

Utilization of Recreational Games and Dance as Promotional Tools for Inclusiveness in Lagos State School Sports. A Case Study of Selected Secondary School Boys and Girls in Ojodu LCDA, Ikeja, Lagos Nigeria.

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Abstract

Sports in school can help students develop physical and mental abilities, and skills that can benefit them in life and academics. This paper discusses the necessity for all students in Lagos State secondary schools to be encouraged to be part of sports via the instrumentality of recreational games and dance. The population for this study consisted of all students in secondary schools in Ojodu Local Council Development Area of Lagos State. Stratified and Simple Random sampling techniques were used to select two Hundred (200) students from the schools for this study. The questionnaire was pilot tested by administering 10% (20) copies of the questionnaire at Ogba Junior Grammar School, Ogba Ikeja and its reliability was tested through test split-half method. The reliability result was 0.626, indicating that the instrument is reliable. The data collected were analysed using comparative percentage while the hypotheses were subjected to chi-square statistical test. The study showed that regular use of recreational games sustains athletes' interest in improving their performances and that strategies of dance instructors contribute to good performance and satisfaction of athletes during competitions. It was recommended that the spirit of sportsmanship and self-fulfilment should be inculcated in students through participation in recreation and dance.

Keywords: Recreational Games, Dance, Promotional Tools, Inclusiveness, School Sports

Introduction

Sports in school refer to **athletic programs that involve interschool or intramural competitions**. They play a major role in education, social life, and sometimes future of the participants. Sports in school help students develop physical and mental abilities, values, and skills that can benefit them in life and academics (Malina, Shields and Gilbert, 2021).

Two major forces were involved in the development of interscholastic sports: the school program, specifically physical education, and students. The initial focus was almost exclusively on boys. Within the school program, Luther Gulick established the New York Public Schools Athletic League (PSAL) in 1903, and similar leagues were organized in 177 cities by 1915. The purpose was to encourage a healthy, strong body and mind through competitive exercises. The PSAL initially conducted "class athletics" in grades five through eight at specific times each year, not interschool competition as it is known

today. Class athletics included seasonal track and field events (fall, standing long jump; winter, chinning the bar; spring, running sprints). PSALs also emphasized swimming, popular sports of the times (baseball, football, basketball), and several minor games (Malina, Shields and Gilbert, 2021).

Interscholastic high school sports for boys had their origins in student organizations in the 1880s. They were motivated in part by intercollegiate sports, especially football, baseball, and track and field. Activities of sports clubs attracted the attention of administrators and faculty, who had major reservations about the time and energy devoted to sports and effects in the schools, including the small number of boys involved, quality of coaching (clubs often hired their own coaches), unsportsmanlike conduct, use of "ringers" (non-students, professionals), out-of-town travel, length of schedule, interference with school work, lack of carry-over value, injury (especially in football), and emphasis on winning, among others. Although the welfare of high school athletes was a major issue, more important, perhaps, was concern of faculty and administrators for the reputations of the schools and the perceived need for adult control. These factors contributed to the formation of state high school athletic associations, such as those in Michigan (started in 1895) and Indiana (1903). State associations in Illinois, Indiana, Iowa, Michigan, and Wisconsin formed the Midwest Federation of State High School Athletic Associations in 1921, which became the National Federation of State High School Athletic Associations in 1923. The name was subsequently changed to the National Federation of State High School Associations in the 1970s when the fine arts were established as a program area (Gutowski, 1988).

Two important factors in the acceptance, or perhaps tolerance, of interscholastic sports by administrators and faculty were the scholastic performance of boys and school retention. Boys did not do as well as girls in school, dropped out more often than girls did, and were commonly behind in grade level. Between 1890 and 1920, the majority of public-school students (56%–58%) and graduates (61%–65%) were girls. Child labour and compulsory schooling laws, which were passed early in the twentieth century, contributed to increased school attendance (Shmuelof, Lior; Krakauer, John, 2015).

A related factor was the emergence of progressive education and how it addressed the needs and problems of boys in a coeducational setting. The percentage of women teachers in high schools increased (65% in 1920), and an important role was attributed to interscholastic sports in meeting the needs of boys in this context. Educators "sought to instil a more masculine tone and temper in the schools, in part by co-opting the informal interscholastic athletics that the boys themselves had created" (Tyack and Hansot, 1992).

Inclusive School Physical Education and Physical Activity

All students, regardless of ability, should get the recommended 60 minutes or more of daily physical activity. Schools can help all students meet this recommendation by

providing equal opportunities for students with **disabilities**. Creating an inclusive culture for physical education and physical activity helps every student learn to lead a healthy and active lifestyle. (CDC, 2022)

Inclusion means that, “All children, regardless of ability or disability, have the right to be respected and appreciated as valuable members of the school community, fully participate in all school activities, and interact with peers of all ability levels with opportunities to develop friendships.”

Inclusive physical education and physical activity include:

- Students with disabilities in regular physical education classes. Specifically, teaching strategies, equipment, environments, and assessments have been adapted to meet the needs of all students.
- Supports for students with disabilities who want to participate in other physical activities before, during, and after school.
- Encourages students with disabilities to have the same roles and experiences as their peers who do not have a disability during physical education and other physical activities.
- All schools to provide children and adolescents with and without disabilities equal opportunity to participate in physical education and physical activity.

Recreational Game as a Promotional Tool for Inclusiveness in School Sports

Recreation is anything people do to relax or have fun; activities done for enjoyment consists of things people do at spare time to relax. Recreation is considered as a pleasurable, socially sanctioned activity that restores the individual, concomitant with the experience of leisure. (Simmons & Moore, 2016).

Recreation is an activity of leisure, leisure being discretionary time. The need to do something for recreation is an essential element of human biology and psychology. Recreational activities are often done for enjoyment, amusement, or pleasure and are considered to be fun.

Recreational games can fulfill an educational role, help mental and physical stimulation, and contribute to the development of practical and psychological skills.

Participating in recreational activities helps improve physical well-being, emotional health, and cognitive functioning. It also offers opportunities to socialize with peers. Participating in recreational activities increases overall activity level. Physical benefits include increased muscle strength and endurance.

Games generally involve a certain degree of **competence**. In the case of **recreational games**, the competitive value is minimized (it is not important who wins and who loses; the essential is the recreational aspect of the activity). As a purely recreational activity, therefore, the games should be played freely, in a happy and enthusiastic atmosphere. Its purpose is to **generate satisfaction** to the players and release the tensions of everyday life. In recreational games players should not expect a **result** final, but are specified by the simple taste of the activity carried out.

Recreational games can be held outdoors or indoors, in open fields or in designated areas. Each game can be defined according to the **objective** that the players try

to reach or by the **Set of rules** that determine what these players can do as part of recreation (Brofenbrenner, 1979).

The importance of sports and games in school encompasses more than just the benefit of physical activity. Increases in self-esteem and mental alertness make school sports and games necessary for every school age child. Although the benefits of school sports abound, with a diminishing economy, many schools are cutting out sports and physical education programs to the detriment of students nationwide.

It is imperative for school age children to have access to sports and games. Not only does it empower youth and promote higher self-esteem, it also motivates students, enables them to earn better grades, especially in schools where obtaining certain grades is a pre-requisite to staying on the team. Numerous physical benefits include maintaining a healthy weight, preventing chronic diseases and learning the skills necessary to maintain a healthy lifestyle after graduating.

Recreational games differ from **sports** in the competitive desire of the latter, where the ultimate goal is to achieve victory. In other words, sport is a competition that always yields a result. This is not to say that recreational games do not have victory as their objective, but that it is not the most important.

Dance as a Promotional Tool for Inclusiveness in School Sports

Dance is a form of art that involves moving the body in a rhythmic way, usually to music, for different purposes such as expressing an idea or emotion, releasing energy, or simply enjoying the movement itself. Dance is moving rhythmically to music, typically following a set sequence of steps. Dance can also be a social activity where people gather to dance together, or a performance where dancers follow a set sequence of steps and movements. Dance can be done in many different styles and genres, such as ballet, hip-hop, salsa, tango, etc. Dance can also be influenced by different cultures and traditions.

Dance has been a part of the physical education (PE) curriculum in several countries for a long time. In spite of this, studies demonstrate that the position of dance in the subject of PE is contested and that little time is devoted to dance (Benson & Scales, 2009).

Dancing goes beyond the physical. It builds powerful personalities. So, it's no surprise child development experts say dance is a great way for kids to stay active, increase movement competence and improve learning capacity. With its demand for quick thinking, control and precision, dance is the ultimate crossover sport.

The legitimacy of dance as a sport has been endlessly debated. Some argue that it doesn't feature in the Olympics, so it cannot be a 'proper' sport. Others point out that, while not recognised as a standalone event, dance appears in everything from gymnastics to ice skating, snowboarding, even dressage. There's a good reason athletes of all stripes use dance to train and condition their bodies. It requires not just physical prowess - balance,

coordination, agility - but mental acuity as well. To be a truly great dancer, one needs focus, confidence, determination and trust in one's abilities.

Dance is a physically exerting activity and is sometimes competed against other teams or individuals too. Many football players are even told to take ballet as it helps in their flexibility and be able to be quick on their feet (Wankel, Leonard, & Kreisel, Philip, 1985).

Methodology

Survey research design was adopted for this study. The population for this study comprised all students Secondary Schools in Ojodu Local Development Council Area of Lagos State. A sample of 200 students were selected from the population using stratified and simple random sampling techniques. A four section, 24-item self-structured printed questionnaire was used to collect data. The data collected were analysed using comparative percentages, while the hypotheses were subjected to Chi-square statistical test with the use of SPSS version 23 software.

The questionnaire was tested by administering 10% (20) copies of the questionnaire at Ogba Junior Grammar School, Ogba Ikeja and its reliability was tested through test split-half method. The reliability result was 0.626, indicating that the instrument is reliable.

Hypotheses

The following null hypotheses were postulated as guide to this study:

H₀₁: Recreational games are not available in secondary schools in Ojodu LCDA;

H₀₂: Recreational games are not suitable as promotional tool for inclusiveness in school sports;

H₀₃: Dance is not suitable as a promotional tool for inclusiveness in school sports.

Results

Table 1: Demographic Data of Respondents

Parameters	Frequency	%
Name of School		
Babs Fafunwa Millennium Snr Sec. School	56	28%
Omole Snr Grammar School	64	32%
Ojodu Jnr Grammar School	44	22%
Ojodu Jnr High School	36	18%
Total	200	100%
Class of Respondents		
JS 1	12	5.50%
JS 2	8	4.00%
JS 3	61	30.50%
SS 1	59	29.50%
SS 2	61	30.50%
Total	200	100.00%
Gender of Respondents		

Female	98	49.00%
Male	102	51.00%
Total	200	100.00%
Age of Respondents		
10-12	6	2.88%
13-15	144	72.12%
16-18	46	23.08%
Above 18	4	1.92%
Total	200	100.00%
Participation in Dance Competition		
No	133	66.50%
Yes	67	33.50%
Total	200	100.00%
No of Dance Competitions Attended		
1	36	53.72%
2	15	22.38%
3	10	14.93%
More Than 3	6	8.97%
Total	67	100.00%

The respondents of this study comprised of secondary schools made of 60% from senior classes and 40% from junior classes. Majority (72%) of the respondents were in the age bracket 13-5 years, 23% were the age bracket 16-18 years, and only 2% were above age 18 years.

Table 1 shows that only 34% of respondents had participated in dance competition before. Majority (54%) of those who had ever participated in a dance competition, had such opportunity only once, 22% participated twice, 15% participated thrice, and 9% had participated more than thrice.

Table 2: Students are more encouraged to participate in recreational games when the facilities are available

School	Responses			
	No	%	Yes	%
Babs Fafunwa Millennium Snr Sec. School	0	0.00%	44	22.00%
Ojodu Jnr Grammar School	4	2.00%	54	27.00%
Ojodu Jnr High School	0	0.00%	48	24.00%
Omole Snr Grammar School	0	0.00%	50	25.00%

Total	4	2.00%	196	98.00%
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Majority (98%) of the respondents agreed that students are more encouraged to participate in recreational games when the facilities are available.

Table 3: Participation in recreational games is a way to encourage students' involvement in school sports

School	Responses			
	No	%	Yes	%
Babs Fafunwa Millennium Snr Sec. School	2	1.00%	43	21.50%
Ojodu Jnr Grammar School	3	1.50%	54	27.00%
Ojodu Jnr High School	0	0.00%	48	24.00%
Omole Snr Grammar School	0	0.00%	50	25.00%
Total	5	2.50 %	195	97.50 %

Table 3 shows that 98% of the respondents agreed that participation in recreational games is a way to encourage students' involvement in school sports

Table 4: Regular use of recreational games will sustain athletes' interest in improving their performances.

School	Responses			
	No	%	Yes	%
Babs Fafunwa Millennium Snr Sec. School	0	0.00%	44	22.00%
Ojodu Jnr Grammar School	2	1.00%	56	28.00%
Ojodu Jnr High School	2	1.00%	46	23.00%
Omole Snr Grammar School	0	0.00%	50	25.00%
Total	4	2.00%	196	98.00%

The findings of this study shows that 98% of the respondents agreed that regular use of recreational games will sustain athletes' interest in improving their performances.

Table 5: Regular rehearsals in recreational games activities contributes to high level of successes for athletes during competitions

School	Responses			
	No	%	Yes	%
Babs Fafunwa Millennium Snr Sec. School	0	0.00%	44	22.00%
Ojodu Jnr Grammar School	2	1.00%	56	28.00%
Ojodu Jnr High School	0	0.00%	48	24.00%
Omole Snr Grammar School	0	0.00%	50	25.00%
Total	2	1.00%	198	99.00%

Table 5 shows that 99% of the respondents agreed that regular rehearsals in recreational games activities contributes to high level of successes for athletes during competitions.

TESTING OF HYPOTHESES

Table 6: Hypothesis 1: Recreational games are not available in secondary schools in Ojodu LCDA

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.020 ^a	1	.888		
Continuity Correction ^b	.000	1	1.000		
Likelihood Ratio	.039	1	.843		
Fisher's Exact Test				1.000	.981
N of Valid Cases	200				

Decision: The value of the chi square statistic is 0.02, while the p -value is 0.888. The result is significant if this value is equal to or less than the designated alpha level (normally 0.05). Hence, the null hypothesis is accepted. Therefore, the data suggests that recreational games are not sufficiently available in secondary schools in Ojodu Local Council Development Area of Lagos State.

Table 7: Hypothesis 2: Recreational games are not suitable as promotional tool for inclusiveness in school sports

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.337 ^a	1	.126		
Continuity Correction ^b	.233	1	.629		
Likelihood Ratio	1.573	1	.210		
Fisher's Exact Test				.252	.252
N of Valid Cases	200				

a. 2 cells (50.0%) have expected count less than 5. The minimum expected count is .27.

b. Computed only for a 2x2 table

Decision: From the figures presented in the table above, with the p-value (0.126) higher than the level of confidence (0.05), the respondent accepted the null hypothesis. Hence, in the views of the respondents, recreational game is not suitable as promotional tool for inclusiveness in school sports.

Table 8: Hypothesis 3: Dance is not suitable as a promotional tool for inclusiveness in school sports.

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.061 ^a	1	.806		
Continuity Correction ^b	.000	1	1.000		
Likelihood Ratio	.118	1	.731		
Fisher's Exact Test				1.000	.943
N of Valid Cases	104				

Decision: In the views of the respondents as seen in the analysis table above, with p-value of 0.806 higher than the level of confidence (0.05), the result is not significant. Therefore, the respondents accepted the null hypothesis. Hence, in the views of the respondents, dance is not a suitable promotional tool for inclusiveness in school sports.

Discussion of Findings

This study revolves around the role of sports, inclusive physical education, recreational games, and dance as promotional tools for inclusiveness in school sports. The study highlights the development of interscholastic sports programs primarily for boys. The study emphasizes the importance of inclusivity in physical education and activity, advocating for equal opportunities for students with disabilities. It underlines the significance of creating an inclusive culture within schools to promote healthy and active lifestyles for all students, regardless of their abilities.

Recreational games are positioned as potential tools for promoting inclusiveness in school sports. Recreational games are characterized by their non-competitive nature and focus on enjoyment and relaxation. However, the findings suggest a lack of sufficient availability of recreational games in secondary schools, indicating a gap in promoting inclusivity through this approach.

Dance is explored as another avenue for fostering inclusiveness in school sports. Despite its physical and cognitive benefits, the study findings indicate a discrepancy in its perception as a suitable promotional tool for inclusiveness. The analysis suggests that dance may not be widely accepted or recognized as a means to enhance inclusivity in school sports among the surveyed respondents. The findings underscore the need for comprehensive strategies to promote inclusivity in school sports. While historical frameworks and state associations have laid the foundation for organized sports, there are challenges in ensuring equal participation, especially for students with disabilities. The discrepancy in perceptions regarding the suitability of recreational games and dance

highlights the importance of addressing cultural attitudes and preferences within educational settings.

The discussion highlights the multifaceted nature of promoting inclusivity in school sports, requiring a holistic approach that addresses historical, cultural, and practical considerations to ensure equitable opportunities for all students.

Conclusion

The finding of this study revealed that management of Secondary Schools in Ojodu Local Development Council Area in Lagos State provide for and encourage their students to participate in recreational games. This development is borne out of the perception of members of the management team that recreational games are suitable promotional tool for inclusiveness in school sports. Though recreational games are not played as competitions, it is used as an avenue to ensure that most of the students participate in physical and mental developmental activities and hence enrolled in sporting activities. Dance, on the other hand, is seen as an avenue for entertainment during ceremonies and events. Therefore, it is a sure form of psychometric fulfillment of learning, expression of happiness and keeping fit. Dance can also be utilized to promote students' inclusiveness in sports.

Recommendations

1. Schools are expected to provide facilities and opportunities for participation.
2. PE teachers should encourage students to participate in recreational games in schools.
3. The spirit of sportsmanship and self-fulfilment should be inculcated in students through participation in recreational.
4. Participants of recreational games and dance should be rewarded for their participation

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