



Theoretical Framework for Evaluating School-Based Physical Activity Programmes on Academic Performance in Accra, Ghana: A Study Design Approach

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Abstract

School-based physical activity (PA) programmes are increasingly being implemented to improve academic performance among adolescents in Ghana. However, there is a need for a comprehensive theoretical framework that can guide the evaluation of such interventions. A mixed-methods approach will be employed, combining qualitative interviews with quantitative data analysis of existing datasets to explore the impact of school-based PA programmes on academic performance. The theoretical framework will serve as a foundation for future research studies aiming to evaluate school-based PA programmes on academic performance in Ghana and beyond. It aims to provide clear guidelines for researchers and policymakers interested in this field. Researchers should consider incorporating the identified key indicators into their study designs, while policymakers could use the framework to inform the development and implementation of future initiatives focused on reducing absenteeism and enhancing cognitive function through physical activity.

Keywords: *African geography, acculturation theory, educational sociology, intervention studies, qualitative methodology, public health education, social change models*

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