content of Physical Education prescribed for Kenya secondary schools has more topics than Uganda schools. Topics on: Introduction to PE/Sport, Physical Fitness, Softball, Squash, Dance, Tug of war, Martial Arts and Outdoor pursuits are not included in the Uganda secondary Physical Education syllabus. The Ugandan syllabus has 12 prescribed content/topics compared to 23 on the Kenyan syllabus. Kenya offers a broader scope of topics in Physical Education and Sports than Uganda. Further investigations in the schools yielded the results shown in Table 4.24.

Table 4.24 Content of Physical Education Disciplines offered in Secondary Schools in Kenya and Uganda.

Content taught	Uganda		Kenya		Total	
	F	%	F	%	F	%
Athletics	85	62.0	52	38.0	137	68.5
Football	82	51.3	77	48.7	159	79.5
Netball	62	63.9	35	36.1	97	48.5
Volley ball	22	38.6	35	61.4	57	28.5
Handball	3	15.8	16	84.2	19	9.5
Rugby	0	60.0	2	40.0	5	2.5
Badminton	8	0	3	100.0	3	1.5
Basketball	70	33.3	16	66.7	24	12.0
Cricket	0	100	0	0	7	3.5
Table tennis	0	0	5	100.0	5	2.5
Gymnastics	0	0	4	100.0	5	2.5
Dance	0	0	1	100.0	1	0.5
Hockey	0	0	8	100.0	8	4
Swimming	0	0	2	100.0	2	1
Tennis	0	0	2	100.0	2	1

According to the Head teachers and Physical Education and Sports teachers football, (79.5), Athletics (68.5%), Netball (48.5%), Volleyball (28.5%), Basketball (12,0%) and Handball (9.5%) are the most commonly offered sports disciplines in secondary schools Physical Education programmes. In Uganda badminton, Table tennis, Gymnastics, Dance, Hockey, Swimming and Tennis are not being offered in Physical Education programmes, Similarly Cricket is not offered in Kenyan secondary school

Physical Education. These results confirm that secondary school Physical Education programmes in Kenya and Uganda consist mainly of Athletics and ball games. There are also wide gaps between the prescribed content of the secondary school Physical Education programme and what is actually taught in the schools. Some prescribed sports disciplines like Badminton Table Tennis, Gymnastics, Dance, Hockey, Swimming, Tennis in Uganda and Cricket in the case of Kenya are “redundant content”. The results obtained concur with that of Simri. Howell and Bennet (1983) that secondary school Physical Education programmes in the world mainly centre on team skills and team sports. Ball games form the core of the secondary Physical Education programmes in schools in Kenya and Uganda.

4.4.5 Comparison of Goals of Physical Education in Secondary Schools in Kenya and Uganda

In this study comparison of the current aims of secondary schools Physical Education in Kenya and Uganda was achieved through analysis of current syllabuses, the general aims of Physical Education at the secondary level in the two syllabuses were compared. Table 4.22 gives a comparative summary of these goals.

The Table 4.25 shows that there is difference in the aims of Physical Education at the secondary level in Kenya and Uganda. The aims differ in number, statement (style) and content. The Kenya secondary school syllabus has 15 goal statements while Uganda has only 6 goal statements. The Uganda goals are more precisely stated than Kenya goals. Kenya goals were more broadly stated and hence more numerous than Uganda goals.

Table 4.25 General Aims of Secondary School Physical Education in Kenya and Uganda

Aims of Secondary Physical Education in Kenya	Aims of Secondary Physical Education in Uganda
1. Develop Physical and neuromuscular skills.	1. Improve on motor ability, acquire and perform a wide range of sport skills.
2. Perform skillful and efficient movement through physical and mental coordination.	2. Learn experience and take part in sport leisure and recreation activities.
3. Develop knowledge and experience of movement concepts for expression and communication.	3. Develop health, fitness, leisure and recreational habits through engagement in physical activity.
4. Develop good citizenship and national cohesiveness through sporting activities.	4. Socialize and interact with other students and persons through sports and physical activities.
5. Develop social skills through physical activities.	5. Develop and acquire socially acceptable habits and personal values associated with sport and physical activities.
6. Appreciate and participate in both national and international sports and dance for understanding respect and preservation of own and other cultures.	6. Gain understanding of scientific knowledge principles, health values and correct techniques associated with physical exercise.
7. Exposure and appreciate the environment through physical activities.	
8. Engage in physical activities in order to promote health, fitness and general body growth and development.	
9. Appreciate Physical Education and sports a foundation for further education and career.	
10 Identify, nurture and develop individual talents in specific sports.	
11 Develop creativity, ability for inquiry and individual initiative.	
12 Enjoy and appreciate participation in movement for its own sake.	
13 Develop self-discipline, through the understanding and application of rules and regulations in games and sports.	
14 Promote the development of a variety of skills for recreation and positive use of leisure.	
15 Develop awareness of safety, skills and preventive measures in Physical Education and Sports.	

Source: MEST, Kenya Secondary Education Syllabus. Volume 1, KIE 2000 (Pg.45-49)
 MOES. Draft O'level Secondary School Physical Education Syllabus, NCDC. 2003 (Pg.3)

4.4.6 Analysis of specific objectives of the secondary Physical Education Syllabus of Kenya and Uganda

Statements of specific objectives and their distribution among topics in the two syllabuses were analyzed using Chi-square test. The results of the test showed that secondary Physical Education syllabi of Kenya and Uganda put emphasis on different categories of specific objectives. The Uganda Secondary Schools syllabus put greater emphasis on performance of practical skills knowledge of rules, application of skills scientific knowledge and officiating. The Kenya syllabus put greater emphasis on safety precautions, acquisition and development of skills, enjoyment and relaxation character development and leadership application of skills and maintenance of fitness. In the Table 4.26 the top five categories of specific objectives commonly emphasized by the Kenya and Uganda secondary Physical Education syllabi are shown.

Table 4.26 Top Five Commonly Emphasized Specific Objectives of Kenya and Uganda secondary School Physical Education syllabi.

Kenya Secondary Syllabus	Uganda Secondary Syllabus
1. Safety precautions	1. Performing and practical skills.
2. Acquisition and development of skills	2. Knowledge of rules of sports.
3. Enjoyment and relaxation.	3. Application of skills to competitions.
4. Character development and leadership	4. Application of science to sports.
5. Application of skills and maintenance of fitness	5. Officiating of sports.
Chi-square Value	General Formula : $f^{\circ} \frac{(fo-fe)^2}{fe}$
X _{2c} = 33.09, X _{t2} (Df= 16, p=0.05) =15.338 X _{2 cal} > X _{2t} => Reject Ho	X _{2c} = 37.571, X _{2t} (Df = 12, P=0.05) = 21.03 X _{2 cal} > X _{2t} => Reject Ho.

The results in the Table 4.26 show that there is a significant difference in the emphasis of specific objectives in the secondary school Physical Education syllabuses in Kenya and Uganda. The results confirm Hermon (1979) that general aims and objectives of schools Physical Education differ from one country to another much as

similar content may be offered by different nations. In summary this study compared the current secondary school Physical Education syllabuses of Kenya and Uganda. Nine outstanding areas of similarity and differences were noted as shown in Table 4.27.

Table 4.27 Outstanding Similarities and Differences of Secondary Schools Physical Education Syllabuses of Kenya and Uganda

	Criteria/Aspect	Kenya secondary syllabus	Uganda secondary syllabus
1	Duration of periods	40 minutes PE Syllabus	40 minutes PE periods
2	Focus of teaching content	Mainly centered on ball game	Ball games comprise the main content of instruction
3	Functionality	Optional, revised edition since 1985	Not optional, draft form since 1991
4	Examinable	Not examined	Proposed to be examined at the end of O'level
5	Degree of enforcement in school	Compulsory for all secondary schools and students form 1-4	Compulsory S1-S2 optional S3-S4
6	Time allocation	One period per week for form 1-4	Two periods per week for S1-S2 4 period per week for S3-S4 as an option
7	Scope	Has 23 sports disciplines topics of study	Has 12 topics/sports disciplines to be studied.
8	Students choice of content	All areas of content are compulsory except martial arts (options)	Has seven core areas and 5 optional areas from which student can choose
9	Focus of teaching objectives	Emphasizes, safety, skill development, enjoyment, relaxation character development, leadership, application of skills and a maintenance of fitness	Emphasizes performing and practical skills knowledge of rules to competition application of science to sports and officiating

4.5 Implementation of Physical Education Teaching in the Schools in Kenya and Uganda

The third specific objective of this study was to analyze and compare the implementation of the teaching and practices of Physical Education in Kenya and Uganda. The third null-hypothesis= There are no significant differences in the implementation of Physical Education programmes at primary and secondary levels in Kenya and Uganda was investigated at $p=0.05$ level of significance.

Concerns of this hypothesis were connected to the quality of Physical Education teachers, whether schools have qualified Physical Education teachers; whether the

Physical Education teachers teach the subject and how; whether the teachers plan and make schemes of work and lesson plans for Physical Education. Other concerns included whether schools have adequate text books, space and equipment and whether these are available and accessible to teachers to teach Physical Education. Yet another issue that featured was whether the Physical Education syllabuses designed and issued by the respective ministries of education are being followed by teachers to plan and deliver Physical Education teaching content and learning objectives to the learner.

4.5.1 Quality of Physical Education Teachers

On the quality of Physical Education Teachers, data collected showed that not all teachers who teach Physical Education or organize sports and games in schools in Kenya and Uganda are qualified specialists. Non-specialist teachers outnumber specialist teachers. Both Uganda and Kenya have the majority of teachers teaching Physical Education as non-specialists. This result shows that there is a shortage of Physical Education specialist teachers in Kenya and Uganda schools at both primary and secondary levels.

Schools in Kenya and Uganda were equally deprived of physical education specialist teachers. Kenya however had a greater proportion of trained Physical Education teachers operating in the schools (60%) compared to Uganda (46.4%). There were more untrained teachers pretending to teach Physical Education in Uganda than in Kenya. Head teachers responded that the majority of their schools did not have adequate training in Physical Education.

This finding questions the Physical Education teacher training system and capacity for physical Education specialist teacher training in both countries. It confirms views

expressed earlier by Muniu (1987) Kiganjo (1987) about the deficiencies in the supply of qualified PE teachers in the h schools. Further more the results point at the need for quality Physical Education teacher training in order to have quality teaching and delivery of Physical Education programmes in the schools. Good Physical Education teachers must be well trained. However, over a third (35%) of the Ugandan school heads expressed dissatisfaction with the adequacy of training and effectiveness of their Physical Education teachers. In Kenya all, of the school heads, (40.5%) were not satisfied with the training of their teachers in Physical Education. This result implied that the quality of pre-service training of Physical Education teachers in the teachers colleges leaves a lot to be desired. Table 4.28 shows the responses from the head teachers in the schools.

Table 4.28 Comparison of Teacher Quality Issues in the Teaching of Physical Education in Kenya and Uganda

No	Quality Issue/statement	Kenya F (yes) F (no)		Uganda F (yes) F (no)		Chi-square volume	Significance
1.	Are PE teachers specialists	64	104	69	120	7.382	P<0.05 (NS)
2.	Are PE teachers	105	64	120	69	7.382	P<0.05 (NS)
3.	Are all PE teachers trained in PE/Sports	84	110	56	126	5.384	P<0.05 (NS)
4.	Is PE teacher training adequate	85	81	119	70	6.609	P<0.05 (NS)
5.	Are Physical Education teachers effective	86	77	18	68	4.080	P<0.05 (NS)
DF = 3 N= 355 Missing = 14, Ho = upheld							

From the results it was also evident that teachers in both countries were not very effective in teaching Physical Education to their learners. In Uganda nearly two thirds of the schools 63% did not have a trained Physical Education specialist on their staff. In Kenya too 1999 schools (55%) of the respondents did not have a trained Physical

Education specialist. Thus the lack of trained, adequately qualified and effective Physical Education and Sports teachers in schools in Kenya and Uganda is still a major constraint to effective organization, teaching and delivery of PE/Sports in the schools. The effective implementation and delivery of the subject through centrally planned and prescribed syllabuses is still curtailed.

4.5.2 Use of Physical Education Syllabuses

Asked whether schools use the Physical Education syllabi issued by the Ministry of Education head teachers and Physical Education and Sports teachers in this study indicated that the syllabi are not being used Table 4.29.

Table 4.29: Use of the official Physical Education syllabi provided by the Ministry of Education according to P.E Teachers

Do schools teach P.E using MOE(s) written syllabus	Country		
	Uganda	Kenya	Total
Yes	69 50.0%	69 50.0%	138 100.0%
No	122 56.5%	94 43.5%	216 100.0%
Total	191 54.0%	163 46.0%	354 100.0%

The majority of Ugandan teachers (56.5%) agreed that schools do not use the official Physical Education syllabi. In Kenya likewise (43.5%) of the schools did not use the official PE syllabi provided by the Ministry of Education.

Table 4.30: Use of the official Physical Education Syllabi provided by the Ministry of Education according to Head Teachers

Do schools use PE-syllabus from MOE		Country		
		Uganda	Kenya	Total
Yes		83 41.1%	119 58.9%	202 100.0%
No		103 59.5%	70 40.5%	2173 100.0%
Total		186 49.6%	189 54.4%	375 100.0%

From Tables 4.29 and 4.30 both head teachers and teachers agree that the Physical Education syllabi are not being used maximally. In Kenya only 59.5% of the schools in the study used the current Ministry of Education syllabi to teach the subject. In Uganda, however, 51.5% of the schools in the study did not use the official Ministry of Education Physical Education syllabi. It is impossible for teachers to teach the subjects well without following the official syllabus. This finding raises serious concern about the quality, objectives, process and outcomes of the practices of teaching Physical Education in schools in Kenya and Uganda.

Table 4.31: Physical Education syllabi used by teachers to prepare P.E teaching

Which P.E syllabus is used to prepare teaching PE?		Country		
		Uganda	Kenya	Total
	New (2002)	54 58.1%	39 41.9%	93 100.0%
	Old (before 2002)	17 34.7%	32 65.3%	49 100.0%
	Total	71 50.0%	71 50.0%	142 100.0%
Pearson Chi-square = 7.021 Df = 1 Significance = 0.08 N. Valid cases = 142 P > 0.05				

It was also established from both resident teachers and head teachers that the majority of secondary schools did not use the current Ministry of Education Physical Education syllabi. This was particularly so because the Ministry of Education and Sports in Uganda was yet to issue an official secondary school Physical Education syllabus.

However, even in the primary schools in Uganda, where the Ministry of Education officially launched and physically supplied copies of the syllabus to all schools in February 2002, the study shows that 37 schools (18.5%) of the primary schools in the study did not use the new P.E syllabus. In Kenya, likewise, 16% of the primary schools and 31% of the secondary schools did not use the official and current version of the secondary school Physical Education syllabus. There is thus a need for the Ministries of Education not only to issue syllabuses but to ensure that teachers are informed, initiated, inspected, supervised and monitored in the implementation of new Physical Education syllabuses. In Uganda about 35% of the teachers in the schools in the study were still using the old Physical Education syllabus or no syllabus at all. In Kenyan schools which participated in the study 16% of the teachers still stuck to the old Physical Education syllabus. There is thus a need to empower teachers to embrace new changes in the curriculum.

4.5.3 Preparation of Physical Education Lessons

Further analysis of the data with regard to the preparation by teachers revealed that Physical Education lessons in schools in both Kenya and Uganda are not properly prepared. In 52% of the schools in both Uganda and Kenya, Physical Education lessons were not properly prepared.

Table 4.32: Level of Preparation of Physical Education Lessons in schools in Uganda and Kenya

Which P.E syllabus is used to prepare teaching PE?	Country		
	Uganda	Kenya	Total
Yes	83 46.4%	96 53.6%	179 100.0%
No	104 50.0%	104 50.0%	208 100.0%
Total	187 48.3%	200 51.7%	387 100.0%
Pearson Chi-Square = 0.060 Df = 1 Significance = 0.807 No. Valid cases = 379 P > 0.05			

From the results in Table 4.32, it is doubtful if Physical Education lessons are well taught in schools as if teachers do not make time to prepare. This fear is confirmed further by the teachers' responses about lesson preparations for Physical Education.

Table 4.33: Whether P.E teachers in Uganda and Kenya make PE Schemes of Work and Lesson Plans

Do PE teachers use syllabus to plan PE lessons?		Country		
		Uganda	Kenya	Total
Yes	83 41.1%	119 58.9%	202 100.0%	
No	103 59.5%	70 40.5%	2173 100.0%	
Total	186 49.6%	189 54.4%	375 100.0%	

The teachers' responses confirmed the head teachers' observation. In Uganda only about 45% of the Physical Education teachers in the study make schemes of work and lessons plans for the subject. In Kenya 51.0% of the responses from the schools showed that no schemes of work and lesson plans are made by teachers for Physical Education. Results of further investigation into whether Physical Education teachers use specific objectives that can be evaluated to measure learning effectiveness in Physical Education are provided in Table 4.34.

Table 4.34: Whether PE teachers in Kenya and Uganda use specific teaching Objectives that can be evaluated to assess learning outcomes?

Do P.E Teachers use specific objectives that can be evaluated?		Country		
		Uganda	Kenya	Total
Yes	105 46.9%	119 53.1%	224 100.0%	
No	79 51.3%	75 48.7%	154 100.0%	
Total	184 48.7%	194 51.3%	378 100.0%	

The results in Table 4.34 show that teachers in Kenya and Uganda neither use the specific objectives nor assess specific learning outcomes of their teaching Physical Education. This finding confirms teachers' inability/reluctance to use the Ministry's Physical Education syllabi and the lack of serious learning and professional procedures in the teaching of Physical Education in the schools. It alludes to the "play tendency" or cursory treatment of the subject by teachers.

Table 4.35: Whether PE teachers in Kenya and Uganda use PE Progress Chart and monitor the progress learners in P.E.

Are P.E progress charts is use in schools?		Country name		
		Uganda	Kenya	Total
Yes		20	18	38
		52.6%	47.4%	100.0%
No		164	182	344
		47.4%	52.3%	100.0%
Total		184	200	384
		47.9%	52.1%	100.0%
Pearson Chi-square 0.376 Df = 1 Significance = 0.540				
No. valid cases = 384 P= 0.05				

The results obtained showed that teachers in Kenya and Uganda do not use PE progress charts nor monitor the progress of their learners in PE. This result confirms that PE is not given equal attention in schools as the academic subjects which are monitored and recorded more regularly in the schools. The finding subscribes more to the "marginalization theory" that P.E is given less attention than other academic subjects in the school.

The responses in Table 4.36 below showed that over 52.5% of the teachers from the schools in the study in Uganda considered Physical Education to have no specific and assessible teaching/learning objectives.

Table 4.36: Whether PE/performance is shown on pupils/students report cards In schools in Kenya and Uganda

Is PE/Sports shown on students report cards	Country name		
	Uganda	Kenya	Total
Yes	17 34.7%	32 65.3%	49 100.0%
No	170 50.4%	167 49.6%	337 100.0%
Total	187 48.4%	199 51.6%	386 100.0%
Pearson Chi-square = 4.250 Df = 1 Significance = 0.039 No. valid cases = 386 P= 0.05 Ho = upheld			

In Kenya 59.5% of the respondents from the schools in the study considered the subject to have specific and assessable objectives. These results suggest that there are striking differences in how Ugandan and Kenyan schools and teachers look at the PE performance, assess pupils, evaluate and report on the outcomes of their teaching of Physical Education.

4.5.4 Teachers 'ability to teach practical Physical Education

In another part of the questionnaire Uganda teachers confirmed their inability to teach practical Physical Education. Table 4.37 shows the functional differences between the Uganda and Kenya Physical Education teachers.

Table 4.37: Whether PE teachers in Uganda or Kenya teach PE or supervise play activities

Do teachers tech PE or supervise play	Uganda		Kenya	
	F	%	F	%
Teach	76	46.1	89	53.9
Supervise	89	50.3	88	49.7
Are group activities properly and frequently organized?				
Yes	130	52.4	118	47.6
No	53	40.8	77	59.2
Chi-square Test Pearson's Chi-Square Value = 4.635, Df = 1, No. of valid case = 48, Significance = 0.31, Ho = Upheld				

While 53.9% of the teachers in the schools in Kenya and Uganda teach Physical Education, in Ugandan schools 50.3% of teachers tended to supervise play rather than teach practical Physical Education lessons. The majority of teachers in the study 52, 4% in Uganda tended to rely more on organized group activities as a means for teaching/conducting Physical Education activities. The inability of teachers to teach practical Physical Education was explained in a number of ways; lack of adequate teaching space, facilities, equipment and PE books, inadequacy of apparatus, improper dress or absence of PE dress policy, were cited as some of the reason for lack of teaching or poor teaching of the subject. These factors are well illustrated in the results of this study. Provision and availability of adequate physical space is crucial factors in ensuring schools teach physical education. Table 4.38 shows that the lack of adequate physical space was more prevalent in Uganda than in Kenya. In Uganda 81.3% of the schools that did not teach PE and did not have adequate physical space to do so. In Kenya though 61% of the schools had adequate space some 18.8% still did not teach PE. Table 4.38 shows the availability of teaching resource for Physical Education in the schools.

Table 4.38: Availability of Physical Education Teaching Space, Facilities, Equipment and P.E. Books in Schools in Kenya and Uganda

Is adequate space available for physical activities?	Country name		
	Uganda	Kenya	Total
Yes	106 (39.0%)	166 (61.0%)	172 (100.0%)
No	39 (81.3%)	9 (18.8%)	48 (100.0%)
Total	145 (45.3%)	175 (54.7%)	320 (100.0%)
Pearson Chi-square = 29.431 Df = 1 Significance = 0.000 No. valid cases = 320 P= 0.05 Ho = upheld			

The study revealed further that there were schools without alternative space to conduct physical activities. Such schools moved students, hired, borrowed, rented or shared facilities with other schools. The tendency to move students to a nearby facility was more prevalent in Uganda than in Kenya. Kenyan schools without facilities of their own had great tendency to develop shared facilities.

Table 4.39: Tendency of schools with inadequate space to find alternative space for P.E in Kenya and Uganda

Alternative where no adequate PE space is available	Country		
	Uganda	Kenya	Total
Move students	35 (92.1%)	3 (7.9%)	38 (100.0%)
Hire	8 (01.5%)	5 (38.5%)	13 (100.0%)
Borrow	10 (62.5%)	6 (37.5%)	16 (100.0%)
Rent	4 (100.0%)		4 (100.0%)
Share	6 (23.1%)	20 (76.9%)	26 (100.0%)
Total	63 (64.9%)	34 ((36.1%)	97 (100.0%)
Pearson Chi-Square = 34.601 Df=4, Significance = 0.000 (NS)			
No valid cases = 97, P= 0.05, Ho= upheld			

Lack of adequate Physical Education apparatus was also cited as the reason why PE is not taught in schools. More schools in Uganda lacked appropriate apparatus than in Kenya. More than half of the schools in Uganda did not have adequate and appropriate equipment for teaching Physical Education activities.

Table 4.40: Adequacy of PE sports apparatus in schools in Kenya and Uganda

Adequacy of P.E apparatus	Country		
	Uganda	Kenya	Total
Yes	42 (43.8%)	54 (56.3%)	96 (100.0%)
No	141 (51.1%)	135 (48.9%)	276 (100.0%)
Total	183 (49.2%)	189 (50.8%)	372 (100.0%)

4.5.5 Physical Education and Sports Dress Policy

The use of proper Physical Education dress or sports kit during Physical Education lessons is important for quality and professional delivery of the programme. Proper Physical Education dress contributes to ease of movement, tidiness, safety and maximum involvement of learners in physical activity. This aspect of Physical Education and sports was investigated. The results presented in Table 4.41 indicate that in both countries pupils do not dress properly for Physical Education and sports activities. While most schools in Kenya had a specific Physical Education dress policy, many schools in Uganda did not have such a policy.

Table 4.41: PE/Sports Dress and Dress Policy in Schools in Kenya and Uganda

Question		Uganda		Kenya	
		F	%	F	%
Q.23. Do pupils wear sports dress during PE/Sports lessons?	Yes	69	43.1%	91	56.9
	No	120	53.1	106	46.9
Q.24. Do schools have PE/sport dress policy?	Yes	63	38.7	100	61.3
	No	109	54.2	92	45.8
Summary: Chi-square value = 8.764, Significance: 0.003, Ho = Upheld					

The results in Table 4.41 confirm that in both countries children do not dress properly for Physical Education and Sports lessons. There is lack of a sound policy on PE/sports dress. Learners in majority of the schools in the study, both in Uganda and Kenya, did not have proper dress during Physical Education and sports lessons.

Table 4.42: Whether schools in Kenya and Uganda have a PE/Sports dress policy

Does PE/Sport dress policy exist in schools	Country name		
	Uganda	Kenya	Total
Yes	63 (38.7%)	100 (61.3%)	163 (100.0%)
No	109 (54.2%)	92 (45.8%)	201 (100.0%)
Total	172 (47.3%)	192 (52.7%)	364 (100.0%)
Pearson Chi-square = 8.764b Df = 1 significance = 0.003 (NS) No. of valid cases = 364, P= 0.05, Ho= upheld			

The availability of Physical Education textbooks is another important factor investigated in the study. The majority of respondents from both countries showed that there are limited Physical Education textbooks or reference books in the school libraries. A total of 74% of the schools in Uganda did not have such books and so did 63% of the schools in Kenya. Physical Education books were significantly missing in most schools. In Kenya, Physical Education books were significantly missing in most schools. In the schools, were not easily accessible to the teacher. The results showed that in both countries Physical Education books are not readily accessible to the majority of PE teachers. In Uganda, 75.5% of teachers and in Kenya 69.5% of teachers lacked access to information on Physical Education and sports in their schools and for this reason did not teach the physical activities properly as shown in Table 4.43.

Table 4.43: Availability of PE Books and Information among Teachers in schools in Kenya and Uganda

Are PE/Sport books available in school library?		Country name		
		Uganda	Kenya	Total
	Yes	45 (38.1%)	73 (61.9%)	118 (100.0%)
	No	148 (54.0%)	126 (46.0%)	274 (100.0%)
	Total	193 (49.2%)	199 (50.8%)	392 (100.0%)
Pearson Chi-square = 8.321 Df = 1 significance = 0.004 (NS) No. of valid cases = 392, P= 0.05, Ho= upheld				

The lack of access to books and information on Physical Education was not confined to primary schools but applied to both primary and secondary schools. Similarly it applied to both rural and urban schools.

Table 4.44 further shows that the lack of access to PE books in school libraries was more pronounced in Uganda than in Kenya.

Table 4.44: Lack of PE/Books in School Libraries in schools in Uganda and Kenya

Do teachers have access to P.E books in school library?		Country name		
		Uganda	Kenya	Total
	Yes	38 (38.4%)	61 (61.6%)	99 (100.0%)
	No	151 (52.1%)	139 (47.9%)	290 (100.0%)
	Total	189 (48.6%)	200 (51.4%)	389 (100.0%)
Pearson Chi-square = 8.764b Df = 1 significance = 0.003 (NS) No. of valid cases = 364, P= 0.05, Ho= upheld				

Closely related to the issue of access to information is the issue of how informed or how up-to-date Physical Education teachers' resource materials are used in schools. Asked which edition of the school Physical Education syllabus they used, 27% of the

teachers in schools in Uganda showed they used the 2002 edition of the Physical Education syllabus. In Kenya only 19.5% of the schools in the study used the 2002 Edition of the Kenyan Physical Education syllabuses to teach the subject. This implied that although teachers were aware that change had taken place within the national curricula and within their own subjects; they were not ready to move with the new changes in the education system. The tendency of inertia among teachers to embrace changes in the curriculum was well demonstrated in this study. The above findings point further to the need for refresher course, awareness and empowerment seminars, clinics and workshops for Physical Education teachers. These are especially important tools to use when changes in syllabuses and other instructional materials are being introduced.

4.6 Sports and Games Programmes in the Schools

The fourth specific objective of this study was to compare the structure and practices of sports and games in schools in Kenya and Uganda. The fourth null-hypothesis;

Ho4 = There are no significant differences in the structure and practice of sports and games in primary and secondary schools in Kenya and Uganda was investigated. This section shows the results about sports and games

4.6.1 Place of Sports and Games Programmes in Schools

Teachers and head teachers were asked whether children in their school regularly engage in sports and games and whether it was compulsory for all children to engage in regular sport and games. The responses showed that in both countries most schools (63%) fulfilled this requirement, 48% in Uganda and 52% in Kenya, thus sports and games had a better place in Kenyan schools than in Ugandan schools. Majority

schools in the study scheduled sport and games programmes outside normal class hours. In most schools sports and games activities were held in the evening, after classes. Few schools; however, did hold sports and games activities before or during classes or even on weekends but these were a minority. The sports and games programmes in the schools are organized and coordinated by games teachers, majority of whom are not qualified Physical Education and Sports specialists.

4.6.2 Intra-mural Sports Competitions

The study identified the type of competitions commonly held in schools in Kenya and Uganda namely; sports days interclass, inter-house and inter-colour competitions. Table 4.46 shows the of the intramural competitions held within the schools.

Table 4.45: Types and Frequency of Intramural Competitions in schools in Kenya and Uganda

Type of Intramural competitions in schools	Frequencies		
	Uganda	Kenya	Total
Sports days	113	102	215
Interclass	106	112	218
Inter-house	115	47	152
Inter-colour	39	1	40
	189	160	349
N= 349, Missing = 51			

Table 4.45 shows that interclass competitions and sports days, were equally popular among schools in Kenya and Uganda. However, inter-house and inter-colour competitions were more popular in Ugandan schools than Kenyan schools.

4.6.3 Extra-mural Sports Competitions

The study showed that schools in Kenya and Uganda also organize extra-mural sports competitions, at different levels. Such competitions take the form of friendly

matches, sub-county or location competitions, county, district and national championships.

Table 4.46 Types of Extra-Murals and Levels of Competitions in Kenya and Uganda Schools

Level and type of extra mural competitions	Responses		
	Uganda	Kenya	Total
National Championships	46	50	96
District Championships	110	128	238
County Championships	59	26	85
Sub-county/location Championships	112	86	198
Friendly matches	160	140	300
N= 362, Missing = 8			

Table 4.46 shows that Extra-mural competitions in Kenya and Uganda have a pyramidal structure. From the table it is clear that most schools participate in friendly matches, district and national championships. Sub-county and county championships are, however, organized in Ugandan schools as a middle level competition between the friendly matches and district championships. Learners in both countries have a chance to experience different levels of participation and competition while at school.

4.6.4 Organization of Intra-and Extra-mural Sports Competitions

Schools organize intra-mural and extra-mural sports of various kinds. The result shows that of 364 schools, 91% of all the schools in the study, organized intramural matches (Tables 4.47).

Table 4.47 Organization of Intra-mural competitions in schools in Kenya and Uganda

Question		Responses			
		Uganda		Kenya	
		F	%	F	%
Do schools organize intra-mural matches	YES	184	50.5	180	49.5
	NO	7	25.9	20	49.5
Chi-Square test					
Pearson's Chi-Square Value= 6.009		Significance p> 0.05			
Df= 1		Ho = upheld			

Activities were of various kinds. The majority of schools in both Uganda and Kenya hold intra-mural matches. Further investigation however, revealed that schools hold intra-mural matches in particular sports disciplines (Table 4.48)

Table 4.48: Sports Disciplines in which schools in Kenya and Uganda hold intra-mural competitions

S/N	Sports discipline with inter-house or inter-class competition	F	% Response	% Cases
1.	Football	91	20.2	35.7
2.	Netball	76	16.9	29.8
3.	Volleyball	57	12.6	22.4
4.	Athletics	17	3.8	6.7
5.	Basketball	14	3.7	5.5
6.	Hockey	11	2.4	4.3
7.	Cricket	8	1.8	3.1
8.	Table tennis	6	1.3	2.4
9.	Badminton	2	.4	.8
10.	Handball	2	.4	.8
11.	Swimming	2	.4	.8
	N= 285			

Majority of the schools, (63%), indicated that they hold matches in 11 sports disciplines. Football, Netball, Volleyball and Athletics are the most competed sports in the intra-mural programmes. In this study, 92% of the schools showed that they play matches against other schools. Such matches are properly organized and coordinated by games teachers. In Uganda, schools do invite parents to attend sports

days while the majority of Kenyan schools do not. Schools in both countries recognize and regard sportsmanship highly. Games tables were a common feature in over half the schools in the study. Staffs in school in both countries are actively involved in sports and games. (Table 4.49).

Table 4.49: Staff and Parents involvement in School Sports and Games in Kenya and Uganda

Action in Sports	Practice	Uganda		Kenya	
		F	%	F	%
Schools hold extra-mural matches	Yes	184	50.0	184	50.0
	No	9	42.9	12	57.1
Matches properly organized	Yes	180	51.4	170	48.6
	No	13	34.2	25	65.8
Parents invited to sports days	Yes	138	63.9	78	36.1
	No	56	32.0	1.19	68.0

The results in Table 4.50 further show that staff and parents are involved in school sports. Schools in Kenya and Uganda traditionally have a games table or internal championship ranking. In both countries, staff in nearly 65% of the schools, take an active role in school sports. (Table 4.50)

Table 4.50: Staff and parents involvement in school sports and games in Kenya and Uganda (cont'd)

Action in Sports	Practice	Uganda		Kenya	
		F	%	F	%
Games table in the school	No	17	27.9	54	72.1
	Yes	108	51.9	100	48.1
Staff involved in sports and games in school	No	83	46.6	95	53.4
	Yes	135	50.2	134	49.8
	No	58	47.5	64	52.5

The study also found that parents have a role to play in the promotion of sports in schools. (Table 4.51)

Table 4.51: Role of Parents in the Promotion of Sport in Schools in Kenya and Uganda

Role of Parents in school sports	Frequencies		
	Uganda	Kenya	Total
Attend school sports days	129	81	210
Pay fees/give sports donations	68	115	183
Sponsor schools sports	30	43	73
Provide play in puts/kits	64	66	130
Total	172	159	331

Many Ugandan parents attend schools sports days. Kenyan parents, however, concentrate more on paying fees and giving sports donations. In both countries parents participate in providing play kit for children's sports in schools.

4.6.5 Criteria used to grade School Competitions

In both countries school competitions are graded. The study found that criteria used by teachers to grade children in school sports competitions include; Age, ability, sex and size. Most schools grade children for competitions based on ability, sex, age, or size. Schools in both Kenya and Uganda use these criteria to select children to take part in extra-mural sports competitions. The results are summarized in Table 4.52.

Table 4.52 Systems used to Grade children in Sports competitions in Schools In Kenya and Uganda

System of Grading Sport Competitions	Responses Frequencies		
	Ability	124	84
Sex	113	56	169
Age	98	79	177
Size	52	32	84
Total	192	161	353
N= 353, Missing = 17			

4.6.7 Sportsmanship in the schools

Sportsmanship is recognized in the schools in both Uganda and Kenya. Sportsmanship is more recognized in Ugandan than in Kenyan schools. There are 12 reasons why sportsmanship is recognized in schools in Kenya and Uganda. These are: motivation, awards, cooperation, participation, developing good behaviour, and relationship, fair play, discipline, talent development, keeping rules and regulations, promoting festive behaviour and imparting skills.

Access to sponsorship bursaries and sports facilities were also cited by teachers as reasons which lead to recognition and promotion of sportsmanship in the schools.

Table 4.53: Why Sportsmanship is recognized in Schools in Kenya and Uganda

	Reasons for Recognition	Frequency	% response	% cases
1	Award of certificate and prizes to motivate students	72	33	37
2	Encourage students to participate and cooperate	55	25.2	28.4
3	Promote good behaviour and relationship	30	13.8	15.5
4	Encourage fair play	24	11.0	12.4
5	Develop competitive spirit	17	7.8	8.8
6	Discipline	10	4.6	5.2
7	Develop talent	2	.9	1.0
8	Observing regulations and rules	2	.9	1.0
9	Sponsorship bursaries	2	.9	1.0
10	Promote festivals (bull roasting)	1	.5	.5
11	Acquire and impart skills	1	.5	.5
12	Provide facilities for school	1	.5	.5

4.6.8 Benefits and Losses from Sports and Games Programmes

The study further examined the benefits accruing from sports and games in the schools. These were looked at from two points of view: (a) the individual and (b) the school. Responses obtained from the respondent sports teachers are summarized in Table 4.54.

Table 4.54: Whether Learners Benefit or Lose by Participating in School Sports and Games programmes

Questions	Responses				Chi-square value
	Uganda		Kenya		
	F	%	F	%	
Q.40. Do learners benefit from sports and games programmes?	177	51.8	165	48.2	9.55
	10	25.6	29	74.4	p>0.05 N=381
Q41. Do learners lose if no sport and games is offered?	174	51.5	164	48.5	9.55
	14	40.0	21	60.0	p>0.05 N= 373
Q42. Do schools benefit from sports and games?	161	52.4	146	47.6	9.55
	14	41.2	20	58.8	p> 0.05 N= 341

From the results obtained, there was a general consensus among sports teachers that learners and schools in Kenya and Uganda benefit from involvement in Physical Education and Sports programmes. Schools equally benefit from sports and games programmes. Further investigations into how learners benefit from sports and games programmes the schools revealed various benefits as shown in Table 4.55.

Table 4.55: Types of Benefits Obtained by Learners who Engage in Sports and Games at School

	Type of Benefit	Frequency	% Responses	% of Cases
1	Physical exercise/relaxation/fitness	111	22.8	40.8
2	Social development/friendship/interaction	92	18.9	33.8
3	Development of talent/career	57	11.7	21.0
4	Receiving prizes certificates	55	11.3	20.2
5	Traveling to different areas/tours	30	6.2	11.0
6	Developing competitiveness	25	5.1	9.2
7	Acquiring basic skills in sports	24	4.9	8.9
8	Developing cooperation/sharing	18	3.7	6.6
9	Teamwork	13	2.7	4.8
10	Leadership skills	13	2.7	4.8
11	Discipline	12	2.5	4.4
12	Popularity and recognition	11	2.3	4.0
13	Scholarships/bursaries	9	1.8	3.3
14	Parties/Bull roasting/enjoyment	5	1.0	1.8
15	Promoting unity of school	4	.8	1.5
16	Improving of academic/PE	4	.8	1.5
17	Employment after school	2	.4	.7
18	Joining clubs teams	2	.4	.7

Of the schools in the study, 68% showed that learners benefit from participation in sports and games at school in several ways. Apart from providing physical fitness, relation and exercise the results of the study showed that sports programmes provided learners with opportunities to earn prizes and certificates; travel and tours to different areas; developing talents and careers in sports; developing of sports skills, competing, developing social competence and making friends and interaction with other people.

In addition, teamwork, cooperation, sportsmanship, popularity and recognition, unity, identity and belongingness are the other individual attributes were developed among learners. In some schools which excelled in sports, learners are selected to join clubs or teams. Some learners use sports as an avenue to gain employment after school and join competitive sports clubs.

The study also showed that sports and games programmes not only make schools popular but provide opportunity for interaction, identity, friendship, discipline, fame, exposure, competitiveness and unity among learners and staff. In addition schools also indicated that through sports schools had an opportunity to receive trophies, certificates and the related recognition for participation. The programmes further contributed to development of talents, improved health of students, good public relations and enhanced enrollments. To some schools, sports and games provided a source of pride, reduced redundancy and provided opportunity for students and teachers to travel out far and wide on sports trips.

The study also associated absence of sports and games programmes in schools with the loss or denial of certain individual opportunities. In 58% of the schools absence of sports and games deprived learners of opportunities that included undeveloped

talents, idleness/dullness, restricted interaction, limited exposure and traveling, ill-health and unfitnes, indiscipline, non competitiveness, low motivation, no enjoyment, boring school routines, lack of teamwork and cooperation. The study confirmed that there are both opportunities gained and opportunities lost by learners in a school through engagement or non- involvement in games and sports programmes.

4.6.9 Sports and Public Relations in the Schools

The study found that sports programmes in schools had close connection with the public in Kenya and Uganda. This finding confirmed that in both Kenya and Uganda the radio, television, newspapers, videos, sports days, Ministry of Education and Sports and the District Education officers or Inspectors influence sports programmes in schools. In Kenya and Uganda the sports day has the greater influence on school sports public relations. Comparatively the radio plays a more prominent role in promotion of sport in Uganda while in Kenya the television has a greater influence. Table 4.56 shows how the public influences school sports programmes in Kenya and Uganda.

Table 4.56: Public Influence and Sports Programmes in Schools in Kenya and Uganda

Source of Public influence on Sport in Schools	Frequencies		
	Uganda	Kenya	Total
Radio	98	74	172
Television	92	103	195
Newspapers	94	90	184
Videos	40	43	83
Sports day	130	125	255
Ministry of Education Officers/Inspectors	47	37	84
Total	191	166	357
N= 357	Missing 13 cases		

4.6.10 Finance and Budgeting for Sports and Games Programmes in School Kenya and Uganda

The study shows that few schools appropriately budget for sports and games in the schools. Most schools draw funds for sports from a co-curricular vote. Table 4.57 shows the budget system and source of funds for sports and games in the schools.

Table 4.57: Budget System Used for Sports Programmes in Schools in Kenya and Uganda

Budget System for Sport	Responses	
	Uganda	Kenya
Co-curricular vote	123	92
General funds no vote	30	35
Special PE/sports vote	23	33
Specialist & co-curricular vote	3	0
Total	179	160

From the results, over half of the respondent schools did not have a budgetary provision for sports and games programmes in the school. Further investigation revealed however, that funds are available for the development of Physical Education and Sports in schools, though not properly budgeted for. It was also evident that more schools in Uganda had funds availed for sports and games programmes compared to 45.2% in Kenya schools. Most schools in Uganda supported sports through the co-curricular activities vote. The recurrent funds provided for sports and games in schools were on the other hand used in various ways with the purchase of sport equipment standing more prominently among stated needs. Table 4.58 shows how schools use funds provided for sports and games in Kenya and Uganda.

Table 4.58 (a): Use Recurrent Funds for Sports in Schools in Kenya and Uganda

Use of Funds for Sports in the School	Responses		Total
	Uganda	Kenya	
Purchase and equipment	49	31	80
Training teams	5	5	10
Maintain facilities	1	0	1
Competitions	14	5	23
Policies	2	0	2
Transportation	2	10	12
Trips	13	31	44
First Aid kit	1	1	2
Dressing teams	0	6	6
Feeding	0	21	21
Accommodation	2	3	5
Total	61	57	118
N= 81 Valid cases 252 = missing cases			

The results in Table 4.58 (a) show that schools get recurrent funds for PE and sports. Such funds are used to purchase equipment, train teams, maintain facilities finance competition, transport teams, provide first aid kits, dress teams and provide accommodation while on sports tours. In addition funds provided for sports development in schools in Kenya and Uganda are mainly used to finance sports trips and competitions, purchase equipments, cater for welfare of Physical Education and Sports teachers, and pay personnel and coaches. In some schools, funds are used for the introducing new sports activities into the schools. Table 4.58 (b) shows how funds provided for sports are used to support sports programmes in schools.

Table 4.58 (b): Use of Funds Available for Development of Sports in Schools in Kenya and Uganda

Use of Funds for Sports in the School	Responses		Total
	Uganda	Kenya	
Finance sports trips	120	89	209
Finance competitions	107	84	191
Purchase equipments	101	90	191
Cater for welfare of PE/sports teachers	84	35	119
Develop sports facilities	54	38	92
Pay personnel/coaches	59	17	76
Introduce new sports	30	19	49
No. Valid cases = 294	164	130	294
Missing cases = 76			

4.6.11: Sports Facilities in the Schools

Sports facilities play a big role in shaping the sports and games programmes in schools. In this study, 348 of the schools, (86%), showed the type of sports facilities available (Table 4.59). The results show that schools are not adequately provided with sports facilities. Football fields, Athletics tracks, Netball and Volleyball courts are the most common sports facilities provided in schools in Kenya and Uganda.

Table 4.59: Type of PE/Sports Facilities Available in Schools in Kenya and Uganda

Type of facilities	Responses		Total
	Uganda	Kenya	
Football field	139	139	278
Athletics track	100	111	211
Netball court	152	124	276
Volleyball court	135	142	277
Rugby field	15	11	26
Tennis court	10	21	34
Handball court	8	59	67
Gymnastics facility	3	9	12
Indoor games	12	15	27
Cricket	10	7	17
Basket ball	14	26	40
Hockey field	2	14	16
Total	185	163	348

4.6.12 Space for Physical Activities in the Schools

A significant majority of schools in this study indicated that they had adequate space for physical activity. A greater percentage of schools in Kenya (83%) than in Uganda (55%) had adequate space for sports. Children in schools in Uganda have less space to play at school than children in schools in Kenya. The type of space available for physical education and sports in schools is in Table 4.60.

According to the results in Table 4.60, the majority of schools in both countries had enough space to accommodate Football, Netball, Volleyball and Athletics fields. Some schools, however, did not have adequate space for Physical Education activity on their compounds. They either moved students to nearby schools or community, or municipal facilities. Other schools hired borrowed, rented or shared facilities for physical education and sports.

Table 4.60: Type of Space & Facilities Available for Physical Education and Sports in Schools in Kenya and Uganda

	Type of Space/Facilities Available	F	% Response	% Cases
1	Football	319	21.6	83.5
2	Netball	301	20.4	78.8
3	Volleyball	285	19.3	74.6
4	Athletics	230	15.6	60.2
5	Handball	85	5.8	22.3
6	Basketball	59	4.0	15.4
7	Indoor games	53	3.6	13.4
8	Tennis	44	3.0	11.5
9	Rugby	32	2.2	8.4
10	Cricket	26	1.8	6.8
11	Hockey	22	1.5	5.8
12	Gymnastics	16	1.1	4.2
13	Others	4	.3	1.0

Table 4.61 shows the methods used to access physical education and sports space by such schools.

Table 4.61: Methods Used to Access Physical Education and Sports Space by Schools Which Have no Facilities

Alternative	Responses			
	F	Uganda	F	Kenya
Move students	35	92.1	3	7.9
Hire facilities	8	61.3	5	38.5
Borrow facilities	10	62.5	6	37.5
Rent facilities	4	100	0	0
Share facilities	6	23.1	20	76.9
Pearson's Chi-square = 34.601, Df = 4, Significant, No. of valid cases = 97, P= 0.000 Ho = upheld				

4.6.13 Adequacy and Storage of PE/sports Apparatus

Availability of Physical Education and Sports apparatus is important for the smooth running of both the Physical Education and the sports and games programmes. In this study, the majority of schools in both countries lacked adequate Physical Education and sports equipment. The problem was, however, more prevalent in Uganda schools (51.1%) than in Kenya (48.9%). Equipments for the ball games were not available. Majority of schools 96.2% did not have gymnastic equipments. The most common gymnastic equipment available to the school were ropes, tyres, hoops, ribbons; bulls improvised beanbags, weights, rings, sticks and nets. The lack of gymnastic equipment is a key reason to why Gymnastics was not taught in the schools. As proper storage of sports equipment is important, the study investigated storage of Physical Education and sports equipment in schools. Table 4.62 shows where sports equipment is stored in schools in Kenya and Uganda.

Table 4.62: Storage of PE/Sports facilities in schools in Kenya and Uganda

Places of storage	Uganda		Kenya	
	F	%	F	%
Store	96	45.9	113	54.1
Headmaster's office	37	50.0	37	50.0
Staff room	17	48.6	18	51.4
PE/sports teachers house	8	53.3	7	46.7
School dormitory	4	80.0	1	20.0
Store & Headmaster's office	2	50	2	50
Director of Studies office	1	100	0	0
Science room	1	100	0	0
Library	1	100	0	0
Summary: Chi-Square Value = 5.9933 Df = 8, P= 0.05 Ho = upheld Significant No of valid cases = 345				

In the majority of schools in Kenya and Uganda, the common practices were to keep the sports equipment in a store, headmaster's office, staffroom or Physical Education sports teachers' house. In some rare cases, however, sports equipments were also kept in school dormitories, director of studies office, science room or library. This result is a proof that most schools in the study lacked proper equipment storage facilities. Closely connected to the above is the question of who stores Physical Education and sports equipment. This issue was also investigated.

Table 4.63: Who keeps PE/Sports equipment in schools in Kenya and Uganda

Who keeps the PE/sports equipment	Uganda		Kenya	
	F	%	F	%
Store keeper	3	30.7	7	70
Class monitor	38	66.7	19	33.3
PE/sports teachers	107	43.7	138	56.3
Sports prefect	18	72.7	3	27.7
Secretary	.2	100	0	0
Class teacher	4	100	0	0
Librarian	2	66.6	1	33.3
Summary:				
Chi-Square Value = 20.991 Df = 9				
Significance = 0.13 Ho = upheld No of valid cases = 335				

4.6.14 Challenges Facing Sports and Games Programmes in Schools

The study investigated key problems facing sports and games programmes in schools. On the basis of responses from Physical Education and Sports teachers in 362 schools (70.5%) the results in Table 4.64 were obtained.

Table 4.64: Challenges Facing Sports and Games Programmes in Schools in Kenya and Uganda

Challenges	F	% Response	% of cases
Inadequate sports equipment/materials	233	28.1	64.4
Inadequate funds	144	17.4	39.8
Lack of training for sports teacher	126	15.2	34.8
Lack of facilities/textbooks/uniforms	117	14.1	32.3
Limited space/play grounds	87	10.5	24.0
Little time given to sports and games	30	3.6	8.
Lack of pupils interest	21	2.5	5.5
Lack of motivation for teachers	17	2.1	4.7
Lack of motivation for pupils/students	11	1.3	3.0
Inadequate transport to travel	11	1.2	3.0
Bad weather (climate)	8	1.0	2.2
Indiscipline (Hooliganism)	2	0.2	0.6
Lack of refresher courses	1	0.1	0.3
Lack of teachers/students cooperation	1	0.1	0.3

The lack of an adequate supply of equipments, inadequate funding, lack of trained sport teachers, lack of facilities, textbooks and uniforms, stand out prominently on the list of challenges. Results in Table 4.65 show that sports and games programmes in schools in Kenya and Uganda do face challenges. The lack of an adequate supply of equipments, inadequate funding, lack of trained sport teachers, lack of facilities, textbooks and uniforms, stand out prominently on the list of challenges.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The main purpose of this study was to analyze, and compare Physical Education syllabus implementation of sports and games programmes in primary and secondary schools in Kenya and Uganda. Syllabi, sports programmes and current practices were investigated. The study used comparative analysis to identify key areas of similarity and differences in Physical Education and Sports in the two East African countries. Data were collected by use of documentary analysis and administration of a field questionnaire in 384 schools in Kenya and Uganda.

Four main null hypotheses were investigated and tested at $p=0.05$ level of statistical significance using SPSS Package (Version 11) and the Pearson's Chi-Square Test of Association. The four main hypotheses tested were:

- i. H_{01} =There are no differences between Physical Education syllabi for primary schools in Kenya and Uganda.
- ii. H_{02} =There are no differences between Physical Education syllabuses for secondary schools in Kenya and Uganda.
- iii. H_{03} =There are no differences between the implementation of Physical Education programmes in primary and secondary schools in Kenya and Uganda.
- iv. H_{04} =There are no differences in the implementation of Sports and games programmes in primary and secondary schools in Kenya and Uganda.

The hypothesis H01 and H02 were rejected at $P=0.05$ level of significance. This means that there were significant differences between the primary and secondary school Physical Education syllabi of Kenya and Uganda.

However, the hypothesis H03 and H04 were upheld. This means that:-

- i. There were no significant differences in implementation of Physical Education in schools in Kenya and Uganda and;
- ii. There were no significant differences in the structures and practices of sports and games in Kenya and Uganda.

This chapter therefore has four main subsections: Section 5.2 gives a summary of the major findings of the study basing on four central issues;

1. Comparison of Primary school Physical Education syllabi,
2. Comparison of Secondary school Physical Education syllabi,
3. Comparison of implementation of Physical Education programmes,
4. Comparison Structure and practices of sports and games programmes in the schools in Kenya and Uganda.

Section 5.3 makes conclusions about the research problem' section 5.4 makes some recommendations for future policy and research actions.

5.2 Summary of Findings

The findings in this study can be grouped into four main categories relating to the four central issues and hypotheses of the study namely:-

- a) Primary School Physical Education syllabi in Kenya and Uganda.
- b) Secondary school Physical Education syllabi in Kenya and Uganda.

- c) Implementation of Physical Education programmes in schools in Kenya and Uganda.
- d) Structure and practices of sports and games programmes in Kenya and Uganda schools.

5.2.1 Physical Education Syllabi at the Primary School levels

This study found that Physical Education is taught as a subject in the Primary schools in both Kenya and Uganda. The subject makes up part of the educational activities, missions and requirements of primary education. The subject however has a low and peripheral status compared to other subjects on the school curriculum. The subject is allocated less time on the primary school curriculum compared to other subjects which are considered central to education.

As a whole primary school children in Uganda had less time allocated for P.E than those in Kenya. The number of Physical Education periods allocated per week decreases in the upper primary classes compared to the lower classes in both countries. The actual Physical Education teaching time and duration of P.E. lessons per week in Kenya and Uganda is less than those allocated on the school time-table and in the syllabuses. Teachers in upper classes tend to use some of the periods allocated to Physical Education for other subjects.

Not all the content prescribed for Physical Education in the syllabi of Kenya and Uganda is taught at the primary levels. In Kenya and Uganda, Primary Physical Education syllabi prescribe different topics or content to be taught. Content at the lower classes includes; Basic movements, traditional games, dance in Physical

Education, Gymnastics, Athletics and Swimming. The scope of content taught however, is narrower than is prescribed in syllabi of both countries. The same applies to the content taught at the upper primary classes.

The aims and objectives of primary school Physical Education syllabi of Uganda differ significantly from those of Kenya in number, content, style of presentation and context. In both countries Physical Education it is not an examinable subject and therefore its objectives do not feature as a priority among school objectives. context. In both countries Physical Education is not a priority among school subjects because. Primary schools in Kenya and Uganda are elitist and lay greater premium on academic excellence rather than all-round education.

The areas of focus of objectives of Physical Education emphasized by the syllabuses and the teachers in lower and upper primary school sections differ for Uganda and Kenya. There are disparities, between written syllabus goals of Physical Education written in the syllabi. And the goals/objectives that teachers pursue when actively teaching Physical Education. The study found significant differences between the Primary School Physical Education syllabuses of Kenya and Uganda.

5.2.2 Physical Education Syllabuses at Secondary Schools Levels

The study found Physical Education to have a better and more established standing on the Kenya Secondary Education Curriculum than in Uganda. While Physical Education in Kenya secondary schools was historically accepted since 1973, Physical Education was yet to emerge as an officially accepted subject in the Uganda

Secondary Education Curriculum. The Kenyan Secondary School Physical Education syllabus was 30 years older than the Ugandan syllabus. Physical Education was practically more time-tabled in Kenyan schools than in Ugandan schools. The Uganda Physical Education Syllabus offered more periods of Physical Education lessons than Kenya. The duration of Physical Education periods in at secondary schools was 40 minutes in both countries. However, Uganda offered two periods of Physical Education per week compared to Kenya which offered one period per week for forms 1-2. Uganda proposed to offer Physical Education as an optional subject that will be continuously assessed for Forms 3 and 4 while Physical Education in Kenya remains unexamined at Kenya Certificate of Education.

The content prescribed for teaching Physical Education at secondary levels in Kenya and Uganda is similar in some key elements, however, the Kenya Secondary Syllabus has nearly twice the number of topics to be taught compared to the Uganda syllabus.

In practice, Football, Athletics, Netball, Volleyball, Basketball, and Handball are the central sports offered for Physical Education in secondary schools in both Kenya and Uganda.

The aims of secondary school Physical Education in the first four years of secondary Education in Kenya and Uganda differed significantly in number, style of presentation, content and focus. The Kenya syllabus had more broadly stated and more numerous goals while those for Uganda were more specific. The school Physical Education syllabuses also emphasized different categories of objectives. In Uganda the greatest emphasis was put on practical performance of skills, knowledge

of rules, application of skills, scientific knowledge of sport and officiating skills. In Kenya, however, the emphasis was on safety precautions, acquisition and development of skills, enjoyment, relaxation, character development and leadership, application of skills and maintenance of fitness.

Though there were similarities in the duration periods and teaching content between Uganda and Kenya, the differences by far outweighed the similarities. Significant differences were found between the aspects of: functionality, examinability, degree of enforcement, time allocation, and scope, choice of content by students, and focus of teaching objectives. There were significant differences between secondary Physical Education syllabuses of Uganda and Kenya.

5.2.3 Implementation of Physical Education in Schools

The study found that not all teachers who teach Physical Education in the schools in Kenya and Uganda were Physical Education specialists. Non-specialist teachers outnumber P.E specialist. Both in Kenya and Uganda were short of Physical Education specialists. Uganda has more untrained teachers handling Physical Education than Kenya.

Kenya has slightly bigger percentage of trained Physical Education specialists than Uganda. The majority of teachers however were not adequately trained and qualified in Physical Education. Lack of training of teachers in Physical Education in both countries seemed to point at inadequacies in the Physical Education teaching at the Teacher Training Colleges and universities. For this and other reasons, the quality and quantity of Physical Education teaching in primary and secondary schools in

Kenya and Uganda leaves a lot to be desired. The lack of trained and adequately qualified and effective Physical Education teachers is a major constraint to effective organization, teaching and delivery of PE and sports in Kenyan and Ugandan schools.

In addition, the study found that Physical Education syllabuses issued by the ministries of Education are not strictly followed and used by teachers. Such syllabi are not put to maximum use by teachers partly because of lack of adequate orientation, inadequate inspection and supervision, lack of appropriate textbooks, and teacher's guides. Consequently, teachers did not adequately prepare for Physical Education or make schemes of work or lesson plans.

General teaching and specific teaching objectives and content prescribed in the Physical Education syllabuses were not seriously implemented at the classroom levels. No adequate attention was paid to monitoring, assessment, evaluation and reporting of Physical Education teaching activities and processes in the schools. The teachers' practical ability in conducting Physical Education lessons was found lacking. Physical Education teachers were more of supervisors of play than conductors of practical Physical Education.

Lack of Physical Education dress policy, absence of Physical Education reference books, inadequate physical facilities and equipment, lack of access to up-to-date information on Physical Education and Sports further relegated Physical Education to a peripheral status in the schools. Most Physical Education teachers in Kenya and Uganda were not as practical and active as would normally be expected of a Physical Education teacher in developed countries.

5.2.4 Structure and Practice of Sports and Games Programmes in the Schools

The study found that sports and games programmes, have a place as co-curricular activities in most primary and secondary schools in Kenya and Uganda. In 63% of the schools in the study, participation in co-curricular sports and games was compulsory for all learners. The majority of schools scheduled sports and games in the evenings outside normal class teaching hours. Most schools had a games teacher who co-ordinates the sports programmes.

Intra and extra-mural sports competitions were organized at different levels and assumed a pyramidal structure. In most schools, the learners participated in friendly, schools, district and national championships. The sports disciplines most competed for included Football, Netball, Volleyball, Athletics, basketball, Hockey, Cricket, Table tennis, Badminton, Handball and Swimming.

Staff and parents were actively engaged, supported and encouraged school sports and games activities. Schools graded learners for competitions based on age, ability, sex and size. Sportsmanship was encouraged and recognized as a special attribute in the schools. Both learners and schools stood to benefit positively out of the inclusion of sports and games in educational programmes in the schools in Kenya and Uganda. Sports and games were found to play important public relations function in the schools. Radio, television and newspapers played a prominent role in publicizing and popularizing sports and games in schools.

Parents and Ministry of Education officials were also found to play an instrumental role in the promotion of sports and games culture in the schools. Sports facilities,

finances, budget system, sports development initiatives, availability of physical space, adequacy of storage and type of storage facilities were vital factors in the promotion and development of sports and games in Kenyan and Ugandan schools.

The study also found that lack of sports equipment, inadequate funding, lack of sports uniforms and text books, limited space and lack of playgrounds, lack of interest by teachers and pupils in sports, inadequate transport, indiscipline, and lack of refresher courses were among the factors negatively impacting on the development of sports and games as co-curricular activities in schools in Kenya and Uganda. The structure and practices of sports and games as co-curricular activities in schools in Kenya and Uganda did not differ significantly.

5.3 Conclusions

This study was triggered by global and local concern about the practice of Physical Education and Sports in schools, and the lack of up-to-date data and information relating to the status and implementation of Physical Education and Sports in African schools, most especially Kenya and Uganda.

The research set out to ascertain the status of Physical Education and Sports in schools in Kenya and Uganda; analyze and compare Physical Education syllabi used in primary and secondary schools and compare the implementation of Physical Education; compare the structure and practice of sports and games in the primary and secondary schools in the two countries; and make recommendations to improve the delivery of Physical Education and Sports in the two countries.

In view of the results discussed in Chapter Four, the following conclusions are drawn in relation to the research questions raised in Chapter 1 Section 1.5.

First, Physical Education exists in primary and secondary schools in Kenya and Uganda but has a peripheral and marginalized status. The subject is not very well taught and practiced in all the schools. It is constrained in terms of time allocation and resources for implementation of teaching.

Second, there are written national Physical Education syllabi in schools in both Kenya and Uganda. However, the current syllabi are not equal and the same for both Kenya and Uganda. Physical Education syllabuses at both the primary and secondary levels of the two education systems differ in terms of time allocation, statutory time allocation, aims and objectives, contents, structure, focus of teaching objectives, examinability and level of functionality.

Third, the Kenya Physical Education syllabi existed decades before the Uganda syllabi. The Uganda Primary Physical Education syllabus is broader in content than that of Kenya. Primary Physical Education Syllabus. However, at the Secondary level, the Kenya syllabus is broader in content than the Ugandan syllabus. At both primary and secondary levels the Ugandan syllabi are more specific than the Kenyan syllabi in both countries Physical Education syllabi are being implemented in schools. Physical Education practices in primary and secondary schools in both countries are similar and are based on the British schools tradition.

The implementation of Physical Education in schools in Kenya and Uganda faces several but similar problems. Practices in the implementation of Physical Education in schools are significantly similar. Critical factors such as the quality of P.E teachers, their availability, effectiveness, and level of training, practical ability, knowledge of the subject, inadequate supervision and guidance are some of the common constraints.

In addition, factors such as the absence of adequate Physical space, lack of facilities and equipment, lack of access to information, inadequate supervision, lack of dress policy, are some of the common challenges constraining effective delivery of Physical Education in both Kenya and Uganda. The implementation of Physical Education in schools is curtailed by similar constraints in both countries.

Sports and games programmes exist and are popular after-class school activities in Primary and secondary schools in both Kenya and Uganda. They are compulsory activities for all schools in both countries and are co-coordinated by games teachers. Most schools in Kenya and Uganda have intra- and extra-mural programmes and hold competitive sports championships in Athletics and ball games. The competitions are graded and based on age, sex, ability and size of learners. Football, Netball, Volleyball, Athletics, Basketball, Hockey, cricket and Handball are the core activities in the sports and games programmes in secondary schools in both countries. Swimming and gymnastics are less easily afforded by schools in the two countries.

Sports and games programmes in both countries enjoy the support of the students, staff, parents and government. Parents, the media, Ministry of Education officials are

some of the promoters of sports and games in the schools in both countries. Sportsmanship is recognized, valued and rewarded in schools in Kenya and Uganda. However, schools in both countries face similar factors which promote or hinder the sports programmes. The traditions of co-curricula sports and games in the two countries are based on the British and high school games tradition.

5.4 Recommendations

In light of the above findings and conclusions, the researcher recommends the following:

5.4.1 Policy Actions

There is a need to harmonize and review Physical Education syllabi for primary and secondary schools in Kenya and Uganda. There is also need to strengthen, co-ordinate and harmonize the inspection, training of Physical Education teachers, resourcing of school Physical Education and the overall supervision and teaching of the subject.

Further, there is need to harmonize policies, competition structures, organizations and practices of sports and games in schools among East Africa countries and education systems. All in all there is a need to exchange, and share information, about syllabuses textbooks and teaching processes and other activities related to Physical Education and Sports in schools for the continued development of the discipline in this region of the world.

Joint research and coordination of teaching assessment and examination of Physical Education at school level ought to be encouraged. Joint competitions and sharing competition standards between schools and schools systems in Kenya and Uganda are

necessary. Sharing of educational materials, textbooks at the East African regional level need to be expanded to meet the demands of a growing regional market for Physical Education and sports.

Sharing of expertise and personnel in Physical Education and Sports in the two countries needs to be encouraged by institutions and governments in East Africa. In addition, sharing of teacher training experiences and information is also necessary. Joint coordinated action by government schools and ministries relating to areas of strength and weakness identified by this study is also vital.

5.4.2 Further Research

Further research is recommended after this research namely:-

- i. To extend the comparative studies of Physical Education, the methods and tools of research and experiences , beyond Kenya and Uganda, to include Tanzania and other English speaking African countries, Rwanda, Sudan and Eritrea in the region.
- ii. To diversify and strengthen comparative Physical Education and Sports to cover comparative studies at continental, Commonwealth levels.
- iii. This research has a potential to generate other comparative researches in other areas of education for example teacher training, teacher quality development, provision of teaching materials and resources, management and organization of Physical Education and sports in East Africa.

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7. Which of the following Physical Education activities are taught in your school?
(Tick section appropriate to your school level)

Lower Primary level

Basic Movement experiences
Traditional Games
Games to Low Organisation
Dance in Physical Education
Gymnastics
Swimming

Upper Primary/Secondary level

Gymnastics
Athletics
Football
Netball
Handball
Volleyball
Rounders
Cricket
Basketball
Swimming
Tennis
Table tennis
Badminton
Hockey
Rugby
Baseball

8. (a) How is Physical Education taught in your school? (Tick appropriate choice applying to your school)
- | | | | |
|-------|--|-----|----|
| (i) | Do you use a written syllabus | YES | NO |
| (ii) | Do you use a written programme? | YES | NO |
| (iii) | Do you use a written scheme of work? | YES | NO |
| (iv) | Do you have a written lesson plan/training plans | YES | NO |
- (b) If YES, attach copies/samples of your programme.

9. From among the PE/Sports activities shown above, where has your school had the most success/significant wins or victories? (State)

10. Which of the following types of sports competitions do you have within your school?
Sports day
Interclass Championship
Interhouse Championship
Intercolour Championship
11. What competitions has your school participated in outside the school?
Friendlies
Sub-county/Locational Championships
Country championships
District championships
National championships
Others (specify) _____

12. (i) Are competitions in your school graded according to? (Tick appropriate)
Age
Ability
Sex
Size or children?
- ii) How regularly do you organize sport competition programmes in your school? On:
A termly basis
On a half-yearly basis
On a monthly basis
On a yearly basis
13. How is the status of the sportsman/sportswoman in your school recognized compared to the high academic achievers in your school?

14. Which of the following public influences tend to encourage the spirit of P.E/Sport in your School (Hint you can tick more than one.)
Radio
Television
Newspapers
Videos
Sports day
Encouragement by Ministry of Education
Visit by District Education Officer/Inspector

15. In what ways do parents in your school contribute to the encouragement of the spirit of sports in the school? (Tick appropriate)
- Attendance of school sports days
 - Paying sports fees/contribution or donations
 - Sponsoring the school sports teams
 - Providing play kits, equipment and facilities for children.
16. (i) What type of Physical Education teachers does your school employ?
- Non specialists
 - P.E/Specialists Teachers
- ii) How adequate are the Physical Education teachers' qualifications for the P.E teaching needs of your school?
- More adequate
 - Adequate
 - Not adequate
- (iii) Do you consider the Physical Education teachers in our school to be?
- Effective
 - Not affective in teaching P.E.?
17. (a) Which P.E/Sports facilities does your school have (tick)
- | | | |
|------------------|------------------|--------------------|
| Football | Athletics Track | Netball court |
| Volleyball court | Rugby field | Tennis court |
| Handball courts | Gymnastics Hall | Indoor-games rooms |
| Cricket Fields | Basketball court | Hockey field |
18. (a) What kind of budget system is used for sports and P.E in your school?
- General funds for all and no votes
 - Special P. /Sports fund or vote
 - Special fund for sports and co-curricular activities
- (b) Do you receive a special grant from the Ministry of Education to cater for co-curricular activities? YES NO
- (c) If YES how much funds do you receive for P.E/Sports pr month?
- _____
- (d) How is this money used in respect to sports?
- _____
- _____
19. What sports equipment, kits and uniforms are available in your school (Tick appropriate)
- | | |
|------------------------|----------------------|
| Football equipment | Netball equipment |
| Athletics equipment | Rugby equipment |
| Cricket equipment | Basketball equipment |
| Hockey equipment | Handball equipment |
| Gymnastics equipment | Swimming equipment |
| Indoor games equipment | Volleyball equipment |
| Others (state) _____ | |
- _____

20. Are there funds available for the development of P.E/Sports in your School for each of the following purposes?
- | | | |
|--------------------------------|-----|----|
| 1. Introduction of new sports | YES | NO |
| 1. Developing facilities | YES | NO |
| Purchasing equipment | YES | NO |
| Paying Personnel e.g., Coaches | YES | NO |
| Welfare of P.E/Sports teachers | YES | NO |
| Financing sports trips | YES | NO |
| Financing Competitions | YES | NO |
21. Briefly give your own opinion/comments, attitude, and feelings about the need to improve the teaching of Physical Education/Sports in School in your country, making Physical Education compulsory and examinable, use and training of specialist teachers:-

SECTION B: TO BE FILLED BY HEADTEACHERS OF PRIMARY AND SECONDARY SCHOOLS IN KENYA AND UGANDA

1. Is Physical Education reflected on the School timetable? YES NO
2. How much time is allocated to Physical Education on the school timetable per week?

Classes	No. of periods	Duration & Periods
P1-P2:	_____	_____
P3-P4:	_____	_____
P5-P8:	_____	_____
S1-S2:	_____	_____
S3-S4:	_____	_____

3. (a) Are Physical Education periods held in one cool part of the day?
 YES NO
- (b) When? Before break After break After Lunch
4. Does the school offer a games and sports programme? YE/NO
 If YES indicate when _____
6. Does the school have a games master/mistress YES/NO
 If YES how many? _____
7. Does the school have a specialist (trained P.E teacher)? YES/NO _____
 If NOT, are all teachers in the school trained in Physical Education/Sports?

8. (a) Does the school have a written/well organized physical education syllabus from the Ministry of Education? YES/NO
 (b) If YES which are the main aspects of the syllabus taught?

 (c) If YES what are the main features/items of this syllabus?

9. (a) Does the school have a documented/organized sports and games programme? YES NO
 (b) If yes what are the main features of this programme?

10. Are Physical Education lessons properly prepared YES/NO

11. Are there Physical Education books in the school library? YES/NO

12. Have the teachers access to modern reference books in PE/Sports? YES/NO

13. Does Physical Educating have specific objectives that can be evaluated? YES/NO

14. Do Physical Education teachers make schemes of work and lesson plans? If yes which syllabus do they use to prepare for teaching? YES/NO _____

15. Are individuals Physical Education progress charts kept for each child/student? YES/NO

16. Is Physical Education and Sport shown reflected on the pupils/student/terminal report cards? YES/NO

17. Does your school have adequate space for Physical activities if yes what space exists? (Tick)

Football field		Athletics Track		Netball court	
Volleyball court		Rugby field		Tennis court	
Handball court		Gymnastics Hall		Indoor games room	
Cricket Fields		Basketball court		Hockey Field	

Others (state): _____

18. If your school does not have adequate space for PE/Sports which do you do to ensure pupils/students have chance to do PE and Sports?

19. (a) Does your school have adequate PE sport apparatus? _____
 (b) Where is the sports apparatus kept after use?
 In store
 Headmaster's office Staff Room
 Sports Teacher's house
 Other state: _____

20. Who looks after the Physical Education apparatus? _____
21. (a) Do children and teachers dress properly for physical education lessons?
 YES NO
- (b) How? _____ what measures
 have been put in place to ensure teachers and pupils/students dress
 properly for PE./Sports _____

22. Do Physical Education lessons begin and end punctually? YES/NO If not why
 not? _____

23. Do the Children/Student wash themselves at the end of the Physical Education
 lessons? _____

24. (a) Are pupils/students given responsibility and trained in leadership
 through the physical education lessons? YES NO
- (b) If Yes, explain how? _____

25. (a) What ways do pupils in your school benefit from participation in time
 based PE/Lessons? _____
- (b) Do children/students lose something if they miss time-tabled PE lessons?
 If yes what? _____
26. (a) Is there equipment for gymnastics activities in your school? YES/NO
- (b) If yes which equipment _____

27. Do teachers in your school actually teach Physical Education to pupils
 (students) or they act as supervisors of children's play activities: _____

28. (a) Are group activities properly organized and frequently used?
 YES NO
- (b) Give examples: _____

29. Do all Children and not just the most able ones have a chance to take part in
 regular sports and games activities. _____

30. (a) What is the mission of your school?

- (b) What are your school's objectives for this academic year?

31. Are Sports and Games reflected in the school mission/objectives?
 YES NO
 If Yes which? _____

-
32. (a) Are there matches within the school YES NO
 (b) If Yes which? _____

-
33. (a) Does the school hold matches with other schools YES NO
 (b) If Yes which ? _____
 (c) Are these properly organized? YES NO
-
34. (a) Is there a school sports day to which all parents are invited?
 YES NO
 (b) If Yes what does your school sports day comprise of (describe)

-
35. (a) Is the spirit of good sportsmanship encouraged in your school?
 YES NO
 (b) If Yes how? _____

-
36. (a) Is a games table drawn up from time to time?
 YES NO
 (b) If Yes show evidence _____

-
37. (a) Do most members of the take part in games YES NO
 (b) If yes how? (Explain) _____

-
38. In what ways do pupils in your school benefit from having a sports and games activities. _____

-
39. In what ways would pupils in your school lose if they did not have active organizational sports and games programmes: _____

-
40. In what ways does your school benefit from sports and games? _____

41. What are the main problems facing sports and games in your school (list)

42. What steps are being taken in your school to encourage pupils/students who are talented in sports to excel?

Recognition

Free places

Additional points/special admission

Special meals

Other (state) _____

THANK YOU FOR YOUR COOPERATION



Uganda National Council For Science and Technology
 (Established by Act of Parliament of the Republic of Uganda)

Your Ref:.....

Our Ref: **SS.1327**.....

Date:.....**July 27, 2001**

The Resident District Commissioner,
 Mbale District.
Mbale.

Dear Sir/Madam,

RE RESEARCH CLEARANCE

This is to introduce to you **Mr. Byaruhanga Kadoodooba M. Akiiki** who would like to carry out a research project entitled, "**A comparative analysis of Sport and Physical Education in Kenya and Uganda**" between July 27, 2001 and July 27, 2002

The Uganda National Council for Science and Technology has approved the research project

I am requesting you to give the researcher the necessary assistance to facilitate the accomplishment of the study.

Your cooperation in this regard is highly appreciated

Yours faithfully,

Fred Nghania
 for: Executive Secretary

UGANDA NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

c.c. Mr. Byaruhanga Kadoodooba M. Akiiki,
 C/o Dept. of Sports Science,
 Institute of Teacher Education Kyambogo,
 P. O. Box 1,
Kampala.

Appendix E STUDY BUDGET
BREAKDOWN OF PAYMENTS/EXPENSES (IN KENYA SHS)

BUDGET TITLE	YEAR 1	YEAR 2	YEAR 3	TOTAL
1.1 Registration	1,500/=	-	-	1,500/=
1.2 Examination/Thesis	-	-	10,000/=	10,000/=
1.3 Identification card	400/=	-	-	400/=
1.4 Caution money	1,000/=	-	-	1,000/=
1.5 Tuition fees (Non-Kenya)	216,000/=	216,000/=	216,000/=	648,000/=
1.6 Medical Subscription	1,200/=	1,200/=	1,200/=	3,600/=
1.7 Computer fees	2,000/=	2,000/=	2,000/=	6,000/=
1.8 Library fees	3,000/=	3,000/=	3,000/=	9,000/=
2.1 Field work/Research	180,000/=	180,000/=	180,000/=	540,000/=
2.2 Book allowance	20,000/=	20,000/=	20,000/=	60,000/=
3.1 Travel allowances (Uganda-Kenya)	20,000/=	20,000/=	20,000/=	60,000/=
3.2 Accommodation Expenses	36,500/=	36,500/=	36,500/=	109,500/=
3.3 Living Expenses	120,000/=	120,000/=	120,000/=	360,000/=
Annual Grand Total (K.Shs)	601,000/=	597,000/=	607,000/=	1,507,000/=