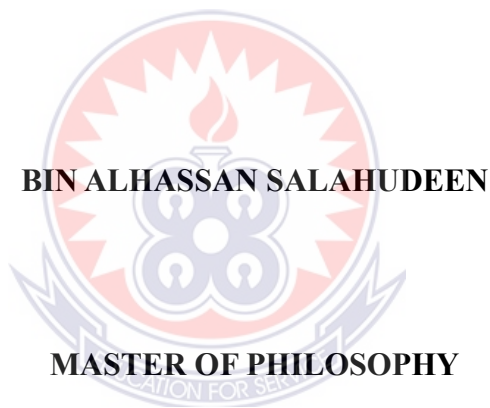


**UNIVERSITY OF EDUCATION, WINNEBA**

**IMPROVING THE TEACHING OF PHYSICAL EDUCATION THROUGH  
TRADITIONAL GAME ACTIVITIES IN WA MUNICIPALITY OF THE  
UPPER WEST REGION**



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TRADITIONAL GAME ACTIVITIES IN WA MUNICIPALITY OF THE  
UPPER WEST REGION**

**BIN ALHASSAN SALAHUDEEN  
(200029902)**



**A thesis in the Department of Health, Physical Education, Recreation and  
Sports, Faculty of Health, Allied Sciences and Home Economics Education  
submitted to the School of Graduate Studies, in partial fulfilment  
of the requirements for the award of the degree of  
Master of philosophy  
(Physical Education) in the University  
of Education, Winneba**

**APRIL, 2024**

## DECLARATION

### Student's Declaration

I, Bin Alhassan Salahudeen, declare that this Thesis, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work and it has not been submitted, either in part or whole, for another degree elsewhere.

Signature: .....

Date: .....

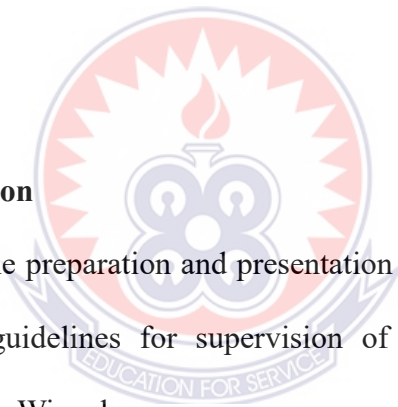
### Supervisor's Declaration

I, hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of Thesis as laid down by the University of Education, Winneba.

Name of Supervisor: .....

Signature: .....

Date: .....



## DEDICATION

This research work is dedicated to my wife Hasnau Nurideen and my children for their patience and love. I equally dedicate it to all my brothers and sisters for their support and prayers.



## ACKNOWLEDGEMENT

I am highly indebted to my supervisor, Dr. Patrick Boafo Akuffo who, despite his busy schedule devoted time to read through this script and made useful suggestions. Dr. Akuffo, may the Almighty Allah continue to guide, guard and protect you always. I equally give thanks to my good friend Abubakari Sulley K. who did the proof reading to enable me come out with this work. I also express my gratitude to various authors and researchers from whose works I derived useful information and ideas.



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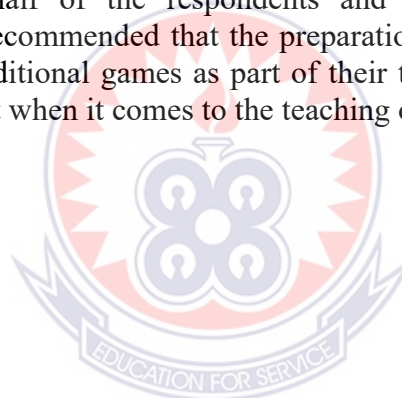
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## ABSTRACT

The purpose of the study was to improve the teaching of traditional games within the Wa Municipality of the Upper West Region. The descriptive survey design was used in the study, with samples drawn using a simple random sampling technique. Forty (40) out of the one hundred and twenty-eight (128) schools were randomly selected for the study, twenty-four (24) teachers from the primary division and sixteen (16) teachers from the junior high schools. Data were gathered using a closed ended questionnaire. Primary quantitative data were analyzed using frequency counts and percentages. Results showed that Piilooloo was the most prevalent traditional game, constituting 40% of reported activities. While a minority of schools (10%) have dedicated PE teachers for traditional games, a significant portion (45%) integrate these activities into subjects beyond PE. A quarter of schools include traditional games in daily routines, showcasing their consistent integration into student experiences. However, equipment availability was limited, with only 15% of schools having sufficient resources, potentially hindering effective instruction. Results revealed that 15% of PE teachers lack necessary skills, prompting a need for professional development. Similarly, 15% of schools struggle to engage qualified experts for teaching traditional games. Equipment scarcity was the most prevalent challenge, affecting half of the respondents and potentially limiting practical activities. The study recommended that the preparation of teachers for basic school level should factor traditional games as part of their training to allow them to fully control that component when it comes to the teaching of physical education.



## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

Physical education holds a distinct position within the school curriculum as the sole subject that imparts motor skills and understanding of human movement. It plays a vital role in the overall development of children, addressing physical, intellectual, and moral aspects.

Despite the curriculum's emphasis on a balanced range of activities through six physical education strands, including Athletics, Dance, Games, Gymnastics, Outdoor and Adventure Activities, and Aquatics, there is a notable exclusion of traditional game activities in the teaching of physical education in the Wa Municipality of the Upper West region of Ghana.

This omission impacts the development of fundamental motor skills in children, as indicated in the syllabus that underscores the numerous benefits derived from general physical activity. For optimal development, physical education at the basic level should offer a diverse learning experience through play and sport movement, focusing on the development of mechanical efficiency, coordination, awareness, relationships, and skills involving larger muscles in activities featuring manipulative, locomotor, and non-locomotor skills. Notably, the keywords at this level are "PLAY" and "FUN." Motor activities, as articulated by Huijing (1998), involve the movement of body parts caused by muscles, with a focus on larger muscle movements. Practical activities in physical education aim to raise the child's body temperature for optimal performance, aligning with the definition of motor development by Garcia et al. (2002).

Fundamental motor skills, highlighted by Goodway et al. (2014), form the foundation for successful participation in various activities, including games, sports, dance, and

fitness. Locomotor skills, crucial for primary school children, involve movements through space such as running, walking, skipping, leaping, sliding, galloping, hopping, and jumping. Gross motor skills encompass movements of larger muscles in the arms, legs, feet, or the entire body, serving as the building blocks for more complex skills.

Children typically develop motor skills in a step-by-step manner, with the fundamental motor skill stage representing a continuum of skill acquisition. Between ages three and five, children begin developing gross motor skills that form the foundation for more complex movements required in games, sports, and recreational activities.

Traditional games and sports, as emphasized by UNESCO, can play a significant role in conveying values of solidarity, diversity, inclusiveness, and cultural awareness. These games, proven effective in enhancing children's skills, are often neglected in physical education lessons, especially when taught by unqualified or untrained teachers.

Educational reforms have prioritized physical education as a core subject at the basic school level, allocating specific time for its teaching. The curriculum emphasizes practical skills, with specific objectives focusing on performance, demonstration, and running. The researcher emphasizes the need for equal attention to the teaching and learning of traditional games, highlighting their importance in developing various skills, including body awareness, agility, balance, flexibility, speed, strength, and coordination.

Despite the richness of traditional games and sports-related activities in the Wa Municipality, there is a gap in awareness among teachers, particularly regarding the benefits crucial for the physical and mental development of growing children. The

researcher advocates for certified teachers with adequate knowledge of physical education to handle the subject, emphasizing the importance of understanding traditional games specific to the community.

The researcher believes that by intensifying teaching skills, strategies, and demonstrating professionalism and enthusiasm, teachers can elevate the status of physical education and incorporate traditional game activities effectively. The cultural significance of traditional games in the Wa Municipality, showcased during festivals such as Jumbeti, Dumba, Ed-ul fitr, and Id-ul Adha, provides a unique opportunity for enhancing physical education.

The indigenous people of the Wa Municipality, Waalas and Dagaabas, have cultural identities intertwined with cultural and social activities. Daily physical activity, communal labor, and various forms of gymnastics were integral to their way of life. The child's gradual transition from play to formal education, beginning around age six, underscores the importance of play in developing fundamental motor skills.

Given the cultural richness, festivals, and traditional games in the Wa Municipality, the researcher aims to contribute to the improvement of physical education by emphasizing the inclusion of traditional game activities in basic schools.

## **1.2 Statement of Problem**

The integration of traditional game activities in the Ghanaian school curriculum holds significant importance for the teaching and development of physical education. While the basic school syllabus includes provisions for traditional game activities at various educational levels, the existing curriculum focuses primarily on a limited set of activities, overlooking the rich diversity of traditional games rooted in the various cultures within Ghana. This oversight raises questions about the appropriateness of

the chosen traditional activities for pupils, given the cultural variations across the country.

Despite the crucial role that traditional game activities play in enhancing physical education, through anecdotal accounts, a noticeable disparity exists between the emphasis placed on formal games like football, volleyball, handball, and basketball, and the neglect of traditional games within the Wa Municipality. In addition, the researcher haven taught for not less that fifteen years in the Wa Municipal has observed that traditional games activities even though in the curriculum is not being implemented by teachers in the region.

This discrepancy is particularly concerning because certain traditional games, such as Ampe, Bawaa, Meitem (Hop-scotch), Bina, Kwari, offer unique benefits in developing fundamental motor skills like coordination, balance, agility, power, endurance, strength, speed, flexibility, and reaction time. These skills serve as the foundation for the acquisition of more complex skills necessary for future game participation.

In the Wa Municipality, where this study was conducted, there is a need to bridge the gap between the methods employed in teaching physical education and the inclusion of traditional game activities. While the current curriculum acknowledges the inclusion of traditional games at the basic school level, critical issues remain undefined.

One such issue is the responsibility for teaching these traditional games; it is assumed that Physical Education teachers are responsible, but the involvement of local experts introduces questions about their professional training and preparedness to effectively teach and assess pupils. This study aims to identify and address these challenges by

investigating the current state of traditional game activities in the teaching of physical education.

Additionally, the research seeks to propose solutions for issues such as the specification of traditional activities in the school curriculum, the roles of Physical Education teachers versus local experts, and the professional training standards for those involved in teaching traditional games and dances. By addressing these challenges, the study aims to contribute to the improvement of the teaching of physical education through the effective integration of culturally relevant traditional game activities in the Wa Municipality.

### **1.3. Purpose of Study**

The purpose of the study was to improve the teaching of traditional games within the Wa Municipality of the Upper West Region.

### **1.4 Objectives of Study**

The following objectives guided the study:

1. To identify Traditional Game activities that can be employed in the teaching of physical education at the Junior High School level in the Wa Municipality.
2. To find out how Traditional Game activities are taught at the Junior High School level in the Wa Municipality.
3. To find out the challenges that may affect the use of traditional games in the teaching of physical education at the Junior High School level in the Wa Municipality.
4. To find out some strategies that can be employed to help in the teaching of traditional game activities within the Wa Municipality.

### **1.5. Research Questions**

1. What Traditional Game activities are employed in the teaching of physical education at the Junior High School level in the Wa Municipality?
2. How are Traditional Game activities taught at the Junior High School level in the Wa Municipality?
3. What are some of the challenges that may affect the use of traditional games in the teaching of physical education at the Junior High School level in the Wa Municipality?
4. What are some of the strategies that can be employed to help in the teaching of traditional game activities in the Wa Municipality?

### **1.6. Significance of the Study**

The outcome of this study would address the need for cultural preservation by advocating for the inclusion of a broader spectrum of traditional games in the curriculum. This would promote cultural sensitivity, ensuring that students are exposed to and appreciate the diverse heritage of Ghana.

Second, by emphasizing the benefits of traditional games in developing fundamental motor skills, the study would highlight the potential for a more holistic approach to physical education. These skills form the foundation for more advanced physical activities, contributing to the overall physical development of students.

Third, the study would acknowledge and seek to bridge the existing gap between the emphasis on formal games and the neglect of traditional games. This integration would ensure a more balanced physical education experience, offering students a broader range of activities that align with both cultural and contemporary contexts.

Finally, the inclusion of culturally relevant traditional games is likely to enhance student engagement and motivation in physical education classes. This increased

interest can positively impact participation rates and foster a more positive attitude toward physical activities.

Involving local experts in the teaching of traditional games would foster community collaboration and engagement. This would not only strengthen community ties but also brings valuable cultural insights into the educational process.

### **1.7. Delimitations**

The study is delimited to improving the teaching of physical education through traditional game activities in basic Schools and it is narrowed down to only junior high schools in the Wa Municipality of the Upper West region of Ghana.

### **1.8. Limitation**

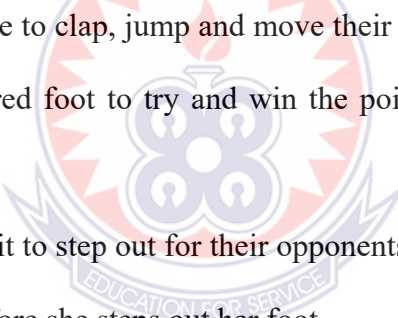
In the process of conducting this research, the writer faced a number of constraints. Although this research was carefully prepared, there were some unavoidable limitations. The first limitation was the sample size. Generally, the sample size should be large for the purpose of generalization to a larger context. A second limitation to this study was the descriptive survey design itself, as the results are based on self-reported data. Creswell (2003), however noted that, survey data is self-reported information, reporting only what people think rather than what they do. There is a risk that Physical Education teachers with an interest in the study would be more likely to voluntarily choose to complete the survey than Physical Education teachers whose interest in the study was insignificant.

### **1.9. Operational Definition of Terms**

**Ampe:** a game that originates from Ghana in West Africa. A country formed bringing together British colonies and Togoland Trust territory. A country that was first to gain political independence in the whole of sub-Saharan Africa with an estimated population of about Twenty-eight (28) million people according to the 2000 Population and



Housing Census. The game of “Ampe” was originally played by girls. The women sports association of in 2002 held its first traditional “Ampe” tournament in Accra Sports Stadium. The game of “Ampe” usually involves two (2) children, who are girls, it could also be two or more than two per team. Two contestants at a time, one from each team start clapping their hands while singing and jumping. As they land each manipulates the legs and places one leg forward. The players are identified as “Balangna” and “Langna”. “Balangna” scores a point when a player’s left leg meets the right leg or left leg meets the right leg of “Langna”. On the other hand, “Langna” also scores a point when the left leg meets the left leg of “Balangna” or when the right leg meets the right leg of “Balangna”. The first to get to ten (10) points wins the game. This game like any other game has rules to follow.

- 
- Players will have to clap, jump and move their legs rhythmically and then step out with a desired foot to try and win the point. Players must do this at the same time.
  - They cannot wait to step out for their opponents to see the foot the opponent is going to use before she steps out her foot.
  - Legs can be switched in the air in order to confuse the opponent, but both players must land on the desired foot at the same time. If it does not happen, the point is not counted.
  - The first person to win eleven points wins one game for the team or for herself.
  - The team or group with most games won wins the game.

**Baa-baa:** A game played by both boys and girls by pushing a small marble to enter a line marked like a cross. A person becomes the winner when he or she is able to cross the others at the top.

**Bombo:** A game played by only girls with leaves woven together like a ball. It is tossed and kicked by both feet while performer is airborne. The other participants sing a song while performer continues with the tossing and kicking. She scores a point if the “bombo” does not fall at the end of the song.

**Dugu:** A type of dance performed by the local people with the tumpani as the main drum.

**Dumba:** A festival celebrated by the Chiefs and people of the Waala traditional area amidst with drumming and crowds of dancers in front of the chief’s house for one week.

**Gaara:** a type of group hunting involving people from nearby villages.

**Matchbox:** An empty matchbox is written numbers on each side of the box. The box is set on an edge of a table, one half laying on the table and the other half out of the table. The player hits the outer half of the matchbox with his thumb. The matchbox flies up in the air and then falls on the table. The number on the upper side is added to the total score for the player in one round and extracted from total score in the next round. The game is played in given number of rounds (usually five). The aim of the game is to obtain a total score equal or closest to a target number given at the start of the game. During the game the pupils are to consider which number should hit in the current round to bring them as close as possible to the target. This way they develop reasoning, memorizing and predicting different possibilities depending on the game outcomes. The game was designed with different difficulty levels, depending on the numbers written on the box (one, two or more digits), the operations in each round (addition, subtraction or mixed), and the number of rounds. The appropriate level is chosen according to the age of the students.

**Hop-scotch:** A geometric shape divided in fields is drawn on a playground. Fields are marked with numbers. A player needs a flat round stone to throw it inside a marked field. If player successfully finishes the game in the current round, the number from the field where the stone has fallen is added to his score. The goal of the game is to obtain a total score equal or closest to a target number given at the beginning of the game. The number of rounds to play is given at the beginning of the game. The player is jumping on one foot from one field to another beginning from the field marked with lowest to the highest mark and back to the field where his stone has fallen. The basic rule of the game is that a player is not allowed to step on a line, nor the stone should fall on a line. If the player steps on a line while jumping or throws the stone on a line, then he exits the game in current round and no number is added to his score.

**Maiteam (Hop-scotch):** A geometric designed shape is drawn on the ground and played by boys and girls. The divided portions are marked with numbers. A player needs a flat round object or stone to throw it inside a marked field. If player successfully finishes the game in the current round, the number from the field where his or her stone has fallen is added to his or her score. The aim of the game is to get a total score to a target number given at the beginning of the game. The number of times to play is given at the start of the game. The player jumps on one foot from one field to another beginning from the field marked with lowest to the highest mark and back to the field where his or she stone/object has fallen. The basic rule of the game is that a player is not allowed to step on a line, nor the stone/object should fall on a line. If the player steps on a line while jumping or throws the stone/object on a line, then he or she exits the game in current round and no number is added to his or her score.

**Jaansi:** A type of local dance performs by both men and women in a group in the night.

**Jangu:** a type of vigorous dance performed by only girls and women by dancing round in pairs at a time and finally hitting their hips against each other slightly.

**Jumbenti:** A fire festival celebrated by the people of the Waala traditional area a month after the Islamic month of sacrifice.

**Kawri:** A type of dance performed by women and girls with body bent and arms stretched forward.

**Koringa dikye:** this game is played by both sexes. Here, sand is heaped in the form of a small mound and a small stick placed in the middle. The pupils then gather round it and each tries to cut or scoop part of the sand away without the stick falling. The person who makes the stick to fall is chased and beaten by the group till he or she gets to a common place which is decided by the group as a safe haven.

**Kuriye-Kuriye:** A type of game played by both boys and girls. They squat in a circle form and pass stones to each other in a clockwise direction while singing. A performer is eliminated if two or more stones are gathered in front of him or her. This continues till a champion emerges.

**Lee:** A type of dance performed by women and girls in a circle clapping their hands while one or two dance in the middle.

**N.J.A.C.E:** Nusrat Jahan Ahmadiyya College of Education

**Puong-PuongNaayulee:** A type of game played by both boys and girls in a circular form in the night where they sit close their palms in between their legs and one of them now move round with a pebble and gives it to one of those sitting. Another member is asked to identify the one with the pebble. If the person is able to identify the one with the pebble, the person who gave it is out of the race.

**Traditional games:** These are acceptable indigenous plays that are handed down from one generation to another and may differ on the basis of culture.

**Tumpani:** A type of drum used during the Dugu dance by the people of the Waala traditional area. The Tumpani is also used to announce the death of royals. The different sounds tell or indicate the type of person that passes on. In short, it is known as the talking drum.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0. Overview**

The literature review for this project was discussed under the following sub-headings:

1. History of Traditional Game activities.
2. The Importance of Traditional Game activities.
3. Challenges of Teaching Traditional Game activities in Basic Schools.
4. Theoretical Framework
5. Teaching of Traditional Game activities in Basic Schools

#### **2.1. The History of Traditional Game activities**

Physical education activity exists to improve the quality of life and the physical wellbeing of all its participants. People of all ages enjoy games, engaging in recreational activities and for that matter exercising to maintain good health. Competitive sports give opportunities to test one's skills against his or her opponents. Through these, the all-round development of the individual is intensified.

Traditional game activities evolved with the dawn of man. As humans and for that matter man had to develop, these games had developed with him. The rich traditional and cultural practices of the African made him to develop some games and sports which will help him or her recreate, have leisure and fun after the day's hard work. More equipment and facilities have been developed by the traditional African to enable him engage in meaningful recreational activities.

The term "traditional game" is derived from the two words "tradition" and "game" where traditions are the conventions, norms and attitudes that have been perpetuated in any community. This means that the practices or ways of doing things are generally known and widely accepted by all within that community. The word

“game” “refers to a play that is structured on the basis of rules, formal or informal, by which the players must abide.

Bartosz-Prabucki (2022) recounted that, at the United Nations Educational Scientific and Cultural Organisation (UNESCO) Collective Consultation on Traditional Sports and Games in Teheran defined them as follows:

“Traditional sports and games are motor activities of leisure and recreation which can have a ritual character. They are part of the universal heritage diversity. They are practiced in an individual or collective manner, deriving from regional or local Identity: they are based on rules accepted by a group that organize competition or non-competitive activities”.

Playing games is an important element of children’s behaviour (Fromberg & Bergen, 2006) and is a natural learning tool for them (Anning & Edwards, 1999). Play can provide a context wherein children achieve deep learning through the integration of intellectual, physical, moral, and spiritual values (Kolb, 1984) and can give them the opportunity to commit themselves to learning, development, and growth (Kolb & Kolb, 2010).

The entertaining interactions that children have with other children or adults while playing games constantly stimulate them in different developmental areas. For example, games have important contributions to children’s cognitive development (Piaget, 1962; Vygotsky, 1997) and psychosocial development (Elkind, 2007). As Vygotsky (1978, p.102) notes, “a child in play acts ‘as though he were a head taller than himself’ ... play contains all developmental tendencies in a condensed form and is itself a major source of development”. Because playing games is a key defining feature and an expression of spirit in childhood (Fromberg & Bergen, 2006), a form of play exists for virtually every aspect of children’s development (Moyles, 1989).

Playing games is crucial to children's development and quality of life. According to Singer, Golinkoff, and Hirsh-Pasek (2006), playing is learning. Some of the primary characteristics of playing games are entertainment and having a good time (Smith & Pellegrini, 2013). Therefore, games are a very important tool to enable learning in an 'interesting' or novel way. While playing games, children learn a wide range of social skills such as sharing, understanding other perspectives, and taking turns (Aypay, 2016).

In addition to being contexts in which most of children's life related learning can occur, games also provide children with contexts to learn about their own cultures. In other words, games can be effective and important tools for children's cultural learning. This is because a large proportion of people's interactions with one another are affected by the cultural contexts in which they live (Neuliep, 2012). This is related to individuals' thinking, feeling, behaving, and forming their own realities through their own cultures (Shweder, 1991). Culture provides individuals with information about their identity and what is meaningful, whereas it also presents them with the necessary symbols to interact socially and manage their environment. In essence, people use culture to make sense of the world (Kim & Park, 2006). That is why people sharing the same culture tend to have more similar attitudes, values, thoughts, and behaviours compared to those with different cultures.

The culture that is shared at the moment indispensably conveys the past and guides the future. Cultural past can be learned through cultural values (Neuliep, 2012). This is because values form the social expectations and rules that enable us to perform behaviours appropriate to the culture in which we live (Neuliep, 2012), and they are the guide that helps us make sense of life (Rokeach, 1973; Westwood & Posner, 1997).



Whereas values show cultural differences (Cheng, 1994; Cheng & Schwitzer, 1996; Haque, 2003; Hofstede, 1980; Kluckhohn & Strodtbeck, 1961; Schwartz, 1992; Schwartz & Bilsky, 1987, 1990; Triandis, 1982, 1995; Whitley & England, 1977), they can also be universally accepted (Schwartz, 1992). Schwartz (1992) mentions ten values that are universally shared: achievement, benevolence, conformity, hedonism, power, security, self-direction, stimulation, tradition, and universalism.

As the early years of childhood are when individuals gain most of the knowledge related to life, these are the years during which they begin to learn about values. Interactions with children help them to form views about what is expected from them culturally (Gutchess & Indeck, 2009; Mullen & Yi, 1995; Wang, 2007; Wang & Fivush, 2005). In this way, a variety of the values built in childhood years in a culture are stored in autobiographical memories (Wang, 2008).

While they learn values through games, children have different play experiences depending on their cultural and social contexts. For example, girls' and boys' games may vary (Pellegrini, 2005). This is because games function as a mediator in learning cultural values, as well as help with learning the cultural standards and behavioural practices and expectations of both sexes (Maccoby, 1998). Therefore, games that are suitable for both sexes in the same culture can be formed, whereas there can be special games for each sex with respect to highlighting the differentiation based on gender culturally.

In childhood years, particularly in the process of playing games, children get ready to do any kind of learning. This is because children who activate their learning channels develop their crucial adaptation skills such as creative thinking, problem solving, coping, and social behaviours, which are important for the adaptation of cognitive, affective, and interpersonal processes in games (Russ, 2004).

Reviewing studies on teaching games to children, Dansky (1999) found that teaching games to children results in children's playing games more and in enhanced skills and imagination regarding role playing. Therefore, games that are well-designed and played during childhood years can be turned into very important tools for teaching values that are crucial elements of cultural interaction. Whereas the messages towards learning values within games are firstly actualized in children's behaviours through role playing as part of games, these messages then turn into permanent feelings, thoughts, and behaviours that reflect common cultural interactions.

According to Jeffery and Rotter (2019), Safe guarding and promoting Traditional Sport and Games (TSG) requires developing the intellectual ability, sharing information and raising awareness on its intangible heritage. Traditional sports and games have, for some time now, faced a paradox: there is a renewed interest in TSG at national, regional and international levels but this is not concordant with its apparent marginalization.

With the increased professionalization and commercialization of sports, the corresponding shift in values that they encompass, the global preponderance of some sporting activities and the neglect of physical education systems are important problems contrasting with the status quo on the development of traditional sports and games. With this, UNESCO's work focuses on advocacy helping to safeguard, promote and develop Traditional Sports and Games, and to ensure that they form an important part of national and international cultural development. Back ground Work undertaken to promote and safeguard Traditional Sports and Games. Collective Consultation on the promotion of Traditional Sports and Games (TSG) was held in Tehran (Islamic Republic of Iran) from 16 to 20 January 200.

Traditional sport and games are motor activities of leisure and recreation which can have a ritual character. They are part of the universal heritage diversity. They are practiced in an individual or collective manner, deriving from regional or local identity; they are based on rules accepted by a group that organizes competitive or non-competitive activities. Traditional sport and games dispose of a popular character in their practice and in their Traditional Sports and Games, challenge for the future organization, yet if turned into sport tend to be uniform and institutionalized. The practice of traditional and games promotes global health

To provide a basis for studies with this purpose, the extent to which traditional Turkish children's games are used in teaching values should be determined. With this perspective, examining the role of children's games played in Turkey in teaching universal values (achievement, benevolence, conformity, hedonism, power, security, self-direction, stimulation, tradition and universalism) is of great importance. Therefore, this study aims to determine the role of traditional children's games played in Turkey in teaching ten universal values. In addition, it examines how these games involve the ten universal values in terms of gender.

Games might also be defined as a necessity for children, because through playing they will gain knowledge to develop their ability and important components in early childhood learning activities. Generally, traditions are handed down from generation to generation, and may differ on the basis of culture. (Itul: 1999). Traditional games therefore, are acceptable indigenous plays that are handed down from one generation to another.

Traditional games appeared as a derivative of the concept of “traditional lifestyles”, and are an integrant of “traditional culture” and “traditional holidays”. Traditional games are held as part of rituals and holidays, which are confined to the lunar or solar

cycle and agricultural events throughout the year. These games fall under the same period of the majority of persons living in the same area and climatic zones. For some reasons, any attempt to change dates of the traditional games is meaningless.

People who take part in traditional games tend to use traditional costumes as well as some of their elements, for example capes, pants, hats, belts, shoes etc. Traditional games therefore, are acceptable indigenous plays that are handed down from one generation to another.

Traditional games are classified based on two (2) signs, that is ethnic and calendar. The Ethnic status of traditional game activities is defined by rituals and semiotic features, and the calendar status of traditional games are set by national holidays, in the course of which they are held. In traditional games, competitions can be of two (2) types:

- 1) There are some traditional games where the winner is not identified (they are called fun games) and are known historically as primordial play.
- 2) Winners are also identified in some traditional games, this ethno sport practice is based on the principle of customary law. In the past, these ways were to evaluate results based on the traditional criteria. These were done in ethnic lines, examples are gymnastics, dances, horse racing, swimming as well as tug and pulling among others.

Throughout history, people have participated in various physical activities. As

Lumpkin (1998) put it:

“In early civilizations, integral to the survival tasks of seeking food, clothing, shelter, and protection were the utilitarian skills of running, jumping, throwing, wrestling, climbing, and summing. Before formal educational programs, tribal leaders and parents mandated that children learn and practice survival skills through imitation. Communal requirements stressed physical prowess for both aggressive and defensive reasons”.

Lumpkin (1998), stressed that traditional games in ancient Greek accompanied some important festivals which were special occasions for men to prove or show their strength. These were festivals which honour the gods during the Homeric period which led to the establishment of regular celebrations that expanded dramatically in the fifth century BC.

Greek dancing provided one means of honouring the gods as part of their religious worship and also enhanced physical conditioning and demonstrated the symmetry and beauty adored by the Athenians. Athletes played a similar role as festivals honouring the gods gave Greek men the opportunity to display their physical prowess and aesthetically pleasing bodies. The writer further stated that, modern programs of physical education in the United States borrowed primarily from philosophies, activities, and developments of Europeans from prehistoric times through the 1800s.

The Greeks admired optimal physical prowess, and Greek athletics laid the beginning for subsequent physical education and sports programs. Military training in many countries served useful purposes and replaced aesthetic or religious ideals. After social conditions sustained, the philosophy of naturalism emphasized development of the body to help educate the whole child. Gymnastics that stressed nationalistic goals borrowed the equipment and activities of the earlier naturalistic programs. Sports and games in England offered a replacement to these formalized gymnastics systems.

Lumpkin (1998), reported that festivals honoring the deities during the Homeric period led to the establishment of frequent celebrations, which expanded drastically in the fifth century B.C. The people, who were expected to perfect their skills for warfare, used these religious festivals to show their physical prowess, especially because this proved their allegiance to the Greek Ideal as personified by the gods. As

she put it, “some of these Pan-Hellenic (meaning for all Greeks) festivals also included choral and musical events and aquatic displays”.

Nasim (2019), stated that there is no much attentiveness in the rural area in traditional game activities, but in large towns and sub-towns areas that is out of reach. The sports that began from ancient times has been uplifted to the final face. He cited Edmunds (2013) that where traditional game activities are analysed as one of the main ways of physical health and mental fitness. The reason of sports expanded its ways from apprehension, love, physical and mental fitness, national identity to economics (Australia Govt).

The Ghanaian and for that matter the people of the Wa Municipality had their own game activities which served as means of entertainment, physical development as well as cultural advancement. These games, sports and dances are mainly performed during festive and funeral occasions where the youth are mostly involved. Traditional game activities created avenues for social interaction for all the people in the community.

Social development is one of the capabilities possessed by early child is influenced by factor how child relationship or relation with environment. The child's personal relationships are factors that will have an impact on the child's social development. Various efforts should be made to improve children's social skills. Especially in the use of traditional games that are full of the meaning of local cultural values, in addition to stimulating early childhood social abilities

The implementation of early childhood focuses on the basic laying toward growth and physical development and intelligence, thinking power, creativity, emotion, spiritual, communication and social. The whole learning experience that children gained in the learning process.

In early days, children education should focus on activities that are interesting, fun and enjoyment for the learning activities to be interesting must be formulated into the game. So there is learning in the game and the child does not feel forced to be more interesting not boring. He stated that in the opinion of Latif, et al., (2014: 7), play is the need and activity that is done at an early age, because by playing the child acquires a learning experience that contains aspects of cognitive, language, social emotional and physical. Playing also stimulates the child to develop in general, both developing thinking, emotionally, and socially.

Traditional games as one of the play activities can be used as a learning resource to meet the needs of children in developing the potential include cognitive, language, and emotional, social and physical motor. Playing a traditional game aims not only to develop physical activity but more to the cognitive and social abilities.

He cited Fauzi (2016) who also stressed that:

“Cim-ciman game not only able to train the development of motor, language, cognitive, social and moral but also as media to instill and form cultural values and build character of child. If each learning activity can incorporate every traditional game into the core curriculum not only become an attachment, the benefits will be enormous”.

From the point of view of education, the potential of children is growing very fast because the learning activities presented are able to holistically develop all aspects of the child's development.

Playing games together has a great importance among the activities supporting the children in pre-school period in terms of language development. Game, on the other hand, has a basic function in making the child adapt to the world. The child acknowledges and understands the real world by playing games. He acquires the developments in language, concepts, etc. by associating them through games. He

could express himself more easily, fit in and make contact with the environment through games.

Traditional children's games are one of the game genres which are considered to contribute to language development and one of the activities of playing games. It is known that a few generations ago, the children invented active plays, tongue twisters, counting-out rhymes etc. in accordance with their environment and socio-economic levels. While the children play or invent traditional games, they have opportunity to realize their thoughts freely without any limitations. The effect of these activities carried out without any limitations by the children with such a rich imaginary world on all their development areas, especially on language development, is quite important (Başal, 2017). Pre-school education program and activities done in classrooms should have the quality supporting language development. These activities should have the qualities like comprehension, listening, conversation, asking questions, participation in the activities, helping friends as well as improving creativity and imagination.

Among the activities considered to influence language development in pre-school education program at most, could tongue twisters, counting-out rhymes, dramas, pantomimes, finger games, riddles and story completions be given as examples. Besides, education program and activities carried out for pre-school children should ensure the transfer, conservation and continuity of cultural heritage (The Ministry of National Education, 2013).

Education given by means of traditional games contributes to the child's language development, gets him to learn customs and traditions of the society he lives in, transfers almost forgotten traditional games from generation to generation and brings them to light (Başal, 2017; Sağlam, 2016). Therefore, in order to establish a suitable



ground to make the children learn language, an education program was prepared based on traditional games, because “games” is the best method they know. The effect of the prepared “Traditional Game Education Program” on language development was tested by being applied to the children.

In addition to meeting the needs of young children in developing potential, incorporating traditional games in learning activities is an effort to preserve the culture. As we know the traditional game as one of the nation's cultural wealth from time to time began to be abandoned and forgotten by the community. It can be seen from the type of game chosen, children tend to prefer to play with the game smelled of technology, games from mobile phones and internet.

The child who prefers the modern game will grow into a more selfish child who is accustomed to his or her own world because he or she is no longer doing cooperative activities, thus - learning to tolerate, understand each other, forgive, coarse motor movements and balance in a game (Susilo, 2016).

The modern games are considered to be more challenging to children than traditional games because they are considered outdated. Although there are some people who are of the view that modern games can develop the cognitive abilities of children because in the game there are activities of strategy preparation. But that is not entirely the case, as Amini's (2014) study concludes that children who are addicted to online game play have an effect on their learning achievement.

Reliving traditional games in children’s activities is not easy in this modernization times. Every group of people in our society must first understand its importance so that people can do various ways in accordance with the field that they do to resuscitate traditional games.

Returning the traditional game back into daily activity cannot be done only by celebrating once a year, traditional game activities should be regular with continuity to permanent as it was before. It is still clearly remembered by the community in the early 90s, that many children perform traditional game activities both in and outside the yard every afternoon and evenings together with their friends. Even during school holidays, the child prefers to play traditional games all day until the time is forgotten.

Avanti - Vera and Kurniawan (2017), argued that traditional games can be input into the curriculum. Traditional games can be integrated into the curriculum to improve the learning of a higher quality and can improve the development of early childhood to the fullest. As for research from Wahyuningsih (2015) which says that involving local wisdom in learning model can stimulate social ability of early child. The research of Avanti - Vera and Kurniawan (2017) gives similarities to the research that is in the traditional game. In addition, with research Wahyuningsih have similarities in social skills based on local wisdom.

Although, this study has differences in the study of personal relationships that are included in aspects of social development. In previous studies traditional games focus more on the physical aspects of motor, but in this study to identify social aspects that focus on personal relationships.

This research becomes important because the ability of personal relations becomes the main factor to support the social ability of children. When a child's well-formed social development will impact on other developments such as language of the child's personal relations ability will enrich the language skills. In addition, cognitive and motor skills have increased. So the ability of personal relationships becomes an important thing to be studied with various methods applied in early childhood learning

In recent times, these traditional game activities which used to bring majority of the people dwelling in similar landscape and climatic area together for a common purpose have declined drastically and have become a mere shadow of what they used to be in time past.

Some of the youths are fast losing their traditional game activities and are now embracing foreign cultures or imported ones. As Pufaa rightly put it:” In these modern times we are fast losing touch with our own believes and culture to a point” (Pufaa 1999:45).

As we look back to the ancient times, Egypt the cradle of Civilization had physical activities as part of her culture and activities forms part of their daily lives. Diboro (2011) that although the Egyptians were religious people, they were not philosophically minded and did not have the mysteesm of oriental to the east. Sports were part of their perfect life.

In the Ancient Greece the predominant philosophy that developed during the Homeric era became known as the “Greek Ideal” which stressed the unity of “man of action” with “man of wisdom”. This all round mental, moral, physical excellence was called “arête” and was personified by the Greek gods. These gods were revered as part deity and part human, the twelve major gods (12) of the Olympics Council were warship as the personifications of the Greek Ideal, with superior and intellectual and physical capabilities, such as strength, endurance, agility, and bravery. In funeral games held in honour of both respected soldiers killed in battle and for the gods, Greeks warrior athletes competed to prove their arête; but, success was valued more highly than prizes. Prior to competing, many sought the favours of gods. For this reason gymnastic events were performed during ceremonial occasions. They had a very rich culture of poetry, music, drama and gymnastics (Lumpkin, 1998: 148).

Their children at age fifteen (15) were trained to join the military. van Dalen again had this to say;” Early Greek gymnastic events were simple and informal. Frequently they were associated with religious festivals or friendly gathering of men honoring a deceased comrade” (van Dalen, 1965:12).

The Athenian educational system, which valued the all-round citizen, dominated the life of upper-class boys who under the guidance of their fathers, learn about their future responsibilities. The Athenians attitude towards physical education as an integral part of their life was held high. In fact, in looking at physical education and indeed making this work look educative it is necessary that reference be made to the Athenians physical education programme.

It was not only a matter of cultivating the physical qualities of a person but to a large extent the development of the individual qualities through the physical. These were the people who, physical education was part of their life. Their approach and attitude towards physical education since historical times have served as a pivot for the development of physical education the world over.

In the Wa Municipality in particular, things have completely changed. Traditional game activities which were generally patronized by both young and old have now began to fade off and replaced by modern ones. The “bombo,” “furu” and “kuriyekuriye” which used to be played during relaxation now seem not to have a place in the community. The youth of today now engage in computer games, modern record dances and other formal physical activities due to the introduction of the Whiteman’s culture and education.

This therefore relegates our one-time revered traditional game activities, sports and dances to the background which will have no place in our communities in the near future.

Traditional game or activities are among the subjects on the Basic Education curriculum that pupils, teachers and the general public enjoy when it comes to competitions. During such times people relax, recreate and release tension. This brings about unity and togetherness which pupils enjoy and a strong social cohesion is built among the people during such programmes. The Physical Education teachers' effectiveness is also assessed through the way his or her pupils perform some of these activities.

Evidence shows that teachers of physical education and for that matter traditional games and sports at the Basic School level often deny pupils the opportunity to express themselves freely in meaningful and purposeful activities during traditional sports and games lessons in spite of the eagerness of these pupils to learn. It is indeed a fact that the workload of the basic school teacher is a heavy one yet he is required to bring positive results or success in his programmes.

Traxler and North (1987) mentioned how tedious the work of the Basic Education teacher is, for them:

“It is common knowledge that the average public high School teacher carries a heavy load. He/she must teach from 100 to 200 or more pupils distributed through three, four or five classes and often take an important part in the out of school life in the community”.

A teacher at this level can therefore succeed in a physical education lesson only if he or she is committed to his or her work. It is noticed that this is where most of the teachers at the basic school level perform below average. It might probably be due to the workload they are faced with and indeed ill preparation.

One of the duties of the teacher in a physical education lesson is to make sure that a variety of activities are available to teach the child. Le Masaurier, and Corbin, (2006) made it clear when he said: “A good physical education programme helps children to

build a foundation for present and future success in all life activities” (Le Masaurier, & Corbin, 2006:45).

This means that good approach would aid in the achievement of the present and future successes in all life’s activities

Ayi-Bonte (1966) stated that:

“Since the child stores to understand his immediate environment through movement, the school should provide him with facilities for purposeful movement. He must have things to throw, climb, pull and push about. He must also have things to jump on to, jump over and also things to jump down from. This gives him excitement”.

By implication Ayi-Bonte wants to say that a child explores his immediate environment by fumbling with play items that can help him move about such play equipment and facilities should therefore be made available at the Basic School environment for young school child.

Nantomah (1968) also maintained that:

“The earlier the adult community took over the tasks of organizing the games of the children the greater would be the likelihood of children benefiting from a fuller and more satisfying programmes of physical education activities”

What Nantomah suggested was that children gain more satisfaction and experience and pick up skills quickly when they are guided by an adult. It therefore means that it is not only in the school setting that children should be guided to learn and perform traditional activities and that parents and adults of the community can be of great help in this regard. It is becoming clearer that to obtain a comprehensive all-round knowledge and understanding of a society the individual must study its cultural patterns and institutions. Traditional games are not an exception. These are related activities that make up a programme are merely one of the many cultural patterns prevalent in any society.

According to Waala oral literature, traditional games came into being with the beginning and development of social organization of the people. As time went on people were relieved from fear and anxiety about existence. They rather began to develop and pursue more personal pleasures and setting up of social orders. Games and other ceremonies like festivals surfaced to form part of their everyday life. Most Waala games especially the singing games are based on the social life of the people. The activities performed in some of the games and sports reveal some basic Waala cultural practices.

Oral literature shows that various music and dance were used in worshipping and during funeral and for recreation. This still happens today. Religious dances were and are still used to adore and gain favours of the gods and during initiations. Also music and dance were used during funerals to convey people's emotions of grief and sadness.

Traditional games are integral parts of other aspects of culture in small scaled societies. There is great range of ritual and ceremonial setting in which music and dance play important roles. Many authorities have talked a lot about oral literature regarding music and dance. According to Rosman and Rubel (1989):

“Music and dance play a major role in funerals. They convey emotions of grief and sadness better perhaps than any other medium. For example, among them as Enger of the western highland of New Guinea, the matrilineal relatives of the deceased as a group dance into the plaza where the body is displayed. The aggressive dance movement expresses their anger about the loss of their sister's child. Thus, it can be seen that music and dance convey meaning as well as express emotion”.

Social scientists believe that traditional game activities and dances may have played an important part in hunting and many other activities of prehistoric life. This is clearly manifested among the people of the Wa Municipality when great hunters kill wild and big animals like the elephant, lion, buffalo etc. They sing war songs and

dance war dances in wild jubilation. It must also be observed that most teachers at the basic school level are untrained and where you have trained or certificated teachers, they do not have the requisite knowledge about physical education. It then presumes that Physical Education teachers at this level will have problems teaching the subject. In relation with the above, Nacimo and Desmond (1989) revealed that: “No matter how kind, amiable and well-meaning a teacher is he cannot possibly succeed unless he has a thorough knowledge of the subject he is teaching and a good general knowledge” (Nacimo & Desmond 1989:8).

These two great writers further mentioned that a very knowledgeable person completely lacking in sensitivity or human emotions is not likely to be successful especially if he behaves like an army sergeant on the parade grounds. Physical education is actually supposed to be taught in command form, however with a good approach in order to develop good skills in the learner.

“Teaching has been quite “authoritarian” in nature and too often taught by what Musston calls a” command style” (Nixon & Jewett, 1969:179).

Teachers of Physical Education and for that matter traditional game activities should not therefore shiver at commands as this can jeopardize the good intentions and objectives of the lesson. The problem comes about as a result of teachers who do not have fair knowledge about the traditional game activities of the community in which they teach. It goes to indicate that an individual who is a “square peg in a round hole” does not contribute to his or her own self or organizations welfare. Bucher put it right when he said:” To be placed in a position that should be held by a person with lesser qualification or vice versa is unjust and devastating” (Bucher. 1989:2).

To be able to improve on the challenges faced by teachers in the teaching and learning of traditional games and sports at the Basic School level means that we should open



opportunities that will enable both teachers and pupils to acquaint themselves frequently with the traditional activities of the communities in which they find themselves.

There is a close relationship between Physical Education (i.e. organised activities) and traditional game activities where traditional game activities are embodied in general physical education. The traditional African had always engaged in physical education unconsciously. Throughout history, man has been in search for food to satisfy hunger, the desire for protection against enemies, propagation and the urge to manipulate the brain, fear of the strange and the unknown world, in addition to man's sociable nature led him to participate in physical activities. As a result of the general tendencies exhibited by man through play, hunting, dancing and warfare evolved. This explains why the primitive man and indeed all men have proved to engage in motor activities.

According to Osman (1999), stated that history has been made up of man's responses to varying situations arising from his environment, social and material needs as well as natural urges. Man in his struggle for survival was involved in activities that needed both physical and mental attention. Regarding primitive days Bucher (1989) stated that there were organized physical education programs in the primitive society or in the culture of the ancient oriented nations and that primitive society did not think of physical education as seen by people today.

According to sources traditional approach to Physical Education needs no or little explanation, such that syllabuses on course outcome specify several weeks of one activity followed by several weeks of another.

The sources went further to say that, traditional activities should be the ideal way to make the physical education teaching and learning process very simple and easy since it is based on the learner's own ability and culture.

In 1995, Bucher also stated that traditional objectives of physical education have been categorized as either promoting education through the physical or of the physical. He collaborated this statement by saying that, education of the physical focused on the development of the body and physical skill as an end in itself. That means that preference was given to the development of the body and physical skill rather than outcomes that could be accomplished through play activities. Education through the physical emphasized the acquisition of physical skills and body development as well as attainment of other physical activities.

Ayi-Bonte stated that: “to be able to help the child to perform his skill in his everyday movement, every teacher should have a sound background of his nature, scope and purpose of the activities to work to employ in his lesson” (Ayi-Bonte, 1966; 65). By implication, Ayi-Bonte has advocated for basing the teaching of Physical Education from traditional level, thus what the child is conversant with from his traditional areas.

He further went on to say that a planned school program if possible should be provided in the schools for children to have a variety of activities to make up for what they have missed at home and to the foundation for full and happy life.

The teaching of traditional games could be very effective depending on the attitude of both teachers and pupils. Socially, taking part in organized physical activities can bring people together for a common purpose of making friends irrespective of their socio-economic or political background.

The need for the effective teaching and learning of traditional games in the physical education program cannot however be overemphasized. The interest of pupils must be aroused and inculcate in them the need to participate in physical activities. For instance, the Greeks placed so many premiums in living a full and healthy life through

aesthetics. Therefore, they encouraged their youth to exercise to develop the body for war. Girls in particular were trained and developed for healthy child bearing. Many festivals and traditional activities were performed by the Greeks to improve their health.

In 1966 some authorities were of the view that there was the need to incorporate traditional games and sports in the school physical education programme. They also thought that our indigenous games could also be developed into interesting major games if they were well preserved, adopted and adapted.

They were again of the view that, our cultural and traditional games and sports can only be preserved if we allow pupils to participate in them. It must be noted that all the modern games today like soccer, volleyball, tennis etc have ever been traditional sports and games of countries. Today, they are so popular in the world of sports and well patronized.

The Egyptians also engaged in physical activities with the aim of training the youth towards their enemies. They were particularly trained to defend the state in times of war. In connection with this Bucher (1993), stated that: “the Egyptian youth were bread and buttered in a manner involving physical activities. They were required to participate in exercises and activities designed to make the body supple, strong and healthy” (Bucher, 1979).

It is true that physical training is very important for the physical buildup of a person so for this reason the Egyptians made provision for training equipment and facilities that will facilitate their training programmes. The gymnasium and stadia where running, jumping and climbing facilities were available were at the disposal of their children. The Pedotribe (teacher of physical education) was well resourced to teach the Egyptian children.

In 1968, Nantomah in his submission stated that “to encourage children to participate in more of these indigenous recreational activities special fields for various games should be constructed and allowed for an increased length of the period which could be spent in play (Nantomah, 1968:205).

This is exactly what should be happening in our basic schools. It should be noted that children like play activities and every single effort should be made to provide such facilities and play equipment for pupils to use.

The great writer and physical educationist further mentioned: “Naturally, every human being likes and accepts innovations and new things. Psychologists tell us that, children especially the adolescents want to discover their bodies and therefore try their hands at activities that are challenging to them, they are said to be adventurous”.

The above statement means that children like to explore their environment and if the avenues are opened to them, they try their hands on things that would give them experience and excitement.

It should be noted that to enhance the teaching of traditional games and sports adequate time should be allocated to physical education on the time table. Unlike modern games and sports, traditional games and sports lack textbooks and other materials. Experts of traditional games and sports should take it upon themselves to provide textbooks and syllabuses for traditional games. It is important to note that motivation and interest are the driving forces behind all teaching, learning and full participation of teachers and pupils in physical education lessons.

Every physical educator has some unique missions to accomplish so far as the teaching and learning of physical education is concerned. According to Hastie and Martin (2004) stated these unique missions among others to:

“Help children gain confidence in motor ability Foster a positive attitude towards physical activity and fitness. Help children respect individual differences in activity setting promote a desire to engage in physical activity outside of school Manage instructional environment to help children feel physically and psychologically safe. Help children demonstrate personal and social responsibility. Provide planned sequential programmes of instruction to meet national standards”.

In 1993, Bucher stated that in order to have improved and effective learning situation there are certain basic factors which education must be cognizant of. These basic factors serve as the framework or reference for the conduct of learning and teaching in the school environment. Some of the most important factors influencing teaching and learning are motivation, individual difference and intelligence. By implication if teachers are given motivational packages the teaching of traditional games will be enhanced. Also, motivation when well met will bring about co-operation, self-awareness and initiation thereby bring about achievement of higher results by both teachers and pupils.

Dougah (1965), quoted Diedrieh Westeman to have said that:

“The education of the African child is characterised by its leniency. The child is mainly left alone with his playmates and he is expected to find his place gradually among the adults without too much interference from others....he acquires independence and becomes active and adventurous”.

This supports Bucher’s statement and implies that a well-planned physical education program fused with traditional activities will give an opportunity to children to engage in activities that appeal to them without possibly the teacher’s interventions. This idea more often than not suffers deficiencies along the line when teachers show negative and lukewarm attitude towards the teaching of traditional games and sports.

This statement is humbly supported when Bucher (1979), stated again that:

“During the colonial period little attention was given to any form of physical activity in the schools. The emphasis was on the three Rs at the elementary. Teachers were ill-prepared in the methodology of teaching at the secondary level students were prepared mainly for

college, and it was thought that physical activity was a waste of time in such preparation”.

Rink (1993), also opined that students feel more comfortable and learn better if they know in advance what they will be doing and why they will be doing it or tested on it. From the above statement, pupils or students should be given prior notice or information as what to do and/or where to find available information before a lesson begins. It gives pupils an insight into what will happen next so that they can prepare adequately and in advance for it.

Traditional games are acceptable indigenous norms and plays which are usually handed down from generation to generation. These activities have all the characteristic of modern games and sports with only just a little specification. According to Diboro (2011:27), this is what I wrote about traditional games and sports:

“The rules for traditional games are simple; the skills are less advanced; the specification for facilities and equipment are not standardized; the number of players for each game may vary and the system of scoring and officiating is not rigid”.

We cannot run away from the fact that traditional games; sports and dances are part of our cultural heritage. They have direct influence on our culture which must be exploited to the benefit of our society. It is also an undisputable fact that, traditional sports and games therefore, have all the required and needed qualities, values and ingredients, which, when used appropriately could develop the individual physically, mentally, socially, emotionally, psychologically and aesthetically.

From our discussions above, it is obvious to note that participating in physical activity or traditional games will promote growth, physical fitness, cardiovascular endurance, motor skill development, mental, social and emotional control and above all an all-

round individual that will fit well in his community. This in effect will go a long way to achieve the objectives of education in general.

## **2.2. Theoretical Framework**

The theoretical framework of this project was based on Gardner (1983), multiple intelligence. Many of us are familiar with three general categories in which people learn: visual learners, auditory learners, and kinesthetic learners. Beyond these three general categories, many theories of and approaches toward human potential have been developed.

Among them is the theory of multiple intelligences, developed by Howard Gardner, Ph.D., Professor of Education at Harvard University. Gardner's early work in psychology and later in human cognition and human potential led to the development of the initial six intelligences. Today there are nine intelligences and the possibility of others may eventually expand the list. These intelligences (or competencies) relate to a person's unique aptitude set of capabilities and ways they might prefer to demonstrate intellectual abilities.

In order to capture the full range of abilities and talents that people possess, Gardner theorizes that people do not have just cognitive capacity, but have many different kinds of intelligence, some of which include: musical, interpersonal, spatial-visual, and linguistic intelligences. In developing multiple intelligences in young learners, current research on the brain, learning and human intelligence from a variety of disciplines, including medicine, cognitive sciences and education has provided information with profound implications to education. This research is challenging and stretches the traditional approaches to education and teaching particularly with regard to the ability to learn, human intelligence, and how efficient learning occurs. The traditional theory of intelligence has two fundamental assumptions:

1. That human cognition is unitary; and
2. That individuals can be adequately described as having a single quantifiable intelligence

The traditional theory of intelligence has helped created a mindset or paradigm as to what “smart” or ‘intelligent’ is who has potential or ability to be smart, and how we can or cannot become smart. This has clearly influenced current educational practices. It is still common educational practice to use the score from standardized intelligence test to qualify children for various special programs. It is assumed these tests measure intelligence accurately and meaningfully.

Current research indicates that the only limit to one’s intelligence is what the individual believes is possible and how his or her intelligence is not a static structure that can be measured and meaningfully quantified, but an open, dynamic system that can continue to develop throughout life through his work and studies, Reuven Feurstein, an Israeli psychologist and educator has develop a theory of the ‘modifiability of intelligence’ he has linked the importance of how teachers, through facilitating learning experiences, impact the quality of learning and influence the potential intelligence of each student. Feurstein educational approach focuses on the quality of interaction between the teachers and the learner, which he calls mediated learning experiences (MLE) He has successfully demonstrated how, through systematic and planned enrichment , intelligence can be modified, expanded and developed (Feurstein, 1988).

Supporting the new paradigms of intelligence Howard Gardner of project zero at Harvard University has determined that intelligence is a pluralistic phenomenon, rather than a state structure with a single type of intelligence.



According to Howard Gardner, people with high kinesthetic intelligence process information through their bodies through muscle, sensation and movement. Their bodies are their avenue to learning and understanding any content or subject and are also their preferred form of self-expression. This accession by Gardner shows that, it will be an added opportunity if traditional games are introduced to children at the early stages in their lives.

Additional characteristics include the following:

- A fine – turned ability to use the body and handle objects (fine and gross motor)
- Ability to express emotions through human bodily movement
- Enjoy physical movement and dance using the body
- Constant movement likes to get up and move around.
- Commitment to confront a problem
- Using the body to accomplish a task
- Experiences a strong mind and body connection
- Expand awareness through the use of the body
- Experiences a total physical response
- Often good at creative drama.

Learning is one of the most important activities in which humans engaged. It is at the very core of the educational process, although most of what people learn occurs outside of school. For thousands of years philosophers and psychologist have sought to understand the nature of learning, how it occurs, and how one person can influence the learning of another person through teaching a similar endeavors’.

Various theories of learning have been suggested, and these theories differ for a variety of learning and teaching. Some typical question such theories might involve

are: how does one determine if learning has occurred? What factors determined whether or not learning occurs? Are these factors located in the environment of within the individual?

The above stand to reason that no human being be it man or woman was born stupid, but the conditions under which the person lives can seriously determine the development or other wise of that individual or person.

### **2.3 Importance of Traditional Game activities**

Traditional game activities are engaged by different cultures and have been used as a medium of training. For instance, the Spartans, a Greek city state used this medium to form a formidable army in their days.

Throughout history, different groups of people have participated in diverse forms of physical activities. In early civilizations, physical activities were an integral part of their daily survival and way for seeking food, clothing, shelter and protection. These were achieved through the following skills: running, jumping, throwing, wrestling, climbing as well as swimming. Before formal education started, tribal leaders and parents required their children to learn and practice survival skills through imitation.

Communal requirements stressed physical prowess for both aggressive and defensive reasons.

According to Lumpkin (1998: 148), in funeral games held in honour of both respected soldiers killed in battle and the gods, Greek warrior-athletes competed to prove their arête; but the success was valued more than the prizes.

Traditional game activities have a lot of benefits to the individual these include: physical, mental, emotional, social, economic and political importance. Every group of people have their traditional activities they perform at a particular time of the year.

Most of these activities that are performed in one way or the other are always to give thanks to their gods for protecting them for the period under review.

In assessing and intensifying the teaching and learning of traditional game activities in the physical education curriculum, the traditional game activities should not only be seen as a means of physical build up, display of skills or participatory entertainment but should be seen as means through which the tradition and culture are handed down to the younger generation.

Traditional games are passed on by the ancestor and need to be conserved because they contain local wisdom values, the good positive, worth and desirable values.

Traditional game activities include game marbles, jump rope, and robber games and so on. Traditional game activities can enhance various aspects of Childs development.

Research findings indicate that educationist chose traditional game activities as one of the appropriate means to be applied to the early childhood education for some of the following reasons:

Traditional games are played both at the lower level of education, these games and at home with adults as they develop skills in playing and want to assert themselves through successful performance of playing.

Traditional game activities like Moari, Kwari, Bombo etc help to build the physical structure of people as well as agility and acquisition of skills. Among the Waala traditional games such as “Puong-Puong” “Fogling-fo”, “Angpumeju”, “Furu” Kuriye-kuriye etc prepare one for adult life. Good morals and other social virtues are learned by children when they constantly engage in traditional games and sports. Also, traditional game activities expose children to leadership roles and prepare them to accept failure as they occur but strive to solve them.

Traditional game activities generally involve role playing. Young children are highly motivated by the opportunity to be someone else. Role play is apparent in traditional game activities and sports. In certain games like “playhouse” children play the roles of a father, mother, husband, wife brothers, sisters or grandparents etc. In such activities they are gradually preparing and learning how to manage the household.

Most traditional game activities include vigorous physical activities that require cooperation and intellectual engagement. This process also motivates them to choose these games. Through these games, young children are active in all conditions irrespective of the season (harmatan, rainy, warm and etc.). These activities bring children some joy and a feeling of happiness and satisfaction and a favourable effect of the sun’s rays as well as durability and immunity.

Traditional game activities are largely meant for relation and recreation. After the day’s work, most people spend their leisure time meaningfully by playing these games. By participating in traditional games emotional feelings of distress, tiredness, anger and frustration are off and replaced by joy and excitement. The spirit of competitiveness and pleasure are inculcated in those who participate in them including spectators.

Generally, engaging in physical activity creates opportunities for children to interact with their peers and other higher groups of authority. In doing so concepts like courtesy, modesty, co-operation, honesty, understanding and respect are inculcated in them.

Ayi Bonte (1966) stated that: “To be able to help the child perform his skill in his everyday movement, every teacher should have a sound background of his lesson”. This shows that, Ayi Bonte has seen the need for us to base our teaching physical education on the traditional or local area where the child comes from because he is

familiar with the activities that exist in that area. This will therefore help him to learn better. Many valuable things have been lost by the typical traditional Ghanaian.

These good values have been replaced by western type of cultures. This is why a seasoned Physical Educationist of the Upper West Region, Pufaa opined: “The advent of the Whiteman to the coast of Africa has left a number of impressions and depressions within the sub-region. The major legacies left behind are western religion and formal education”. (Pufaa, 1999:45)

Pufaa (1999), indicated that ignorance is not an excuse. Africans were cunningly made to believe that the Whiteman’s culture was better and superior to what was existing in Africa and so a lot of good cultural practices have been dropped in Africa.

According to some experts in traditional activities in 1998, formalized games in which the youth participated had conventional rules and regulations and defaulters were either punished or temporally ostracized and disgraced. It can be deduced from the statement that, interaction with playmates, the strict involvement of the rules of the games, the youth were taught to be of a behavior that is acceptable in the community.

By adhering to the requirements of the play group, the youth are fit and strong and can now be accepted into the life of the community as a whole. This therefore means that for various and varied reasons, our forefathers engaged in games activities for inspirational and significant roles in our present day.

Several challenges abound for the teaching of traditional games. General physical education has suffered a severe setback in the school curriculum in recent times. The physical education curriculum is designed to include attributes such as physical fitness programme that will develop strength, speed, balance, co-ordination endurance, flexibility, good posture and body mechanics. It is also meant to promote the physical, social and intellectual development of the child hence, activities on the

physical education calendar are progressively more complex for pupil to perform and the skills to be learned are also more demanding.

Traditional games form part of the general physical education programme at the basic school level in Ghanaian schools. Games competitions are a clear manifestation of the physical education programme which afford opportunity for natural healthy exercise for a large number of school pupils. Despite such opportunities it is realized that such programmes still leave much to be desired. Many have said that it has been difficult for physical education to gain acceptance, and if that continues to be the trend our objectives of physical education are severely challenged in certain circles and the programmes are being de-emphasized.

From the above observation some others were of the view that even though physical education is regarded as a core subject in the school curriculum it is only given lip services. It has suffered under-recognition and as such less importance. The negative attitude of teachers towards the teaching of Physical Education in general and traditional games in particular is a case in point.

This is very apparent in the Wa Municipality of the Upper West Region. Progressive deterioration of methods of teaching seems to call for some revision of teaching methods to change this trend. Many people have expressed concerns about some factors that affect the effective teaching of traditional games at the Basic School level in the Wa Municipality. These possibly include inadequate facilities and equipment. Considerable space and equipment are usually expensive for head teachers of Basic Schools to buy. There is absolutely no guarantee that any funds would be made available to procure them. Lack of such basic facilities' and equipment seriously hinder the effective teaching of traditional games at the Basic School. The confidence of the physical education teacher is built up and he enjoys teaching when such

facilities and equipment are made available to him. On the contrary lessons become boring and interest deteriorates when there is lack of facilities and equipment in the school. “In 1993 Ghanaian authorities in Physical Education in a lecture at the second annual Ohene Djan Lectures in Accra noted that most defects of Physical Education in the Sports sector in our country are due to inadequate activities. Also most schools do not have sufficient equipment. In some cases adequate incentives are not given to both sports men and women to boost their moral” (Diboro 2011).

After all, these games have traditionally been passed down through the generations by children themselves, with little or no adult input. There is something important about these traditional games that cannot simply be dismissed as rose-tinted, sepia-toned nostalgia. And I think the time is right to revisit these games and breathe new life into them.

There is something wonderfully pared down and self-reliant about many traditional games. They rarely need equipment. Many can be played almost anywhere, and can cope with a wide range of ages, abilities and numbers of players. The rules can be endlessly adapted – just as long as a sense of fair play is respected.

Outdoor games also provide children with valuable rehearsals for everyday life. Think about all the tasks that are involved in a game of tag, for instance. Players have to decide who ‘it’ is. They have to agree safe spots, and how ‘time out’ works. And they have to sort out disputes about whether or not someone was tagged.

The physicality of tag, and indeed many traditional games, demands accurate risk management. When chasing or catching, players have to try to make sure they don’t hurt each other too much, and it’s not a great idea to collide with any non-participants who happen to stray into the area. That is a pretty impressive list of physical, interpersonal and social skill.

It is high time the Ministry of Education and for that matter the Ghana Education Service (GES) came out with guidelines to put Physical Education at its rightful place. Many educators including traditional authorities believe that lack of interest in traditional games and sports on the Physical Education curriculum would underscore its objectives and render it useless.

## **2.4 Challenges Facing the Teaching of Traditional Game Activities in Basic**

### **Schools**

Several factors or obstacles are found to be responsible for the implementation of traditional game activities in the field which results in the sinking or down ward movement or better still lack of interest in doing traditional game activities. In line with notion, the problems in the implementation of Traditional Game activities were based on internal and external factors.

Those that are internal problems were revealed from within related to the edge to do sports without external encouragement. The external factors or problems have to do with facilities and infrastructure supporting the proper implementation of these games. The problem in developing these games is the lack of interest from the youth in implementing them. One of the biggest problems experienced in traditional game activities are the lack of socialization of Traditional sports to the community.

Another problem uncouneted was the lack public interest in explaining traditional wealth and the lack of interest in competing in a tiered and a sustainable way.

Some of the problems facing traditional game activities:

1. Due to technological advancement in sports and games aspirants do not attract towards traditional sports and games.
2. For demonstrations or presentations, traditional sports equipment required are not available. Arrangement of transportation of these equipment is to be made



3. Raising of funds to preserve, improve or enhance and promote traditional game activities is a difficult task.
4. It is very difficult to have experts coaches for traditional game activities
5. Resources and support from national and international sports organisation is the need.

In summary, there is the need for internal and external attention and encouragement to traditional game activities. These problems described are expected to be able to make an informed decision to be able to develop traditional game activities.

## **2.5 Summary of Literature**

Once culture is said to be a way of life for a group the people, traditional games also vary from place to place. It is very essential to note that traditional game activities evolved with the dawn of man or mankind. Some of these games were employed by our forebears or great grandfathers as a means of survival in those days. Some of these games or activities enable the people to recreate and have leisure and fun after the day's work.

Traditional game activities are motor activities of leisure and are part of the universal heritage diversity. They contain all the developmental tendencies in a condensed form and they are a major source of human development. Playing games is important to children's development and quality of life.

Most of these games help children to interact with one another and also present them the opportunity to share similar attitudes, values, thoughts and behaviours compared to those with different cultures. Traditional games and sports activities created avenues for social interaction for all the people in the community.

Traditional games and sports activities can be used as a resource to meet the needs of pupils in developing their potentials such as cognitive, language, emotional, social

and their physical motor. In addition to the above, in learning activities is also an effort to preserve the culture. Since traditional games and sports serves as the nation's cultural wealth.

The introduction of modern games such as football, volleyball, table tennis among other electronic game from mobile phones and the internet made society to abandoned these traditional games. The child who prefers these modern games will grow into a selfish person because he or she is no longer doing cooperative activities, thus learning to tolerate, understand each other, forgive and also learn motor movement and balance in the same game.

Although traditional games and sports play some important roles in the life of people most especially children, it has its own setbacks. In the first place, the so many traditions that are in existence alone is problematic in itself. The cultural practices of these people made them to have different traditional games and sports activities. These games may be the same but different rules as far as the cultures and traditions differ.

Another problem faced by traditional game activities is the lack of equipment for these games because, they are locally made by the indigenes mostly the aged. Most teachers at the basic education level do not have knowledge in these local games and cannot teach them in their schools.

## CHAPTER THREE

### METHODOLOGY

#### 3.1 Overview

This chapter seeks to explain a systematic procedure and method employed in the collection of the relevant data for this research work. The methodology includes the research design, the population and sampling procedure, the instrument used, administration of the instrument and data analysis.

#### 3.2 Research Design

The study employed the descriptive survey design. According to Avoke (2005), who referenced Blaxter, Hughes, and Tight (1996), survey research in education entails the collection of information from individuals within a group, such as students, teachers, or others associated with educational issues.

The rationale behind selecting this research design lies in the recognition that information obtained from descriptive research can offer meaningful insights for diagnosing a situation. Descriptive research involves the systematic process of describing, recording, analyzing, and interpreting existing conditions. The survey design was specifically chosen because it allows the researcher to efficiently and cost effectively gather information from a large sample of individuals (Ary, Jacobs, & Rezavieh, 2002).

#### 3.3 Population

The accessible population of the study comprised seventy-two (72) physical education teachers employed in different junior high schools within the Wa Municipality. The study concentrated on public schools falling under the jurisdiction of the Wa Municipal education directorate in the Upper West region of Ghana.

The educational directorate is organized into fifteen (15) circuits, each identified by a unique code for easy reference. Furthermore, each circuit is managed by a Circuit Supervisor (CS) responsible for overseeing and supervising a specific number of schools within their assigned area. In the Wa Municipality, there are a total of seventy-two (72) Junior High Schools, and a detailed breakdown of this distribution is provided below;

**Table 1: Circuits and Number of Schools**

SN	CIRCUIT	CODE	NO_OF SCHOOL
1.	Bamahu	001	4
2.	Boli	002	5
3.	Busa	003	5
4.	Charia	004	6
5.	Dobile	005	4
6.	Jonga	006	6
7.	Kabanye	007	6
8.	Konta	008	6
9.	Kperisi	009	5
10.	Kpongu	010	3
11.	Mangu	011	4
12.	Sawaba	012	4
13.	Tampalipani	013	5
14.	Tendamba	014	5
15.	Kambali/Nakori	015	4
Total			72

*Source: Field data from Wa Municipal Education Office (August, 2020).*

### **3.4 Sample and Sampling Technique**

Out of the 72 physical education teachers, 46 physical education teachers (56%) were selected using the multi-stage (cluster and random) and stratified sampling techniques for the study. At the first stage of the sampling process, the study employed the cluster sampling to group the region into 15 circuits.

The second stage employed the simple random sampling technique to select the Basic schools within each circuit for the study. Schools were later selected from each circuit for the study. A list of schools within each zone was written on pieces of paper with numbers assigned against them. The slips of paper bearing the names and numbers of the Basic schools, was folded and put into a container and shuffled thoroughly.

A selector was then asked to pick a slip of paper, one after the other, without first looking into the pool, until the required number was selected. Once a number was selected, it was recorded and set aside before a new one was picked. The container was reshuffled and another number picked, recorded and set aside without replacement. The process was repeated until the required number of Basic Schools were obtained. When simple random sampling technique is used, it ensures fairness, homogeneity and eliminates biases.

Finally, the simple random sampling technique was employed to select 40 teachers for the study. According to Barbie, the minimum sample size for a quantitative study should be from at least 40 percent of the population in order to have a representative sample (Barbie, 2012).

### **3.5 Instrument**

The instrument used for the study was a researcher designed closed ended questionnaire. The questionnaire comprised a 36-item online questionnaire. The questionnaire consisted of two sections; “A” and “B”. Section ‘A’ provided data on

the demographic information while section “B” was on the research questions for the study.

Responses from 30 items on a 5-point Likert-type scale, ranging from strongly agree to strongly disagree was used section B aspect of the questionnaire. Items were clustered into three (3) major factors, namely; (a) traditional activities; eight (8) subitems - from numbers 7-14 (b) Teaching Method; four (4) sub-items - from numbers 15-19 (b) Challenges; five (5) sub-items - from numbers 20-25 (c) strategies; Seven (7) sub-items - from numbers 26-33

The questionnaire items centered on the guiding research questions for the study.

Other survey items included demographic questions, technology usage, and awareness of technology equipment. The rationale for using a questionnaire was because it offered the researcher an opportunity to sample the views of a larger population within a short time and saves cost. It is a quicker way of collecting data and also known to be quite valid and reliable and well structured (Seidu, 2007).

### **3.5.1 Validity of the Instrument**

The validity of a test instrument pertains to the appropriateness and soundness of the instruments or procedures employed to measure variables within a study. Content validation procedures were employed to establish the validity of the instrument. Content validity specifically addresses how well a measurement tool represents every element of a particular construct, questioning whether each element contributes to or detracts from the test or research question (Dzakadzie, 2015).

In this study, content validity was ensured through a meticulous review process. The instrument underwent scrutiny by the researcher's supervisor, who vetted and approved the questionnaire. Subsequently, it was submitted to a senior lecturer specializing in statistics for language clarity and interpretation of question meaning

before distribution to respondents. Feedback from these experts prompted revisions to the questionnaire items. For instance, any initially ambiguous or poorly constructed items were modified to enhance content validity. This rigorous review process aimed to strengthen the alignment between the instrument and the construct being measured.

### **3.5.2 Reliability of the Instrument**

The reliability of a study instrument is characterized by its consistency in producing consistent or similar results under the same conditions on different occasions. It represents the extent to which an instrument, such as a questionnaire or interview guide, consistently measures a subject or variable, yielding uniform results across various instances.

In this study, instrument reliability was established through a pilot test involving data collection from twenty (20) Physical Education Teachers selected from a nearby Municipality. These teachers shared characteristics similar to those in the main study. Employing the Cronbach's alpha model, the reliability coefficient for the entire instrument was calculated, resulting in  $\alpha = 0.75$ . This value signifies good internal consistency, as reliability coefficients of approximately .60 or greater are deemed acceptable according to social science literature (Loewenthal, 2004).

### **3.6 Data Collection Procedure**

The researcher administered the questionnaire to teachers from selected junior high schools in the Wa Municipality. Personally distributed over a two-day period, from the 8th to the 9th of March 2020, the researcher obtained prior permission from school authorities for this undertaking.

Before distributing the questionnaire, the researcher informed respondents about the purpose and proper procedure for completing it. While issues regarding the

confidentiality of respondents were briefly discussed, the emphasis was on assuring protection and maintaining the integrity of the exercise.

Respondents were granted a one-week period to answer and submit the questionnaire to alleviate any potential pressure. The researcher aimed to respect varying response times, with some schools completing the questionnaire promptly, while others required a return visit. To ensure completeness, the retrieval of answered questionnaires extended over two weeks, from the 14th to the 27th of April 2020.

### **3.7 Data Analysis**

The data analysis involved employing descriptive analysis, which included frequency counts and percentages for all demographic variables and, when necessary, for addressing research questions. Additionally, the research questions were addressed by calculating the means and standard deviations.

The use of frequency counts and percentages in descriptive analysis serves to provide a comprehensive overview of the distribution of categorical data within the demographic variables. This approach helps in understanding the composition of the sample in terms of different demographic characteristics, allowing for a clear and concise presentation of the data.

On the other hand, employing means and standard deviations is crucial for numerical data, as it offers insights into the central tendency and variability of the data. Calculating the mean provides a measure of the average value, while the standard deviation indicates the extent to which individual data points deviate from the mean. This is particularly important in quantitative research to describe the spread of scores and to identify patterns or variations in the data.

In summary, the combination of frequency counts and percentages for categorical data and means with standard deviations for numerical data ensures a thorough and



balanced descriptive analysis, providing a comprehensive understanding of both the composition and distribution of the variables under investigation (Barbie, 2012).



## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### 4.0 Overview

This research study was conducted to find out the existence of traditional game activities in the basic school curriculum and also to assess the teaching of traditional games and their importance to the development of pupils in the Wa Municipality in the Upper West. The data for the study were collected through questionnaires distributed to educators teaching the subject at the primary school level. Subsequently, the researcher compiled and analyzed the responses obtained from the questionnaires to draw conclusions. The identified findings were then utilized as the basis for subsequent discussions.

#### 4.1 Results

**Research Question One: What Traditional Games are employed in the teaching of physical education at the Junior High School level in the Wa Municipality?**

**Table 1: Descriptive Analysis showing traditional game Activities**

Traditional Games	Frequency	Percentage
Piiloloo	16	40
Kuriye-kuriye	8	20
Drum language	5	12.5
Stone passing	2	5
Drumming and dancing	3	7.5
Chaskele	1	2.5
Arm Wrestling	1	2.5
Others	4	10
<b>Total</b>	<b>40</b>	<b>100</b>

*Source: Field Data, 2020*

Table 1 presents a comprehensive overview of traditional games integrated into Junior High School physical education programs within the Wa Municipality. These games, deeply rooted in Ghanaian culture, serve multiple purposes, including the promotion of physical activity and the cultivation of social and cultural appreciation among students. Piiloloo emerges as the most prevalent traditional game, constituting 40% of the reported activities. This indigenous game requires physical agility, coordination, and teamwork, making it suitable for fostering physical activity and social interaction in educational settings. Kuriye-kuriye ranks second in frequency, representing 20% of the activities. This game involves chasing and tagging opponents, promoting speed, agility, and strategic thinking among participants, thus enhancing its appeal in physical education classes. Drum language, practiced by five respondents, adds a cultural dimension to physical education activities. While not a conventional physical game, its inclusion underscores the importance of cultural appreciation and diversity in educational contexts.

Stone passing, drumming and dancing, Chaskele, and arm wrestling, although less frequent, contribute to the diversity of traditional games offered in physical education. These activities offer opportunities for hand-eye coordination, physical fitness, and friendly competition, enriching the educational experience of students. The "Others" category encompasses additional traditional games not explicitly listed, reflecting the varied cultural landscape of the Wa Municipality. Examples such as Alikoto and Oware may further enrich students' understanding and appreciation of Ghanaian heritage.

**Research Question Two: How are Traditional Game activities taught at the Junior High School level in the Wa Municipality?**

**Table 2: How traditional Games are taught in the Wa Municipality**

<b>Item</b>	<b>Frequency</b>	<b>Percentage</b>
Traditional games are taught in schools by PE teachers	4	10
Some other subject teachers also teach the Traditional Games to pupils	18	45
Traditional games are taught on Daily Basis in schools.	10	25
Equipment Availability	6	15
Inviting Experts from the Community to Teach Traditional Games and Sports	2	5
<b>Total</b>	<b>40</b>	<b>100</b>

*Source: Field Data, 2020*

The results reveal that only a minority of schools (10%) have physical education (PE) teachers dedicated to teaching traditional games as part of the curriculum. In contrast, a significant portion (45%) of schools integrate the teaching of traditional games into subjects other than PE, indicating a broader incorporation of these activities across the curriculum. Furthermore, a quarter of the schools incorporate traditional games into their daily routines, suggesting a consistent approach to integrating these activities into students' learning experiences. However, the availability of equipment for

teaching traditional games is limited, with only 15% of schools having sufficient resources. This shortage may present challenges in effectively instructing or facilitating participation in these activities.

Additionally, a small percentage (5%) of schools collaborate with experts from the community to teach traditional games and sports. This collaborative approach reflects efforts to enrich students' experiences and diversify the teaching methods employed in physical education.

**Research Question Three: What are some of the challenges that may affect the use of traditional games in the teaching of physical education at the Junior High School level in the Wa Municipality?**

**Table 3: Challenges in Teaching Traditional Games in PE Classes within Wa Municipality**

<b>Challenges</b>	<b>Frequency</b>	<b>Percentage</b>
PE teachers who teach traditional games	6	15
Experts who teach traditional games	6	15
No Equipment for teaching traditional games	20	50
Organisation of In-service training on traditional Games to PE teachers	4	10
Cooperation from Headteacher	4	10
<b>Total</b>	<b>40</b>	<b>100</b>

*Source: Field Data, 2020*

Table 3 presents the challenges encountered in teaching traditional games in physical education (PE) classes within the Wa Municipality. The data reveals that 15% of PE teachers may lack the necessary knowledge, skills, or experience to effectively teach traditional games. This highlights a potential need for professional development or training programs to enhance their competencies in this area. Similarly, 15% of schools face challenges related to engaging experts who can effectively teach

traditional games, possibly due to a lack of availability of qualified individuals or resources to invite them to schools.

The most prevalent challenge, cited by half of the respondents, is the lack of equipment for teaching traditional games. This shortage may hinder the implementation of practical activities and limit students' participation and learning experiences.

A smaller percentage (10%) of respondents identified the lack of in-service training opportunities on traditional games for PE teachers. This underscores the importance of continuous professional development to enhance teachers' instructional practices.

Another challenge mentioned by 10% of respondents is the lack of cooperation from headteachers, which may involve issues related to support, resource allocation, or prioritization of traditional games within the school's curriculum.

**Research Question Four: What are some of the strategies that can be employed to help in the teaching of traditional games in the Wa Municipality?**

**Table 4: Strategies that can be employed to help in the teaching of traditional games in the Wa Municipality**

Strategies	Frequency	Percentage
Teachers should have interest in Traditional games	3	7.5
Organise Refresher Courses for PE teachers	7	17.5
Invite experts from communities to come and handle traditional games	8	20
Have equipment or Improvise equipment	10	25
Community involvement	2	5
Establish rewards systems for traditional games	4	10
Competitions in intramural and extra-mural traditional games	6	15
<b>Total</b>	<b>40</b>	<b>100</b>

*Source: Field Data, 2020*

In table 4, three respondents (7.5%) highlighted the importance of teachers' personal interest in traditional games. This strategy emphasizes that passionate teachers are more likely to effectively integrate these games into their teaching practices, enhancing student engagement and learning experiences.

Eight (20%) respondents suggested inviting experts from communities to handle traditional games. Engaging local experts adds authenticity and cultural relevance to instruction, fostering community partnerships and promoting cultural heritage preservation. Ten (25%) respondents emphasized the necessity for PE teachers to have access to equipment or to improvise equipment for teaching traditional games. Adequate equipment availability is crucial for facilitating practical learning experiences, enhancing student participation, and contributing to a positive learning environment.

Despite only two (5%) respondents emphasizing community involvement, it plays a vital role in supporting and promoting traditional games within the school environment. Increasing community engagement can provide valuable resources, volunteer support, and participation in school events, fostering a sense of belonging and shared responsibility.

Four respondents (10%) proposed establishing rewards systems for traditional games. These systems can motivate student participation and excellence, reinforcing positive behavior and promoting a culture of recognition and appreciation. Six (15%) respondents advocated for organizing competitions in intramural and extramural traditional games. These competitions provide opportunities for students to showcase their skills, foster camaraderie, promote physical fitness, and instill values such as fair play and respect for opponents.

## 4.2 Discussion

The purpose of the study was to improve the teaching of traditional games within the Wa Municipality of the Upper West Region. The design for the study was cross sectional with primary quantitative data collected from respondents using a closed ended questionnaire.

### **Research Question One: What Traditional Game activities are employed in the teaching of physical education at the Junior High School level in the Wa Municipality?**

Results on research question one highlights a diverse range of traditional games employed in Junior High School physical education programs in the Wa Municipality. These games reflect cultural heritage, promote physical activity, and contribute to holistic student development within the educational context.

Piiloloo emerges as the most frequently practiced traditional game, representing 40% of the total responses. Piiloloo is a popular indigenous game in Ghana, involving physical agility, coordination, and teamwork. Its prevalence in Junior High School physical education programs suggests its cultural significance and suitability for promoting physical activity and social interaction among students.

Kuriye-kuriye ranks second in frequency, comprising 20% of the reported traditional game activities. This game involves chasing and tagging opponents, requiring participants to demonstrate speed, agility, and strategic thinking. Kuriye-kuriye's inclusion highlights its appeal as a dynamic and engaging activity suitable for physical education classes.

Five respondents revealed that they engage in Drum language as one of the traditional activities employed by PE teachers in the Wa Municipality. Drum language, also known as "talking drum," is a traditional form of communication through rhythmic



beats. While not a conventional physical game, its inclusion in physical education activities suggests an emphasis on cultural appreciation and diversity. Drum language activities may involve rhythm exercises, dance routines, or cultural performances, enhancing students' appreciation of Ghanaian heritage.

Stone passing (5%) is a traditional game that involves tossing or passing stones between participants. Its lower frequency suggests it may be less commonly practiced compared to other traditional games. However, stone passing activities can still offer opportunities for hand-eye coordination, teamwork, and spatial awareness development.

Drumming and dancing activities (7.5%) celebrate Ghanaian culture and tradition, providing students with opportunities to engage in rhythmic expression and movement. These activities promote physical fitness, coordination, and cultural appreciation, aligning with the objectives of physical education programs.

Chaskele, (2.5%) is a traditional Ghanaian game similar to hopscotch. Its lower frequency may indicate its limited inclusion in physical education curriculum or regional variations in game preferences. Nevertheless, Chaskele offers opportunities for balance, coordination, and physical fitness development.

Arm wrestling (2.5%), although not exclusive to Ghanaian culture, appears as a traditional game activity in the dataset. While less common than other traditional games, arm wrestling may be included to promote strength, endurance, and friendly competition among students.

The "Others" category (4%) encompasses additional traditional games not explicitly listed in the table. These games may vary in popularity, cultural significance, or regional context. Examples could include Alikoto, Oware, or other indigenous activities practiced in the Wa Municipality. Results confirm earlier study by Roux

(2009), who reported that indigenous games hold potential to be utilised and to meaningfully contribute to the physical, cognitive, social and cultural development needs of learners. Traditional game is one sport with many benefits for body health, psychics, and the surrounding environment, such as cultural values that must be preserved (Widiarti & Anggita, 2022).

**Research Question Two: How are Traditional Game activities taught at the Junior High School level in the Wa Municipality?**

Results on research question two showed that both the presence of traditional games in school settings and areas for improvement, such as enhancing equipment availability and increasing collaboration with community experts.

In table 2, regarding the teaching of traditional games by PE teachers, only 10% of the schools in the Wa Municipality have physical education (PE) teachers who specifically teach traditional games as part of the curriculum. Nearly half of the schools (45%) incorporate the teaching of traditional games into subjects other than physical education. This suggests that these games are integrated into the broader curriculum rather than solely being the responsibility of PE teachers.

A quarter of the schools in the municipality incorporate the teaching of traditional games into their daily routines. This indicates a regular and consistent approach to integrating these games into the students' activities. Only 15% of the schools have sufficient equipment available for teaching traditional games. This suggests a potential limitation in resources that may hinder effective instruction or participation in these activities. A small percentage (5%) of schools engage with experts from the community to teach traditional games and sports. This indicates a collaborative approach to enriching students' experiences with these activities. A traditional game according to Widiarti and Anggita, (2022) offers benefits for physical health, mental

well-being, and the broader cultural context, including the preservation of cultural values

In contrast, Kiran and Knights (2010) investigated the effectiveness of Traditional Indigenous Games to improve physical activity and cultural connectedness among primary school students in the community renewal areas of Townsville in North Queensland. The authors found that Traditional Indigenous Games delivered in primary schools every week over period of three months did not contribute to any statistically significant improvement in intervention and control groups in physical activity levels or cultural connectedness. This might be due to a litany of challenges such as availability of equipment or skills to teach traditional games as reported in this study.

**Research Question Three: What are some of the challenges that may affect the use of traditional games in the teaching of physical education at the Junior High School level in the Wa Municipality?**

Results on research question three revealed that 15% of PE teachers may lack the necessary knowledge, skills, or experience to effectively teach traditional games. It suggests a potential need for professional development or training programs to enhance their competencies in this area.

Similarly, 15% of schools face challenges related to engaging experts who can effectively teach traditional games. This may be due to a lack of availability of qualified individuals or resources to invite them to schools.

The most prevalent challenge, cited by half of the respondents, is the lack of equipment for teaching traditional games. This shortage may hinder the implementation of practical activities and limit students' participation and learning experiences. A smaller percentage (10%) of respondents identified the lack of

Inservice training opportunities on traditional games for PE teachers. This highlights the importance of continuous professional development to enhance teachers' instructional practices.

Another challenge mentioned by 10% of respondents is the lack of cooperation from headteachers. This may involve issues related to support, resource allocation, or prioritization of traditional games within the school's curriculum.

Finally, results reveal significant challenges in teaching traditional games in PE classes, with equipment shortages being the most prevalent issue. Addressing these challenges requires collaborative efforts among stakeholders, including providing adequate resources, offering professional development opportunities, and fostering support from school leadership. By addressing these challenges, schools can better promote the integration of traditional games into physical education curricula, enriching students' learning experiences and promoting cultural heritage preservation.

**Research Question Four: What are some of the strategies that can be employed to help in the teaching of traditional game activities in the Wa Municipality?**

Research Question Four focuses on identifying strategies that can be employed to enhance the teaching of traditional games in the Wa Municipality. Results indicated that only three respondents believe that teachers should have interest in Traditional games. This strategy emphasizes the importance of teachers' personal interest and enthusiasm in traditional games.

Seven respondents believed teachers who are passionate about these games are more likely to effectively integrate them into their teaching practices, thereby enhancing student engagement and learning experiences. Eight respondents believed invites should be given to experts from communities to come and handle traditional games.

Engaging experts from local communities adds authenticity and cultural relevance to traditional games instruction. These experts possess specialized knowledge and skills that can enhance students' understanding and appreciation of the games' cultural significance. Their involvement fosters community partnerships and promotes the preservation of cultural heritage. Twenty-five respondents believed that PE teachers should have equipment or improvise equipment to use for teaching traditional games. Adequate equipment availability is crucial for facilitating practical learning experiences in traditional games. Schools should prioritize ensuring access to necessary equipment or improvising with locally available resources. Having the right equipment enhances student participation and enjoyment during game activities, contributing to a positive learning environment. On community involvement, only 2 respondents believed it played a key role in helping teach traditional games in the Wa Municipality.

Community involvement plays a vital role in supporting and promoting traditional games within the school environment. While the frequency of this strategy appears low, increasing community engagement can yield significant benefits. Community members can provide resources, volunteer as coaches or referees, and participate in school events, fostering a sense of belonging and shared responsibility for promoting physical activity.

Four respondents believed that rewards systems should be established for traditional games. Reward systems can motivate students to actively participate in traditional games activities and strive for excellence. By acknowledging students' efforts and achievements, schools reinforce positive behavior and promote a culture of recognition and appreciation. Rewards can range from certificates and medals to

public recognition, encouraging student engagement and enhancing the overall learning experience.

Six respondents believed that competitions in intramural and extra-mural traditional games. Organizing competitions provides students with opportunities to showcase their skills, teamwork, and sportsmanship in traditional games. Both intramural (within-school) and extramural (between-school) competitions foster healthy competition, camaraderie, and school spirit.

Participation in competitions promotes physical fitness, builds confidence, and instills values such as fair play and respect for opponents. Several research investigations have been reported in literature that offer valuable perspectives various challenges faced in physical education, including those related to teaching traditional games, and offer potential solutions or strategies for addressing them. For instance, certain studies have highlighted challenges such as the Availability of Qualified Instructors (Bailey, 2018), shortages of necessary Equipment (Sallis et al., 2015), and inadequacies in Inservice Training Opportunities (Ennis & Chen, 2013; Metzler, 2017). Ayi-Bonte (1966) and Pufaa (1999) have indicated that to help children perform skills in their everyday movement, every teacher should have a sound background of what to teach. this strategy is laudable for teachers to teach traditional activities.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATION

The purpose of the study was to improve the teaching of traditional games within the Wa Municipality of the Upper West Region. The design for the study was cross sectional with primary quantitative data collected from respondents using a closed ended questionnaire.

#### 5.1 Summary of Key Findings

1. Piilooloo is the most prevalent traditional game, constituting 40% of reported activities, requiring physical agility, coordination, and teamwork. Kuriyekuriye ranks second, promoting speed, agility, and strategic thinking. Drum language adds a cultural dimension, while Stone passing, drumming and dancing, Chaskele, and arm wrestling contribute to diversity, offering opportunities for physical fitness and friendly competition.
2. While a minority of schools (10%) have dedicated PE teachers for traditional games, a significant portion (45%) integrate these activities into subjects beyond PE. A quarter of schools include traditional games in daily routines, showcasing their consistent integration into student experiences.
3. However, equipment availability is limited, with only 15% of schools having sufficient resources, potentially hindering effective instruction. Additionally, only a small percentage (5%) collaborate with community experts, reflecting efforts to diversify teaching methods and enrich student experiences.
4. The data indicates that 15% of PE teachers may lack necessary skills, prompting a need for professional development. Similarly, 15% of schools struggle to engage qualified experts for teaching traditional games.

5. Equipment scarcity is the most prevalent challenge, affecting half of the respondents and potentially limiting practical activities.
6. Additionally, 10% highlight the lack of in-service training opportunities for PE teachers, emphasizing the need for continuous professional development.
7. Another 10% cite challenges related to headteachers' cooperation, which may impact support and resource allocation for traditional games in the curriculum.

## **5.2 Conclusion**

The prevalence of Piiloloo and Kuriye-kuriye, along with other traditional games, highlights their importance in promoting physical activity, cultural appreciation, and social interaction among students. While dedicated PE teachers for traditional games are limited, the integration of these activities into subjects beyond PE demonstrates their incorporation into the broader curriculum, enriching student experiences across various disciplines. Limited equipment availability and insufficient engagement with community experts pose significant challenges to effective instruction. Addressing these issues is essential to enhance teaching quality and student engagement. The identified lack of skills among PE teachers and challenges in engaging qualified experts underscore the importance of continuous professional development to enhance instructional practices and enrich student learning experiences. Despite its limited emphasis, community involvement is recognized as vital for supporting and promoting traditional games within schools. Leveraging community resources can enrich teaching practices and foster a sense of belonging among students. Strategies such as promoting teachers' personal interest, involving local experts, ensuring equipment availability, and establishing rewards systems can address the identified challenges and enhance the teaching of traditional games in schools.



While traditional games offer valuable opportunities for physical, cultural, and social development among students, addressing challenges related to equipment, expertise, and community engagement is essential to maximize their benefits within the educational context. Implementing targeted strategies and fostering collaborative partnerships can strengthen the integration of traditional games into school curricula, enriching student experiences and promoting holistic development.

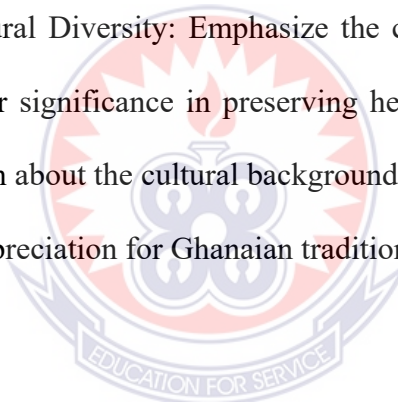
### **5.3 Recommendations**

Based on the findings, the following recommendations can be made to strengthen the teaching of traditional games in the Wa Municipality:

1. **Increase Awareness and Training:** Provide professional development opportunities for physical education (PE) teachers to enhance their skills and knowledge in teaching traditional games. Workshops, seminars, and in-service training sessions can help teachers develop effective instructional strategies for incorporating traditional games into their classes.
2. **Enhance Equipment Provision:** Address the shortage of equipment by allocating resources to schools to ensure they have sufficient supplies for teaching traditional games. Additionally, explore options for improvising equipment using locally available materials to overcome resource constraints.
3. **Foster Community Partnerships:** Encourage collaboration with experts from local communities to enrich the teaching of traditional games. Community members can share their knowledge and skills, offer guidance, and serve as valuable resources to enhance students' learning experiences.
4. **Promote Interdisciplinary Integration:** Continue integrating traditional games into subjects beyond PE, as observed in 45% of schools. This interdisciplinary

approach promotes holistic learning and allows students to experience traditional games in various contexts, reinforcing their cultural significance.

5. **Encourage Regular Practice:** Emphasize the regular inclusion of traditional games in daily routines, as observed in 25% of schools. Consistent practice helps students develop proficiency, fosters a sense of routine, and promotes physical activity as an integral part of the school day.
6. **Advocate for Administrative Support:** Engage with school administrators, including headteachers, to garner support and allocate resources for teaching traditional games. Collaboration with school leadership is essential to address challenges related to resource allocation and curriculum prioritization.
7. **Celebrate Cultural Diversity:** Emphasize the cultural relevance of traditional games and their significance in preserving heritage. Create opportunities for students to learn about the cultural background of each game, fostering a sense of pride and appreciation for Ghanaian traditions.



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## APPENDIX

### UNIVERSITY OF EDUCATION, WINNEBA

#### PHYSICAL EDUCATION TEACHER'S TRADITIONAL GAMES

#### PRACTICES INVENTORY (PETTGPI)

Dear Sir/ Madam,

I am a Master of Philosophy student in the department of Health, Physical Education, Recreation and Sports in the above-named University. I am conducting a survey to assess challenges affecting the teaching of traditional games within the Wa Municipality of the Upper West Region. I would be very grateful to have you participate in this study. Please, be assured that any information given is solely for the purpose of the research and would be kept very secret and confidential.

Thank you,

Salahudeen

#### SECTION A

**Instruction:** Please respond by ticking [] in the appropriate box for the response applicable to you.

- |                         |                   |                              |
|-------------------------|-------------------|------------------------------|
| 1. Sex:                 | 1 Male            | [ <input type="checkbox"/> ] |
|                         | 2 Female          | [ <input type="checkbox"/> ] |
| 2. Level of Education:  | 1 First degree    | [ <input type="checkbox"/> ] |
|                         | 2 Master's Degree | [ <input type="checkbox"/> ] |
|                         | 3 Others          | [ <input type="checkbox"/> ] |
| 3. Teaching experience: | 1 Below one year  | [ <input type="checkbox"/> ] |
|                         | 2 1-3 years       | [ <input type="checkbox"/> ] |
|                         | 3 4-6 years       | [ <input type="checkbox"/> ] |

4 7-9 years [ ]

5 Above 10 years [ ]

4. Location of school: 1 Rural [ ]

2 Rural-Urban [ ]

3 Urban [ ]

### SECTION B

5. Which traditional game(s) do you teach in your school?

**Instruction:** Kindly tick [] the correct box applicable to you (multiple responses).

Traditional Games		
Item	Yes	No
Piiloloo		
Kuriye-kuriye		
Drum language		
Stone passing		
Drumming and dancing		
Chaskele		
Arm Wrestling		
Others		

6. How are the traditional games taught in your school?

Item	Yes	No
Traditional games are taught in schools by PE teachers		
Some other subject teachers also teach the Traditional Games to pupils		
Traditional games are taught on Daily Basis in schools.		
Equipment Availability		
Inviting Experts from the Community to Teach Traditional Games and Sports		

7. What are the applicable barriers you face as a Physical Education teacher in teaching traditional games?

**Instruction:** Kindly tick [] the correct box applicable to you (multiple responses).

Applicable Barriers	Yes	No
Budget		
Class Size		
Lack of training		
Administrative support		
Internet down/ unavailable		
School support		
Other		

8. What are some of the strategies that can be employed to help in the teaching of traditional games.

Strategies	Yes	No
Teachers should have interest in Traditional games		
Organise Refresher Courses for PE teachers		
Invite experts from communities to come and handle traditional games		
Have equipment or Improvise equipment		
Community involvement		
Establish rewards systems for traditional games		
Competitions in intramural and extra-mural traditional games		

Thank you.