

The Influence of Inclusive Plays, Games, and Other Extra-Curricular Activities on Students' Social Competencies Developed in Basic Education Schools in Rwanda

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ABSTRACT

This study aims to examine the impact of inclusive plays, games, and extra-curricular activities on the social competence developed by students in basic education schools. Specifically, the study examined the contribution of inclusive plays, games, and extra-curricular activities implemented in basic education schools. The results of this research will be helpful to teachers, school leaders, educational policymakers, and other educational stakeholders in improving students' participation in inclusive plays, games, and extra-curricular activities in basic education schools for the development of their social competence. The research design was a descriptive survey. The sample size of 113 was selected using Robert and Morgan's table of sampling. The respondents included 3 head teachers selected purposively, 28 teachers, and 82 students from primary and secondary schools who were selected through simple random sampling and stratified random sampling. The findings showed that inclusive plays, games, and extra-curricular activities performed by the students during the study, such as ball games, club activities, games, debates, athletic games, and traditional dances, improve students' social competence in basic education. The majority of the respondents' teachers and students confirmed that the inclusive plays and games well planned and performed by students help them in their social competence development. Respondents agreed that incorporating inclusive plays, games, and extracurricular activities improves students' teamwork, effective communication, cooperation, and sharing skills. The Government of Rwanda, the Ministry of Education, and the Rwanda Basic Education Board have the task of working together to make policies that guide the implementation of inclusive plays, games, and extra-curricular activities in all basic schools in Rwanda. Then the researcher also suggested that other studies should examine the students' attitudes towards extra-curricular activities in special schools that host students with disabilities.

Keywords: *inclusive plays, games, extra-curricular activities, students' social development, and social competence.*

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I. Introduction

The incorporation of play and game activities into lessons is not a new method in the educational domain; in ancient times, games and plays were organized in schools in terms of physically exercising, dancing, singing, cooking, wrestling, and entertaining. In Roman civilization, games and play activities were included in drama, arts, crafts, and cultural and religious ceremonies where they were emphasized in the living conditions of the Romans. According to great educational thinkers such as Rousseau, Hebert Spencer, and Dewey, games, and plays enhance the favorable learning environment in the lives of students. Fujita (2005) showed the history of integrating games into activities, saying that before 1900, they developed slowly until people, especially educators, understood their importance in the teaching and learning of daycare, nursery, primary, and secondary schools (John & Lauren, 2006).

As Pascarella and Smart (2009) indicated, participating in games and plays such as athletics among students of different colleges increases social involvement in college, interpersonal, social learning, and leadership skills, and the level of satisfaction in college. Therefore, students are motivated to complete college and obtain their certificates and degrees. They indicated how participation in games and plays for learning influences one's social learning development, human resources development, and the economic development of a country. Student participation in extra-curricular activities helps to promote students' social competencies and

skills in order to enter any field with the prospect of producing skilled human capital in terms of academics and character. Mastering social skills through games and plays is critical because it has a positive impact on the development of positive relationships for specific students (Sandra & Anuar, 2016). When a teacher engages in games and plays in the teaching and learning of students' needs, it stimulates the students' attention to lessons and provides the students with opportunities for adding, measuring, and practicing knowledge, skills, and values (Mohd & Amla, 2008).

In Kenya, the study by Wanjohi (2016) on the involvement of games and plays in social development among learners has the purpose of understanding how physical activities in education help and transform students to be holistic. From this study, the contribution of games and play activities to social development is remarkable in different aspects, like building tolerance, establishing discipline, creating a sense of responsibility, improving judgment, cooperation among students, accepting defeat, and improving values and morals (FAWE, 2005).

Furthermore, educational policies for self-reliance and self-determination recommended by Nyerere (1994) in Tanzania stipulate that education should be relevant to the community, skilled people could be useful to society, and education must be capable of finding solutions and might be concerned with work. From education for self-reliance, Nyerere (1994) wanted to explain how Tanzania's development should depend on its natural resources (Sanga, 2016). This education for self-reliance has been explained by Sanga (2016) as independence, responsibility, self-confidence, and involvement in democracy (Sanga, 2016). To achieve education for self-reliance, Nyerere (1994) suggested thinking again about an education system that promotes practice, is learner-centered, and is oriented to society by integrating plays and games as one of the teaching methods in education (Yeganeh & Kolb, 2009).

In Rwanda, in order to achieve the Ministry of Education's mission, different policies have been formulated, such as the Rwandan Education Sector Policy (MINEDUC, 2003), which provides the philosophical basis for the role of education in the country and is the basis for developing all education development programs, with the objective of transforming citizens into persons free of any kind of discrimination based on gender, favoritism, and exclusion, promoting the culture of peace and reconciliation, and emphasizing Rwanda's values, particularly *gastro* (self-dignity), *kwigira* (self-reliance), and *ubumwe* (unity), and the universal principals of peace, open-mindedness, justice, and respecting human rights (MINEDUC, 2003).

With the implementation of the Competence-Based Curriculum, abbreviated CBC (Curriculum Framework for Pre-Primary, Pre-Primary to Secondary, 2015), the integration of religious education, fine arts and crafts, music, dance, and drama as additional subjects to be taught in primary and high schools explains how Rwanda's emphasis on playing and gaming activities. In this document, they say that these subjects develop experiences and a sense of expression for students. They stimulate students' emotions and develop their senses, motor skills, cognition, communication, and sociability. Some principles in the competence-based curriculum relate to the implementation of extra-curricular activities. Such principles are that the curriculum is learner-centered, meaning the curriculum must respond to students' individual needs, abilities, and background and encourage the learner's knowledge constructivism as an individual or group in an active way (Leedy, & Jeanne, 2012). The integration of cross-cutting issues in the learning process, such as financial education, inclusive education, culture, peace, and values education, genocide studies, and others, as well as the method of implementation through various student clubs, is planned in the new curriculum in both primary and secondary schools.

Problem statement

According to MINEDUC (2015), traditionally, primary and secondary schools in Rwanda have emphasized core subjects such as mathematics and science, often forgetting other areas such as plays, games, teamwork, public speaking, discussion, and debates that equip students to become better communicators, problem solvers, and global citizens. The new curriculum introduced generic competencies and crosscutting issues such as hard work, critical thinking, problem-solving, creativity, citizenship, national identity, genocide studies, comprehensive sexual education, decision-making, and finances where students acquire social skills, but the problem, according to Nzabarirwa (2016), is that teachers are required to change their attitudes and demonstrate a change in mindset in order to help their students develop socially and physically while also learning social skills through cross-cutting. The problem of focusing on academic lessons rather than the inclusion of extracurricular activities such as plays and games incited the researcher to work on the impact of plays, games, and other extra-curricular activities on the social competence development of students in Kicukiro District schools in Rwanda.

The purpose of the study and the research objectives

This research was guided by one purpose of the study, which is to examine the impact of inclusive plays, games, and other extra-curricular activities' on students' social competency development in basic education schools in Kicukiro District, Rwanda.

Specific objectives

1. To examine the contribution of inclusive plays, games, and extra-curricular activities to students in basic education schools in Kicukiro District, Rwanda,
2. To determine the students' social competence developed in basic education schools in Kicukiro District, Rwanda,

Research Hypothesis

1. There is a significant difference between basic education students who perform inclusive plays, games, and extra-curricular activities and those who are not engaged in.
2. There is a significant difference between basic education schools that integrate extra-curricular activities for developing social competencies and those that do not integrate them in their schools in Kicukiro District-Rwanda,

II. REVIEW OF RELATED LITERATURE

Extra-curricular activities are learning and programs that are additional to what learners acquire in classrooms. Referring to Bill (2008), these activities are planned, complementary to the formal curriculum, done outside the classroom setting, but do not offer any kind of degree to students except to use them as teaching and learning strategies. According to Waterhouse (2006), they are activities that support and enrich the curriculum in the teaching and learning process. These are also called co-curricular, school living conditions, extra-curricular, non-class, and students' activities. According to Stewart (2008), during extracurricular activities, students take on leadership roles; they are more interested in expressing their needs; they are affiliated and experienced, and the role of teachers is to supervise, mentor, or guide rather than instruct (Chi et al. 2011). Extra-curricular activities are more learner-centered than regular classes (Tan & Pope, 2007), because, through extra-curricular involvement, students acquire communication skills, gain experience with other people, and improve their life experience. Allowing students to organize extracurricular activities allows them to gain experience in planning and leadership while also allowing them to discover, develop, and use their potential (Tay & Diener, 2011).

Types of extra-curricular activities in basic education schools

The list of extra-curricular activities carried out in schools is not exhaustive. According to Wanjohi (2016), they include plays, games, speeches, sports, drama, music, traditional dances, and debate, where students learn skills that are useful in the classroom. The above activities play an important role in the socio-economic and academic development of learners. Tahir *et al.* (2012) related to the effect of extra-curricular activities on the learners' development of secondary school students delimited the research on oratories, debates, sports, athletics, scouting, and girl guiding as extra-curricular activities (Douglas, 2008).

The list of extra-curricular activities in basic education schools depends on school management and school resources, but there are many extra-curricular activities carried out within secondary schools, such as musical activities, sports activities, arts, debate, model, music, drama, debate and discussion, story writing competition, essay competition, recitation competition, art craft, folk songs, school decoration, wall magazine competition, write-ups for the school magazine, fancy dressing competition, folk dance, album making, flower show, sculpture making, celebration and festival, toy making, photography, clay modeling, soap making, basket making, and organizing exhibitions (Burnett & Shubha, 2012).

School community attitudes towards extra-curricular activities

An attitude is defined by theorists as an unfavorable or favorable judgment of something. Attitudes can be positive or negative, depending on one's perception, which means two or many people can have different attitudes towards one thing, person, place, or event. According to Normah *et al.* (2017), Eagly & Chaiken (1993) defined an attitude as a psychological behavior expressed to be evaluated by something with some level of approval or disapproval. Attitudes can be positive, negative, or neutral. The school community is a group of people intimately linked to the school. It includes students, administrators, teachers, and their families. The common goals that they share are education for their children. They continue to argue that a school is a community of administrators, staff, teachers, students, and families of students as members. Different members of the school community behave differently towards students' participation in extra-curricular activities. Ongonga *et al.* (2010), whose research demonstrated that the learner's involvement in extra-curricular activities is partially supported by most schools and their contribution to students' academic achievement and self-concept is not clear to teachers, educators, students, and even parents, have shown these. Parental involvement in extra-curricular activities influences students' participation and development in their lessons (Ongonga *et al.*, 2010).

Mustafa (2017) demonstrated the importance of parents in extracurricular activity participation, even if there are a few parents who do not encourage students to participate in any extracurricular activity because they believe they are unimportant and may cause obsession (Sandra & Anuar, 2016).

Therefore, most parents are reluctant to stimulate their children to get involved in extra-curricular activities and instead use the time for their children to attend extra classes, music, and homework. It was agreed by Ruhaiza (2007) in his study, which revealed that extracurricular activities are less important for parents and that they are more focused merely on academics (Sandra & Anuar, 2016). They assume that academic success ensures a better future for their children as compared to participating in extra-curricular activities in secondary schools (Wanyama, 2011).

Sheila (2016) stated in her declaration in Africa News that allowing her children to participate in play and game activities is not a problem, but she is concerned that they will become too focused on them and will diverge from and forget their academic courses. As stated by Holloway (2002), such activities are the best method to improve the learning experience, but they should be adjusted, especially for the candidates of final exams, in order to find enough time for revising their lessons. On the other hand, the other parents support their children in taking part in games and play-related activities. This involvement depends on parents' support, both economically and morally, because it asks for some additional dispensation like money and time (Ashbourne & Andres, 2015).

The proverb "All study and no play makes Jack a dull boy" explains the importance of extra-curricular activities in children's lives. The study conducted by Ching and Premlata (2014) on the attitudes and perceptions of learners towards high education in India showed that students had some favorable attitudes towards plays, games, and other extra-curricular activities because they were challenging and invested in them (Ching & Premlata, 2014). The study conducted by Normah and Mohamed (2017), on the attitudes of teachers towards the use of extra-curricular activities to enhance students' speaking skills in high schools in Saudi Arabia found that teachers have positive attitudes and high positive expectations towards the use of plays and games activities. They also found that teachers' workload has a negative effect on these activities' practice, but some teachers search for other arrangements to practice them even if they are not appropriately planned (Marjohan & Mohd, 2007).

Empirical literature review

In basic education schools, students are under pressure to perform well in completing the curriculum, passing their exams, and getting high scores. This is not a problem if students do well on their exams. However, the problem arises when all they do and think about is their books and they lack life skills outside of the classrooms (Carla, 2004). According to Carla (2004), it is the role of school leaders and teaching staff in different schools to encourage parents to allow time for learners to take part in plays, games, and extra-curricular activities due to the fact that they think these activities after school make their children forget their studies or make them come back home late. On the other hand, some students believe that they do not require extracurricular activities because the most important thing for them is to focus on their studies rather than on plays or games. Play-related activities and academic activities complement each other to develop students in all domains of life. This means that education must go beyond what students get from books (Darling, *et al.*, 2005).

In previous literature, a community point of view vis-à-vis extracurricular activities has been presented. Different studies on how extracurricular activities affect the social development of learners in basic education schools have been conducted by different supporters and opponents of the education domain (Martinez, McMahob, Chen, & Thapa, 2016).

The students' social competences developed in basic education schools

According to Bill (2008), the results from the 32nd Annual Phi Delta Kappa Gallup Poll testing the behavior of parents towards public schools in 2000 showed that 46% of parents contended that extracurricular activities were crucial like the compulsory academic subjects in public schools (Denault, & Poulin, 2016).

The first question in this poll would want to know how important plays, sports, music, and school newspapers are to the education of young people. 39% of respondents agreed that extracurricular activities are crucial and 41% of respondents said that they are very rational; and 80% of respondents accepted that there is a prominent role in extracurricular activities, with only 20% contending that the above activities are very necessary for students in basic education schools and secondary schools. The other question sought the American public's opinion on the elimination of games and extracurricular activities in schools in order to save money. The decision to eliminate extracurricular activities was opposed by 62% of respondents because it may have diminished the importance that American public school parents place on extracurricular activities (Anderson *et al.*, 2003). According to an American researcher, Jacquelyn, (2009), in her study on how participation in extracurricular activities can influence learners' performance and development, the surveyed were students involved in or not involved in those activities from three Kansas public colleges located in the

rural area. The study population was 2065 enrolled in the academic year 2008-2009. The sample size was 325 in total, with 145 students who were involved in plays, games, and extracurricular activities and 180 students who were not involved. The findings of the research indicated that learners who participate in extracurricular activities are more self-confident, able to administer their attitudes, and feel greater emotional autonomy from parents and family members than those who are not involved (Jacquelyn, 2009).

The survey, sponsored by the National Federation of State High Schools and funded by the Lilly Endowment, was conducted in 50 states by Indiana University in 1985, concerning principals and students, and would like to determine how extracurricular activities influence students' lives. According to the study's findings, 95% of respondents believe that participating in extracurricular activities provides students with valuable lessons that they cannot obtain in regular class time. Also, 99% of students surveyed answered that participating in such activities promotes citizenship, and finally, 72% of respondents accepted that parents support schools in extra-curricular programs (Guevremont, et al., 2014).

Critical review and research gap

Many researchers have conducted studies on the influence of plays, games, and extra-curricular activities on students' social competence development in basic education schools, but their findings are still not the same. Findings indicate that participation in extracurricular activities has a positive impact on the social development of students in elementary schools, while others do not. In addition, there are different types of social competency development aspects that can be researched and provide additional information to the existing ones about plays, games, and extra-curricular activities, and students' social development, and there is not much past literature and studies conducted on inclusive games, plays, and extra-curricular activities on students' social competences specifically in Kicukiro District. Based on that, the researcher is interested in research on the influence of games and plays on students' competence development in social competence in their respective schools.

The theory of Maslow's hierarchy of needs

The scholar Abraham Maslow introduced the hierarchy of needs theory, focusing on people's potential and the importance of growth and self-actualization (Maslow, 1943). He showed the stress faced by the population in attaining the expected outcomes through their preceding one another. The list of needs developed by Maslow is also called the "hierarchical pyramid of five human needs," and their hierarchy is determined according to the importance they have for human development. Those needs are divided into two main groups: deficiency needs at the basis (D-needs) of the pyramid and growth or being needs (B-needs) at the top of the pyramid (Maslow, 1943). According to Maslow, the most important stage of needs for humans is physiological needs such as water, sleep, air, and food. These are the needs that a human being needs to survive. The second level of needs is safety needs, which consist of safety and security. The third level of needs is called social needs, which are human needs for love, to be loved, to belong to social groups, to connect with others, to live in a family, clubs, and organizations, to have friends, team members, and interpersonal relationships. People require relationships and interactions with others. The next level of needs is esteem needs. At this stage, people need to be respected, appreciated, considered, and valued by others because of their contribution to society (Mahoney, et al., 2005). These needs are met in different professional activities and athletics teams where people interact with each other. The last stage of need is self-actualization. Here, here; people seem to achieve their self-fulfillment and their full potential. They explore their talents and potential without considering others' opinions (Maslow, 1943). Maslow classified social needs and esteem needs as psychological or emotional needs because people meet them when they are emotionally interacting with others in groups and organizations. In order for these social needs to help students develop social competence, they need to use them for purpose through plays, games, and extra-curricular activities in and outside of school. Teachers and school leaders must also make plays and games available to all students so that they can benefit from social competence development.

III. RESEARCH METHODOLOGY

Research design

The present study adopted a descriptive research design because of the kind of design that was helpful for responding to research questions. According to Marshall and Rossman (2006), the descriptive design provides a clear answer to what, who, why, where, and when. It is the best method used to demonstrate a relationship between variables. In addition, the correlational research design was used to describe the degree to which variables are related. In the current study, the researcher used correlation design to show the relationship between independent variable indicators such as physical play, ball games, athletics, traditional dances, debate and discussion, and other clubs with dependent variable indicators such as unity and reconciliation improved, language mastery improved, experience sharing, building teamwork, and improving leadership skills.

Sample technique

The basic education schools were selected randomly. The researcher divided the data into 3 strata (head teachers, teachers, and students), and stratified random sampling was used. The simple random sampling technique and the systematic random sampling technique were adopted to select the sampled population, respectively, head teachers, teachers, and students.

The following table describes the ample size determination, which was calculated using the Robert and Morgan Table of population sampling:

Group of respondents	Target population	Sample size	Percent
Head teachers	4	3	3
Teachers	39	28	25
Students	117	82	72
Total	160	113	100

Source: Researcher (2020).

During the data collection process, the researcher used the questionnaires and the guided interview as effective tools to gather information (Creswell, 2018). While determining the reliability of the data instruments, the researcher used the test-retest method in order to ensure that the errors in the instruments were minimized. Before embarking on the school for collecting data, the researcher had administered the same instruments in one of the neighboring schools in the Kicukiro Sector, which was called GS APADE, where he distributed the questionnaire to the sampled respondents. Thereafter, the researcher corrected the identified errors.

IV. RESEARCH FINDINGS AND DISCUSSION

The respondents' categories were from three (3) selected basic education schools, such as Kagina Primary School, which provided one head teacher, 10 teachers at primary levels, and 30 pupils at upper primary classes. Group Scolaire Kicukiro provided one head teacher, 14 teachers, including 7 teachers at primary levels and 7 others at secondary levels, and 26 students, including 13 pupils at upper primary level and 13 students at secondary levels. GS Gatenga provided one head teacher, 14 teachers, including seven teachers at the primary level and seven others at the secondary level, and 26 students at upper primary level and 13 students at the secondary levels. In order to get adequate data for basic education, the researcher has given equal opportunity to primary and secondary public schools, primary and secondary school leaders, students, and teachers.

The questionnaires were distributed among the respondents, where 56 of 113 were female, while 57 of 113 were males, which means that in the research, both genders were given an equal opportunity to participate in the study.

The teachers' working experience was determined where only 3 of 28 equaled to 10.7% of teachers who had teaching experience of fewer than 3 years; 2 of 28 equaled to 7.1% of teachers who had the experience of 3 to 5 years; 11 of 28 equaled to 39.3% of teachers who had experienced between 6 and 10 years; 7 of 28 equaled to 25% of teachers who had experienced between 11 and 15 years; 3 of 28 equaled to 10.7% of teachers who had the experience between 16 and 20 years; 1 of 28 equaled to 3.6% of teachers who had the experience of 21 and 25 years, and then 1 of 28 equaled to 3.6% of teachers who had the experience of 26 years and above. Thus, almost all teachers who participated in this study were experienced enough to integrate plays, games, and extra-curricular activities into the lessons to help all students, including those with disabilities, develop their social competence.

In order to understand if both students' genders and students with and without disabilities participate in the inclusive plays, games, and extra-curricular activities, students were characterized by their gender and ages, where 43% of students were males while 57% were females, which means that the researcher has given equal chance to both genders. The students' level of education is represented by primary and secondary, which means the researcher gave the chance to two categories of students to participate in the study, where 61% of them were students at primary levels while 39% were secondary students.

To examine the contribution of inclusive plays, games, and extra-curricular activities, the findings showed that the contribution of inclusive plays, games, and extra-curricular activities in basic education improved the students' competencies, as demonstrated in the following table:

Statements	Strongly Disagree		Disagree		Not sure		Agree		Strongly Agree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Students ball games	0	0	1	3.5	1	3.5	18	64	8	28.5
Students athletic games	2	7	7	9	4	14	12	43	3	11
Students traditional dance	0	0	1	3.5	4	14	16	57	7	25
Students debates	0	0	2	7	3	11	17	61	6	21
Students clubs activities	0	0	0	0	2	7	17	61	9	32
Mean	0.4	1.4	2.2	8	2.8	10	16	57	6.6	23.5

Source: Primary data (2020).

The above table describes the teachers' responses to the contribution of plays, games, and extra-curricular activities to the development of social competence of students in basic education schools. The majority of respondents, equal to 57%, answered "agree," 23.5% strongly agreed, 10% answered "not sure," 8% answered "disagree," and 1.4% strongly disagreed. This means that in basic education schools, when students are given the opportunity to participate in plays, games, and other extra-curricular activities, they become competent and learn new competencies in their schools, such as communication, teamwork, and cooperation. According to Carla (2004), a well-performing school focuses on both curriculum content and extra-curricular activities, such as plays and games, that are integrated into the teaching and learning methods. Thus, educators have the role of leading schools, just like other organizations, in which every teacher must understand student needs in order to motivate students to learn effectively (Carla, 2004).

As to whether the inclusion of plays, games, and extra-curricular activities contributes to the effective teaching and learning of students' competencies in basic education classrooms, the students' responses demonstrated that the extra-curricular activities normally performed by the students were athletics games, traditional dance, participating in school clubs, ball games, and debate activities. The majority of respondents, equal to 57.3%, answered: "agree." 26.8% strongly agreed, 6.8% answered "not sure," 5.1% answered "disagree," and 4% strongly disagreed. This means that in basic education schools, as confirmed by students, when students participate in different plays, games, and other extra-curricular activities, they increase their level of performance in their lessons and in extra-curricular activities.

According to Ashbourne and Andres (2015), in the survey they carried out, they stated that plays, games, and other extra-curricular activities encouraged by parents and educators play possible roles when they want students to develop social inclusion and competence. Teachers' and parents' encouragement of their children's participation in plays and games has improved their social and cognitive knowledge and allowed them to use their competencies to build their personal social skills (Tamar et al., 2010). The proverb, "All study and no play makes Jack a dull boy," explains the importance of extra-curricular activities in children's lives. Teacher attitudes towards the use of extra-curricular activities to enhance students' facial expression and speaking skills in inclusive basic schools in Saudi Arabia found that teachers have a great role in the encouragement of positive attitudes and learners' expectations towards the use of plays and games activities (Tamar et al., 2010).

During an interview on plays and extra-curricular activities, the head teachers of schools stress that inclusive extra-curricular activities, games, and plays performed by the students, such as participating in clubs' activities, games, debates, plays, dramas, theaters, athletics, music plays, ball games such as volleyball, football, basketball, and modern and traditional dances, assist learning in basic education schools, which build their social competencies such as communication, cooperation, and sharing experiences.

The head teachers were again asked if they allow all students with and without disabilities to participate in the different extra-curricular activities, plays, and games, and all three respondents agreed that they give the learners the opportunities to participate in different extra-curricular activities in order to facilitate their relaxation and social and emotional development. The respondents confirmed that when students play, they feel relaxed, and their learning becomes effective. The head teachers faced challenges in the implementation of extra-curricular activities in their respective schools, and they answered that the challenges are not many because they only encounter a few students who are not interested in playing the available games. Others, instead of playing with their colleagues, choose to play alone. To overcome these obstacles, they mobilize students by emphasizing the importance of participating in plays, games, and extracurricular activities, all of which aim to shape students into desirable citizens who know how to live, play, and share with others.

During the study, the researcher identified the social competencies developed by students in basic education schools, where the results showed that there were various social competencies developed in primary and secondary schools, which are sign language, sharing experience, teamwork, students' facial expressions and gestures, students' emotions and communication, as well as cooperation. This was approved by the respondents, where 38.7% strongly agreed, 51.1% agreed, 4.7% answered "not sure," 3.5% disagreed, and 1.7% strongly disagreed. The total agreement of the teachers' answers from the respondents was 89.8%. This means that the inclusive extra-curricular activities raised the level of social competence among students in basic education schools.

According to Jacquelyn (2009), an American researcher, in her study on how students' participation in plays, games and extracurricular activities influences learners' performance and social competencies, the surveyed are students involved and students not involved in those activities from three Kansas public colleges, located in the rural area of the United States of America. The study population was 2065 enrolled in the academic year 2008-2009. The sample size was 325 in total, with 145 students who were involved in plays, games, and extracurricular activities and 180 students who were not involved. The findings of the research indicated that learners who participated in extracurricular activities had more self-confidence, were cooperative, were able to administer their attitudes, and had higher emotional autonomy from parents and family members than those who were not involved (Jacquelyn, 2009).

As to whether there were social competences developed by students in basic education schools through participating in plays, games, and extra-curricular activities. The respondents replied that some of the social competences developed by the students in the basic education activities are: sharing experiences in their teaching and learning process, teamwork, learning sign language, students' facial expressions and gestures, students' emotions and communication skills, as well as cooperation. The respondents provided their views where 32.6% strongly agreed, 44.5% agreed, 10.1% answered they were not sure, 7.6% disagreed, and 6.8% strongly disagreed. The total agreement of the learners was 77.1%. This means that the inclusive extra-curricular activities increased the social competence of students in basic education schools.

According to Anthony (2016), who conducted a study on the population of 99 students from the public Suneka Division of Kisii South District in Kenya, the study helped to understand how co-curriculum in education develops students to be holistic. According to the findings, plays, games, and extracurricular activities socially develop learners in a variety of ways, including increasing cooperation among students, instilling discipline, building tolerance among students, creating a sense of responsibility, accepting defeat, improving judgment, and improving moral values. Instilling discipline, building tolerance and enhancing cooperation among students are the key social competences that students gain from participation in extra-curricular activities.

During an interview, head teachers were asked if students develop social competences in basic education schools through extracurricular activities, and they answered that plays, games, and inclusive extra-curricular activities influence learners to develop social competences in basic education schools; they responded that when the school promotes extra-curricular activities to support the existing curriculum, students' perform well because they relate what they play with what they study by promoting their lifelong learning.

V. CONCLUSIONS

The study findings allowed the researcher to draw conclusions:

The researcher concluded that in order to allow assisted students to perform well in their regular lessons, teachers have to include plays, games, and other extra-curricular activities that are done by every learner. This will help them (students) communicate and raise effective communication and interpersonal relations skills.

The student's and teachers' performance in the social competences would provide the student with the required skills in basic education. School leaders and teachers have to create and engage in the application of plays, games, and extracurricular activities in lessons for all students, even those with and without disabilities, because they develop social competences such as improving students' peer learning, cooperation and communication, language and sign language mastery, and teamwork.

VI. RECOMMENDATIONS

The researcher recommended that the community and schools in Kicukiro District should consider plays, games, and extra-curricular activities as the most useful activities which encourage students' effective learning. Thus, it is the responsibility of basic education teachers to plan these activities and ensure that all plays and extra-curricular activities are accessible to both students with and without disabilities.

The community and parents of the students should encourage them to perform in plays, games, and other extra-curricular activities because this improves socialization among the students and they learn actively

by developing social competences such as respect, sharing experience, communication skills, and sign language mastery.

The Government of Rwanda, through its affiliate education organs such as the Rwanda Basic Education Board (REB) and the Ministry of Education (MINEDUC), has to include plays, games, and extra-curricular activities in the policy crosscutting issues as a method of developing students and teachers' social competences because they (extra-curricular activities) promote competition spirit among students in basic education schools.

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