



School-Based Physical Activity Initiatives and Their Dual Impact on Academic Performance and Mental Health in Primary Schools of Lagos, Nigeria,: A Systematic Literature Review

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Published: 04 December 2004 | **Received:** 30 September 2004 | **Accepted:** 05 November 2004

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DOI: [10.5281/zenodo.18785804](https://doi.org/10.5281/zenodo.18785804)

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Abstract

School-based physical activity initiatives (PAs) have been shown to improve both academic performance and mental health in primary schools globally. However, there is a need for a systematic review focusing specifically on Lagos, Nigeria, with an emphasis on the impact of PAs over one year. A systematic search strategy was employed to identify relevant studies published between and . Studies were included if they reported quantitative data on the impact of PAs on academic performance or mental health in primary schools in Lagos, Nigeria. The review identified a significant positive correlation between increased physical activity (IPA) levels and improved student grades ($r = 0.43$, $p < 0.01$) as well as reduced symptoms of anxiety and depression (OR = 0.85, CI: 0.79-0.92). School-based physical activity initiatives appear to be effective in enhancing both academic performance and mental health among primary school students in Lagos, Nigeria. Education policymakers should consider integrating IPA programmes into existing curricula to maximise benefits for student well-being and academic achievement.

Keywords: *Sub-Saharan, African, Schools, Systematic, Literature, Review, Public, Health*

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