

**UNIVERSITY OF EDUCATION, WINNEBA**

**IDENTIFICATION OF FACTORS THAT PREDISPOSE  
SENIOR HIGH SCHOOL STUDENTS TOWARDS  
PARTICIPATION IN INTRAMURAL SPORTING  
ACTIVITIES.**

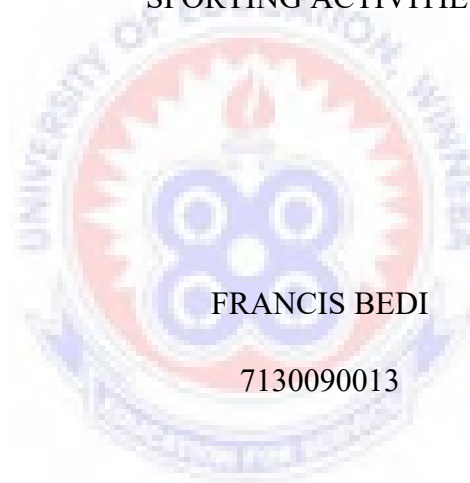


**FRANCIS BEDI**

**2015**

**UNIVERSITY OF EDUCATION, WINNEBA**

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SCHOOL STUDENTS TOWARDS PARTICIPATION IN INTRAMURAL  
SPORTING ACTIVITIES.



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A Dissertation in The Department of Health, Physical Education, Recreation and Sports, Faculty of Science Education, submitted to the School of Graduate studies, University of Education, Winneba, in partial fulfillment of the requirement for award of Master of Education (Physical Education) degree.

**DECEMBER, 2015**

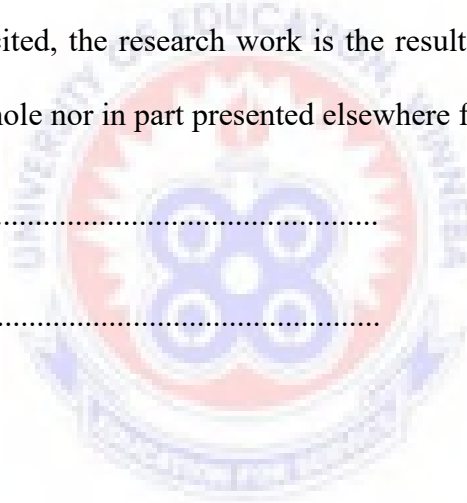
**DECLARATION**

**STUDENT S DECLARATION**

I Francis Bedi, hereby declare that except references to other peoples work which has being duly cited, the research work is the result of my own work and that it has neither in whole nor in part presented elsewhere for an award of certificate.

Signature.....

Date.....



**SUPERVISORS DECLARATION**

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

Name of Supervisor.....

Signature.....

Date.....

### **ACKNOWLEDGEMENT**

I owe a great debt of gratitude to my supervisor Dr. W.W. Agbeko, a lecturer at the Department of Health, Physical Education, Recreation and sports of the University of education Winneba who beyond his tight schedules made available his time and expertise to read through the script and gave meaningful criticism, suggestions and corrections of my manuscript to put this work in shape.

During the research work I made reference to a wide range of textbooks, articles and other research works based on my topic which were clearly spelt out in this research work. I am most grateful to those authors.

My special thanks to all lecturers of university of education Winneba especially lecturers of Health, Physical Education, Recreation and Sports Department for their love, encouragement and tutorial during my course of study.

## **DEDICATION**

This work is dedicated to my dear wife Delali Agboado and daughter Bedi Fortune Dzidula and the entire Bedi family for their love, care and support during my course of study.



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## ABSTRACT

Students who engaged in intramural sports programme during their school years open themselves up to a wide range of life enhancing benefits. Such benefits include discovering ways of coping with stress, creating a sense of accomplishment, finding ways of coping with stress, creating a sense of accomplishment, finding ways to control body weight and maintaining physical wellbeing, building friendships and close contact as well as improving various sports skills. (Banta Bradley and Bryant 1991). The researcher used descriptive survey for the study and data was randomly collected from 300 students, 24 class advisors (teachers) of Three Town Senior High School. Questionnaire was used to collect data. Data was analyzed by the used of frequencies and percentages. Data reveals that Football is the most predominant intramural sports patronized in the school. The study reveals that external rewards such as awards and scholarship is the main reason why majority of students in Three town Senior High School participate in sports. The study also reveals that student's motives for participating in intramural sports varied from one form to another. Example, while first years participate in intramural sports to expand their interest, the second years and the third years engaged in it to be creative. Lack of time to combine academic with sports is the main challenges facing most of the students in this particular school.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0. Background to the Study**

Volta Region where the research was conducted was formed by the state union of the former British Togoland which was part of the German protectorate of Togoland. It was administered as part of the Gold Coast by the British and later renamed Trans-Volta Togoland.

Volta Region is one of Ghana ten administrative regions with Ho designated as its capital. It is located west of Republic of Togo and to the east of Lake Volta. It contains twenty five (5) administrative districts with several ethnic groups such as the Ewe people who speak the Ewe language, the Guan people and the Akan folks. The Guan people, include the Lolobi, Likpe, Akpafu, Buem and Nkonya people etc. The region has twenty five (25) districts consisting of five (5) municipal and twenty (20) ordinary districts. Ketu South municipal where the research was conducted is one of the municipal in the region.

The region has two Universities, seventy eight public Senior High Schools and several basic schools. Three- Town Senior High School where the research is conducted is a mixed school made up of both males and females. The school derived its name from three towns namely (HEDRANAWO, ADAFIANU,

DENU). These three towns come together to established the school. Hence the name three-town. The school has a student population of one thousand, two hundred and fifty, (1,250) which comprises Seven Hundred and Ten males (710) and Five Hundred and Forty females (540). Seventy Six teachers (76), Fifty Two non-teaching staff and one headmaster. The school can be located about five kilometers (5km) away from Aflao. A town that share border with Republic of Togo in the Eastern part of Ghana.

Intramurals are recreational sports activities organized within educational institutions. The term is derived from the Latin word “intramurals” meaning “within wall” and is used to describe sports competitions that take place among students within the walls of the educational institution or area. (Wikipedia). It contrasted with extramural, varsity or inter collegiate sports which are played between teams from different educational institutions.

Ohio State University and the University of Michigan created the first intramural sports departments in 1913. Elmer Mitchell a graduate student at the time was name the first Director of Intramural Sports at the University of Michigan in 1919. Intramurals sports are organized to foster friendship, leadership, sportsmanship and education. They are aimed to attract attention of students and awake a desire to be an active participant of the school life. It means that intramurals are organized on the basis of weird games, funny competition and exciting entertainment. Today, intramural tournaments are still organized within a specific community or municipal area between teams of equivalent age or athletic ability

to promote competition and fun among students. In most schools, intramural sports are used to promote wellness and allow students who do not compete on national level an opportunity to be active.

Physical education and sports have provided the avenue for the exhibition of talents in various senior high schools in the Volta Region of Ghana as a whole. Sports bring prestige among peers, rewards and recognition from tutors administrators and local community. Most students participate in sports to have fun and to improve their skills and fitness level. The reasons the games were in the curriculum was to involve the class as a whole to work together as a team and to involve every student to take part in physical activities as enshrine as a fundamental human right in the UNESCO charter on physical education and sports, which states among other things that “Every human being has fundamental right of access to physical education and sports which are essential for the full developments of one’s personality. The freedom to develop physical intellectual and moral powers through physical education and sports must be guaranteed both within the educational system and other aspects of social life”

According to Wuest and Bucher (1995) sports is an institutionalized competition activity that involve vigorous physical exertion or the use of negatively complex skills by individuals whose participation is motivated by combination of intrinsic and extrinsic factors. (p. 247).

Intrinsic motivation in relation to sport participation can be referred to as participating in sports for its own sake and for the pleasure and satisfaction derived simply from participating in it. If a person is intrinsically motivated to participate in a particular sport, he/she will participate voluntarily without awards, scholarships or incentives.

On the other hand if students are extrinsically motivated to participate in sports they would participate in order to receive some awards or monetary benefits.

This implies that schools should provide opportunities for students to participate in well-structured physical education and sports activities as well as ensure that they indicate desirable attitudes and values which will promote future participation and development of healthy lifestyle in student. (President council on physical fitness and sports 2009).

### **1.1. Statement of the Problem**

The sedentary life styles, coupled with poor academic performance of students is causing sports abandonment in most schools. But this is not the case of students in Three Town Senior High School. The school offers courses in Business, Science, Home Economics and General Arts. Physical Education is also given much attention although it is not externally examinable subject. Intramural sporting activities are highly patronized and keenly competed for. There is a high interest



shown for physical education and sport in most schools in Ghana by most youths. There is also a lackadaisical attitude by another group of students who think that participation in sport competition is only for a select few especially for those without academic prowess. The motive for participation or lack of participation therefore have not been documented. However, there is now increasing desires to obtain information that will help policy makers' acquire the tools to influence the legislation in education. It is based on this view that the research is focused to identify factors that attract or repel students from participation in intramural sporting activities.

### **1.2. Purpose of the Study**

The purpose of the research work was to find out what predisposes students to participate in intramural sporting activities.

### **1.3. Significance of the Study**

The findings of this study will help to identify some factors that predisposes students to participate in intramural sports. It will also help to identify some motives behind students participating in intramural sports.

Furthermore it will help to identify some challenges facing students when they are participating in intramural sports. For further researchers who want to research in this area, this will serve as a basis for their work.

#### **1.4. Research Questions**

The following research questions were answered;

1. What types of intramural activities that take place in the school?
2. What are the motives behind student's participation in the intramural sporting activities?
3. What factors predispose students to participate in intramural sports?
4. What are the challenges facing students when they participate in intramural sports activities?

#### **1.5. Delimitation of the Study**

Because of less time and money to deal with large data .The research is delimited to 312 students from all the 24 classes of Three Town Senior High School, 24 teachers, including two P.E teachers'which is approximately 30% of the population.

#### **1.6. Limitation of the Study**

The study was challenged by some factors namely; materials resources and time. These made the study to cover a smaller area in relation to the entire population of the school.

Again the study was limited due to the researcher's inability to reach all the members of the sample population to collect all the questionnaire.

The study also limits the respondent about the factors that influence their participation or non-participation in intramural sports.

### **1.7. Definition of Term**

**Leisure:** Non-work activities in which the individual has a free choice whether to participate or not. The individual have no obligation as to what activity is chosen or to what extent the individual participates (Beard and Ragheb, 1980).

**Motivation:** An interaction of internal factors conscious or unconscious, psychological compulsion and external factors (social, familiar gratification and recognition) within which are combined a variety of drives(basic drives, self-image, experience) that can evolve and change over time.(Recours, Souville, Griffet, 2004 p.2)

**Motive:** A possible combination of desires and needs that cause a person to act, or is the reason for a behaviour.

**Psychological:** The feeling of enjoyment, a sense of freedom, involvement and intellectual individual experiences while participating in an activity.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0. Introduction

According to Wuest and Bucher, (1995), a sports is an institutionalized competitive activity that involves vigorous physical exertion or the use of negatively complex skills by individuals whose participation is motivated by a combination of intrinsic and extrinsic factors (p. 247). Sports are very important in the lives of all and sundry. Every individual enjoys one sports or another irrespective of the age of the person or the class he/she belongs to.

Charles Bucher(1972) the renowned physical educationist pointed out that Physical Education is an integral part of total education process, it is a field of endeavor which has its aim towards the improvement of human performance through the medium of selected physical activities with the aim of achieving outcomes. The philosophy of education is based on the premise that education is designed to help man achieve excellence and that Physical Education as a part of general education play a vital role in this area. That is, when students involve

themselves in intramural sports it leads to some outcomes or benefit. These benefits are the reason why some partake in sports. Below are some benefits of sports.

### **2.1. Physical Health Benefits**

The physical health benefits of regular physical activity are well established. Regular participation in such activities is associated with a longer and better quality of life, reduced risks of a variety of diseases and many psychological and emotional benefits. There is also a large body of literature showing that inactivity is one of the most significant causes of death, disability and reduced quality of life in the developed world. (Sallis & Owen, 1999)

Benefits derived from Physical Education influenced Governor Guggisberg in preparing his sixteen educational principles. The Gold Coast which included organized games and sports as school life where each school was to have playing field for physical activities which would promote national development. Physical Education designed in schools is to help the students to develop muscular strength, endurance, power, to know the functions of the human body and its parts as well as teach them how to play a variety of games and sports for enjoyment, competition and to be able to relate well with others.

### **2.2. Health Benefits**

Physical health benefits of regular participation in physical activities are well established. Regular participation in such activity is associated with longer and better quality of life, reduced risks of a variety of diseases and many psychological and emotional benefits. There is also a large body of literature showing that inactivity is one of the most significant causes of death, disability and reduced quality of life in the developed world. (Sallis and Owen 1999)

Physical activity could reduce the risk of chronic diseases in later life. A number of adult conditions such as cancer, diabetes and coronary heart disease have their origin in childhood and can be aided in part by regular physical activity in early years. Regular activity beginning in childhood helps to improve bone health thus preventing osteoporosis. (US department of health and human service 1996)

There seem to be a general trend toward increased childhood obesity in large number of countries and this increase seem to be a particular prevalent in girls from higher urbanized areas, ethnic minorities and disabled. Obesity is known to have a significant impact on both physical and mental health including hypertension and abdominal glucose tolerance. Physical activity can be an important feature of a weight control programme for girls, increasing caloric expenditure and promoting fat reduction.

The national curriculum for P.E has emphasized the concept of knowledge and understanding of fitness and health towards children and younger adults which has in turn provided justification for the necessary levels of participation in physical

activities such as recreational sport(Bailey,2005). Health on a broad scale can be refer to as a state of wellbeing which encompasses emotional,physical, social and spiritual health (Caldwell& Smith, 1998). Kanters(2000) "reported recreational sport participation can support mental health of students to deal with the increasing pressure and stress of college life."

Physical activities contribute to enhancing the health of the people and the nation is a universal fact. The ministry of health is currently promoting a new paradigm called regenerative health which is an attempt to shift health care from curative to health prevention. A major component of the programme is that people should engage in regular physical activities. One goal of Physical Education is to provide opportunity for the youth to acquire the knowledge, skills and attitudes necessary for lifelong engagement in healthful physical activities.

### **2.3.Personal Development**

One of the goals of education is to provide an opportunity for students to identify and develop their talent and to pursue career options. This requires that students be exposed to a variety of experiences. One of the experiences is physical education: which exposes students to the practice of sport and its related fields. When exposed to physical education, those with talent may pursue careers in sport performance, coaching, officiating, teaching etc. Some students who could gain

admission to pursue physical education may not be able to do so unless they receive sound instructions at the secondary school level.

#### **2.4. Leisure and Recreation**

The pursuit of recreation is one of the needs of humans. In the absence of healthy and safe means of recreation, people may fall on unhealthy and unsafe means of recreation such as alcohol and other recreational drugs. Physical Education is one mean by which students engage in activities that can be used for recreational purposes. The recreation through sport activities enhances physical, emotional, psychological and social wellbeing(P.E syllabus).

Additionally, physical education equips people with the knowledge necessary to enjoy spectator sport. People need certain basic understanding of the ways games are played to be able to enjoy them. Physical education develops the spirit of sportsmanship, the appropriate way to celebrate and enjoy victory and the willingness to accept defeat. Along with the stress that is associated with college life, extracurricular activities such as recreational sport are a significant aspect of many students life during their college career. As stated by Gerland(1985), students involved in extracurricular activities tend to be more satisfied with their college experience.



### **2.5. Academic Benefits**

A range of evidence suggests that sport and physical activities are positive features of their academic aspirations and achievement. The classic study of the relationship between physical activities and school performance was carried out in France in 1950s. A longitudinal study emphasizes that, academic performance is maintained or even enhanced by an increase in student's level of habitual physical activity despite a reduction in the curriculum or free time for the study of academic material.

### **2.6. Emotional Benefits**

Research also indicates that physical activities increased blood flow to the brain, allowing more oxygen and glucose to flow through the brain and releasing endorphins which have a positive impact on human mood. When students meet for practical lessons or sport activities the chance is then open for interaction, jokes, teasing, exchange of ideas and making of friends. Morally, students are trained to obey the rules and regulations during Physical Education lessons which lead to self-discipline and satisfaction.

### **2.7. Motivation**

Thorough review of numerous literature suggests that motivation can be accepted as an interaction of internal factors (unconscious and conscious, psychological

compulsion) and external factors (social, familiar gratification and recognition) with which are combined a variety of drives(basic drives, self-image and experience) that can evolve and change over time"(Recours, Souvilla&Griffet,2004 pg. 2).

Intrinsic motivation in relation to sport participation can be referred to as participating in sport for its own sake and for the pleasure and satisfaction derived simply from participating in it(Deci,1975). If a person is intrinsically motivated to participate in a particular sport, he/she will participate voluntarily without the desire for external rewards(Deci& Ryan,1985). On the other hand, extrinsic motivation in relation to sport participation refers to the behaviors that are "engaged as a means to an end for their sake.(Deci,1975)

Briere&Blais,(1998) argue that, within intrinsic motivation, a person may participate in a sport activity for three main reasons,

1. For pleasure and satisfaction regarding learning new knowledge.
2. Another intrinsic motivation is that toward accomplishment. This involved participation in sport and gaining pleasure or satisfaction in an attempt to accomplish or gain something.
3. Experiencing stimulation is a motivational factor that involves participation to experience stimulating sensations. This can include sensory pleasure, aesthetic enjoyment as well as fun and excitement.(Pelletier et al,1995).

Pelletier et al (1995) also acknowledged three extrinsic motivational factors that is identification, introjections and external regulation. Identifications occurs when a person participates due to the fact that, he or she determine his or her behavior in the activity is important. Introjections occurs when a person participate out of feeling of guilt and anxiety. When a person participates in an activity solely to seek material rewards or for the avoidance of negative outcomes, the person is extrinsically motivated through external regulation.

While participants may expect to gain some benefit out of their participation in their sport activity, this gain of benefits may actually be amotive to participate in the activity for the first place. Banta, Bradley and Bryant (1991) recognized eight responses that students most frequently gave when evaluating their motivation for participation in recreational sports. These include;

1. Stress reduction
2. Feeling of physical wellbeing.
3. Sense of accomplishment.
4. Weight control.
5. Sports skills.
6. Physical strength.
7. Fitness.
8. Friendship.

If students have a meaningful experience while participating in their sport activity they may be more motivated to continue in the activity.(Koivula, 1999).

## **2.8. Socialization**

This may be a prominent motive for intramural sport participation.Recreational sports facilities and involvement in recreational sports programme promote the groundwork for social interaction among students who do not achieves this in other settings on their own.(Artinger, Clapham, Sampson and Forrester 2006).

A recreational facilities with diverse sport programming opportunities designed to meet students' needs can serve as an active and effective way of establishing a sense of belongings as well as efficient measures for social engagement.(Mass,2001).

In another way of examining what motivates students to participate in recreational sports programmes.Artingeret al (2006) developed a study that attempted to design an effective way of measuring the social benefits students gain through intramural sports participation. They focused on areas such as university integration, reliable alliance, social group bonding, cultural awareness and personal benefits. The results of this study indicated that students gained most in the areas of personal social benefits and social group bonding. This study also revealed that females

reported significantly higher on issues such as commitment to their peers, willingness to learn about cultural differences, increasing community involvements, increasing their ability to work as a team, and improving their ability to socially interact.(Artinger 2006).

## **2.9.Benefits of Intramural Sports**

Regardless of whether you are a fresher or professional, the door to the intramural is always open to you. One advantage of such sports is that intramural events are set up according to ones schedules. Such flexibility is very convenient and necessary while having a lot of subject at the college.

Another advantage of intramural sport is in the friendly atmosphere secured by acquaintances, friends and familiar staff of the college. Such positive background makes participants feels less strained and competition goes less formal. The listed preferences make the convince opinion about intramural sport true and explicit.

Along with a number of advantages, intramural sports have certain opportunities which are just as funny as the activities themselves. For instance, intramural results in great amount of new friends and acquaintances as friendly atmosphere and funny activities brings many positive emotions and desire to share them with others. In addition, such events give nice opportunity for everyone to be active and to show ones best.

Consequently, intramural make students more confident and their life brighter and ingrained. However, the biggest opportunity and the value of the intramural is wellness and desire to be active and to get entertain always.

All in all the truth of intramural sport is vivid, intramurals are fun and exciting such events have many advantages and open many possibilities to students to be active and have fun. It also encourages students and college faculty to participate in active life of the college, entertain and promote wellness(posted by Jack Milgram).

## **2.10. Factors That Influence Intramural Sports Participation**

Age is the dominant biological determinant of physical activity in girls. Overall, levels of activity steadily decline from about 6 years of age until adolescence, when activity levels drop more steeply. Whether this decline ought to be understood solely in terms of biological influences is dubious, and it is, perhaps, noteworthy that the decline in sporting or physical activities among girls around 11 or 12 years occurs almost simultaneously with the period when gender ideology sharply interacts with socialization influences.

### **2.10.1 Perceived Barriers of Participating in Sports**

A recent review of 108 published studies addressing correlates of physical activity identified perceived barriers as the most consistent negative psychological correlate of physical activity. Studies specifically focused upon girls' perceived barriers to physical activity are still relatively rare, and predominantly come from the US, but themes are beginning to emerge. Both qualitative and quantitative studies have identified girls' wish to do other things with their time as a frequent explanation for non-participation. Other explanations for inactivity include unsuitable weather, school pressures, dissatisfaction with school physical education classes, reluctance to get sweaty or disheveled, and inaccessibility or inconvenience of sporting provision. Summarizing this data, Sallis and Owen state that, 'It appears that adolescents are not just acquiring adult patterns of sedentary habits, they are also acquiring adult ways of thinking about exercise, including reasons (or excuses) for not being active'.

### **2.10.2 Peer Influence**

Sports and physical activities are usually social events for children. Similarly, physically active adolescents tend to socialize with friends who are also active. Whilst a peer group can act as powerful enforcer of norms and behaviours for both boys and girls, there is evidence that they use and view friendships in different ways. Studies suggest that a key factor in whether girls engage in and sustain physical activities was whether they had a same-sex friend with whom to participate. This may, in part, be due to the support structure such shared

experiences can offer, especially during adolescence, when many girls consider reducing their commitment to physical activities that they are most anxious about being rejected or excluded from same-sex friendships. For girls, physical activities often become less important in their lives as they are encouraged by pressure from their peer group to seek other activities associated with their preferred perceptions of femininity

### **2.10.3 The Family Influence**

Numerous studies have emphasized the influence of the family on childhood physical activity levels. Active parents in sports have been shown to have more active pre-school children, older children and adolescents. Activity levels are further supported by active siblings. Studies generally identify fathers as playing the primary role in influencing children participation in sports and physical activities. It is noteworthy that fathers have also often been reported to be the primary socialization agent for gender role development. The nature and extent of physical play opportunities depend greatly on the set of beliefs and expectations held by the parents, and beliefs are particularly significant in relation to gender. From an early age, many parents in a range of cultures treat boys and girls differently and encourage different styles of play in physical activity contexts.

### **2.10.4 Role Models**



The role models who influence children physical activities participation change over time. In early childhood primary role models are parents, with friends and teachers becoming more significant as they enter school, and sport players, coaches and celebrities gaining influence in adolescence. Boys and girls tend to attribute role models differently, with girls being more likely to name parents as models, while boys more often named public figures, such as sports star. Stars are most likely to inspire imitation when they are perceived by observers as having some connections with their lives and when their success seemed attainable. Effective role models need not be the most outstanding individuals, but rather, may come from within the school, (other pupils or teachers) or at home (parents or siblings).

#### **2.10.5 Independent Mobility**

Parent's fears and concerns regarding safety can be a powerful constraint on children time and access to opportunities for physical activity. The more classic study of independent mobility found a connection between restrictions placed on children freedom to be away from home and participation on both organized and unorganized sports and physical activities. A number of studies have shown a significant gender differences in independent mobility, with boys experiencing far more freedom than girls to be active. Very often girl's freedoms to move are curtailed by cultural norms and conditions that determine when it is safe or

appropriate for them to go. Nevertheless, many girls do take part in out of door physical activities especially if opportunities are convenient

### **2.10.6 Nature of Physical Education**

Being the primary societal institution with responsibility for promoting physical activity in young people, school P.E has the potential to be a powerful force against a sedentary life styles. The potential of P.E to reach virtually all children makes it uniquely important resource. However the teaching of P.E as it exists show that a good number of teachers often deny pupils the opportunity to express themselves freely in purposeful activities during physical education lessons. Most often teachers of P.E do not and sometime devote very little time to the planning of their lessons to meet the needs of the pupils. P.E forms part of the school programme, therefore for the programme to be successful, all personnel should possess qualities like knowledge of the subject matter, methodology, good relationship with his staff and pupils as well as good attitude towards work. As Bucher(1987) put it," philosophy of P.E other than schools should also be humanistic in its approach to meet the needs of the participants, have a sound scientific basis and be concerned".

### **2.10.7 Educational Qualification of Physical Education Teachers**

Educational qualification has been recognized as the most important fabric upon which hung the success of any educational programme (David and M BENG 2009). An effective sport programme is brought about by someone who is well vested in sports both in theory and practice. The game master must be a leading person in the field of sports being at the forefront to direct others towards achieving the desired goal. Dike (2005) opined that any one saddled with the responsibility of sports must possess the educational qualities and attributes required of a sport administrator. Pupils must learn and for learning to take place, there must be information or instruction on what is being done. Pupils need instruction on whatever they are doing to become perfect so that they can grow and become better persons in the future to contribute meaningfully to the community in which they find themselves.

#### **2.10.8 Nature of School Facilities**

The nature of school facilities promote or retard sport participation. Many schools lack enough space for construction of playground. Ogu (2003) reported that physical environment inhibit participation of activity at a level sufficient intensity. Adequate space be provided in schools for physical and recreational activities as this will not only motivate students to participate but will contribute to their health and wellbeing. Insufficient equipment and facilities simply confirmed the common observation that many schools especially private owned ones operate without even a volleyball court let alone a football pitch.

Sport equipment give student better opportunity for proper body exercise which inturn enhances the functional capacities of their body organs and systems. Auxlex and Crowe (1987) admitted that facilities and equipment make the job of those who are involved in sport easier, the programme more meaningful, realistic and provide motivation for student to participate in sports.



## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

The purpose of this study is to identify factors that predisposes children participation in intramural sports in Volta Region especially Three-Town Senior High School. This section is made of the following sub headings;

- Research Design
- Population
- Sample and Sampling Techniques
- Reliability and Validity
- Instrumentation
- Data Collection Procedure
- Data Analysis Procedure

#### **3.1 Research Design**

A descriptive survey was used as the design for the study. Delen(1979), noted that descriptive survey are versatile and practical especially to the researcher in that they identify present needs. He notes that, descriptive research is basic for all types of research in assessing the situation as a prerequisite for conclusion and generalization. Frank and Wallen(2003), observe that the purpose of descriptive

research is to observe, describe and documents aspect of a phenomenon as it occurs naturally. They further contend that, in descriptive research, the events or conditions either already exist or have occurred and the researcher merely selects the relevant variables for analysis of their relationship.

### **3.2 Population**

The total population of the school where the research is conducted is one thousand, two hundred and fifty students, seventy six teachers, fifty four non-teaching staff and a headmaster.

### **3.3 Sample and Sampling Technique**

The target population for the study is made up of three hundred and twelve students thus one fifty six males, and one fifty six females and twenty four class advisors (teachers) including two physical education teachers. But only one hundred and fifty males and one hundred and fifty females responded to the questionnaire. A probability sampling technique was used by the researcher. According to Alhassan(2006). Probability sampling randomness is essential and it is key element in the process. This sampling method was meant to give all the subjects in the population equal chance to be selected and included in the sample unit.

Thirteen students were selected from each of the 24 classes of the school. To select the students, the researcher group the boys differently and the girls differently. Numbers were written on a piece of paper taken in to consideration the total number of students in that particular class. The students were asked to pick the shuffle papers one by one. For example, if the researcher want to select seven boys and six girls from that particular class, then boys that chose numbers ranging from one to seven(1-7) were selected and the girls that chose from one to six were also selected. This process was rigidly followed in all the classes until the required number of boys and girls were obtained for the study. The 24 teachers were purposively selected since they serve as a class advisors to those classes where the research was conducted.

### **3.4 Validity and Reliability of the Instrument**

Validity is necessary for collection of evidence to support inference made. Therefore the instrument used was validated for content and construct validity by expert in the field of evaluation and measurement, lecturers in the department of HPERS and the supervisor. All suggestions made was used to correct the final outcome of the instrument. Thereafter the instrument was administered to the respondent that were not part of the study for any ambiguities. All suggestions from the various quarters was noted and taken to correct the instrument before it was used for the main study. The researcher's supervisor who is an expert, knowledgeable, experience, competent and familiar with research in this area of

the study scrutinize the various items and corrected any ambiguities and contradictory statement from the questionnaire and make sure it covers the topic.

The reliability of the instrument was establish using the croubach alpha to measure the internal consistency of the instrument to assess the extent to which scores on certain items of the instrument correlate with scores of other items of the instrument that were administered.

### **3.5 Instrumentation**

The research instrument is in two sections; section A is about demographic details of the respondent and section B is about four point liker scale format questionnaire. The questionnaire was the main instrument used for collecting data. This is made up of both close and open ended questions. The questionnaire according to Alhassan(2006), is a systematically prepared document which contain questions to elicit responses from respondent for the purpose of collecting data. Apart from it suitability for wider coverage, the questionnaire produced reliable information, helped to interviewed more respondent and reduced bias and the influence of the researcher.

Both close and open ended questions were used this was meant to obtain comparable responses and to avoid uncoordinated ideas which could make analysis difficult.



The leisure motivation scale created and tested by Beard and Ragheb (1983) was used to examine motivational factors that predisposed students' participation in intramural sports. The language of the scale was minimally altered to include relevant information pertaining to the subject under study. The scale reflected four areas of motivational factors;

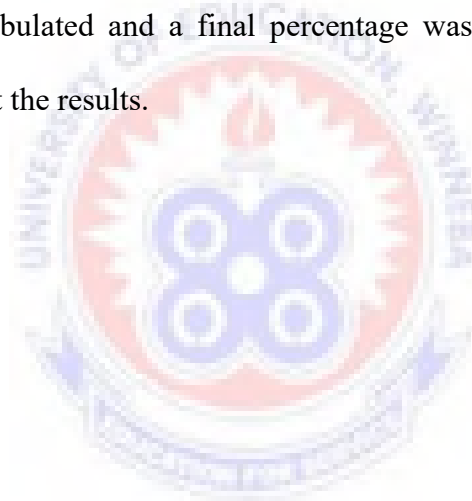
1. Intellectual.
2. Social.
3. Competence Mastery.
4. Stimulus avoidance.

### **3.6 Data Collection Procedure**

The questionnaire were personally administered to the participants selected for the study. The researcher contacted the head of the school and arranged with him for the appropriate date to administer the questionnaire. The consent of the respondent was sought and educated on the rationale of the study. Adequate explanation as to how to answer the questionnaire was also given. Respondents were given ample time to complete the questionnaire at their own pace. The questionnaire administration lasted for 3 days. The direct involvement of the researcher in the data collection situations ensured 98% recovery of the questionnaire.

### **3.7 Data Analysis Procedure**

As data were collected through questionnaire, it was expedient to say how much data were analyzed. Khan(1990) defined data analysis as studying an organized materials in order to discover inherent facts. The total size of the sample was reported along with the overall percentage of the returns. The percentage of the total sample responding to each item was also reported. The percentage of the respondent who chose each alternative for each question was also stated. Further statistics such as bar graph were used to describe the data. The result of each question was tabulated and a final percentage was reported using bar chart to further represent the results.



## **CHAPTER FOUR**

### **PRESENTATION OF RESULTS, ANALYSIS AND DISCUSSION**

The purpose of the research work was to find out what predisposes students to participate in intramural sporting activities in Three town Senior High School.

In this chapter the study looked at the questionnaire administered. It also analyzed the responses and draw conclusions and recommendations of the study. This is done after permission have been sought from the HPERs department to conduct the questionnaire in the above school.

The study include male and female students of three town Senior High, Staff members (class advisors) including two P.E teachers.

The study sought to;

1. Identify types of intramural sporting activities that takes place in the school.
2. Identify motivational factors in areas of intellectual, social, competence mastery and stimulus avoidance for participating in intramural sports.
3. Conduct analysis on motivational factors based on class standing.
4. Identify some factors apart from the motivational ones listed above that promote massive participation of students in intramural activities in the above school.

5. Identify challenges facing students when they are participating in intramural sports.



**Respondents Responses to Personal Information****Table 4.1.1: Sex of students**

<b>Sex of students</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Male</b>	<b>150</b>	<b>50</b>
<b>Female</b>	<b>150</b>	<b>50</b>
<b>Total</b>	<b>300</b>	<b>100</b>

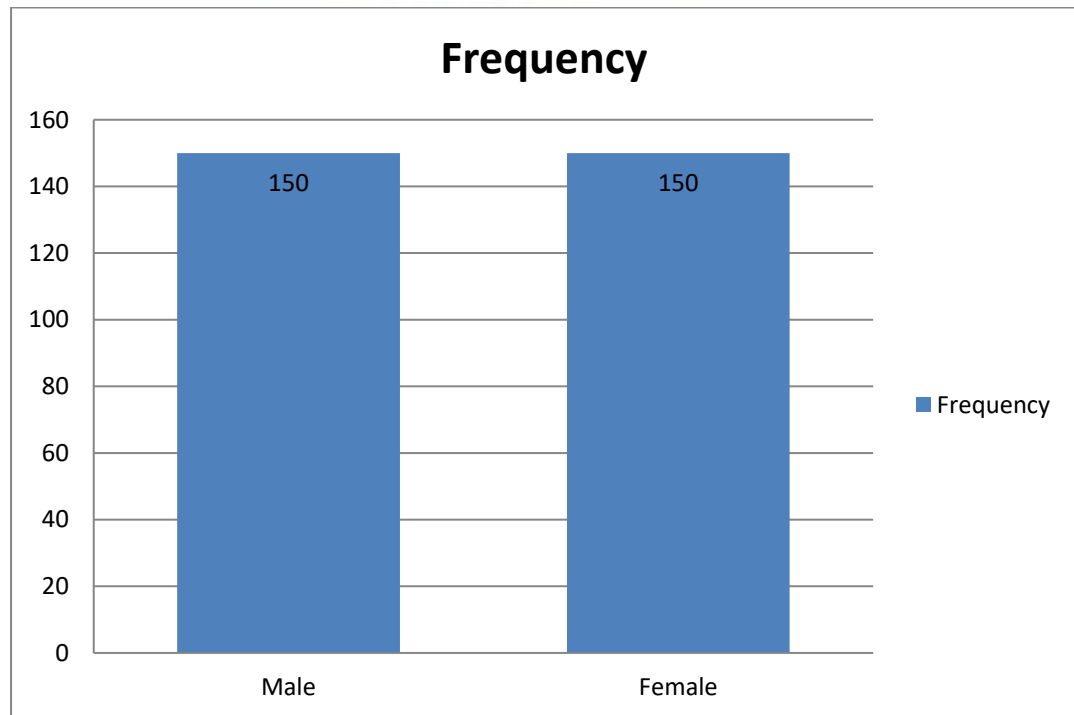
**Figure 4.1: Sex of students**

Table 4.1.1 is about the sex of the students. From table 4.1.1, three hundred (300) students were selected for the purpose of this study, out of which one hundred and

fifty (150) males representing 50% one hundred and fifty (150) females representing 50%. This gives a fair representation of respondents' gender wise.

**Table 4.1.2: Sex of Class Advisors**

<b>LEVEL</b>	<b>MALE</b>	<b>FEMALE</b>
SHS 1	5	3
SHS 2	6	2
SHS 3	7	1
TOTAL MISSING	4	0
TOTAL VALID	18	6

Table 4.1.2 is about the sex of class advisors in levels. From the table, twenty four class advisors were selected for the study. Eighteen (18) males and six (6) females. But only fourteen of the male and six female teachers responded to the questionnaire.

**Research Question1:** What types of intramural activities that take place in the school?

Responses to the questionnaire items were presented in tables and expressed in terms of frequency counts for analysis.

**Table 4.2.1: Types of sporting activities that students engage in**

Types of sporting activities that students engage in	Frequency			
	Male	Percentage	Female	Percentage
Football	60	40	44	29
Volleyball	22	15	26	17
Handball	24	16	34	23
Table Tennis	2	1	3	2
Athletics	14	9	23	15
Netball	0	0	4	3
Basketball	28	19	16	11
Total	150	100	150	100

Table 4.2.1 is about the types of intramural sporting activities in the school. From the table the most predominant intramural sports for both males and females is football. Because forty percent (40%) of males and twenty nine percent (29%) of females do participate in it. And the least played intramural sports in the school is table tennis. Because only one percent (1%) of the males and two percent (2%) of the females participate in it. This is followed by basketball (19%), handball (16%), volleyball (15%), athletics (9%), and table tennis (1%) in that order for males. For females football (29%), handball (23%), volleyball (17%), athletics (15%), basketball (11%), netball (3%) and table tennis (1%) in that order.

**Table 4.2.2: How often do you engage in intramural Sports and games in a week?**

Response	1st years		2nd Years		3rd Years	
	Male	Female	Male	Female	Male	Female
<b>Once</b>	20	36	18	38	38	42
<b>Twice</b>	24	10	24	8	8	7
<b>Thrice</b>	6	4	8	4	4	1
<b>Total</b>	50	50	50	50	50	50

Table 4.2.2 showed the number of times students normally engaged in intramural sports in a week.

According to the table 20 of 1st years, 18 of the 2nd years and 38 of the 3rd year males (totaling 76) males says they engaged in intramural activities once in a week. Whilst 36 of the 1st years, 38 of the 2nd years and 42 of the 3rd year females (totaling 116) of females also engaged in intramural sports once in a week. 24 of the 1st years, 24 of the 2nd years, and 8 of the 3rd years males (totaling 56) of the males participate in intramural activities twice in a week. 10 of the 1st years, 8 of the 2nd years and 7 of the 3rd year females (totaling 25 of females) engaged in intramural activities twice in a week.



Six of the 1st years, 8 of the 2nd years and 4 of the 3rd year males (totaling 18) of the males engaged in intramural sports thrice in a week. Whilst 4 of the 1st years, 4 of the 2nd years and 1 of the 3rd years females (totaling 9) of the females engaged in intramural sports thrice a week.

From the table it can be deduce that majority of the students that is 76 males (50.66%) and 116 females (73%) engaged in intramural activities once in a week. which does not benefit the students much because research has shown that regular participation in physical activities at least three times in a week for at least thirty minutes is beneficial

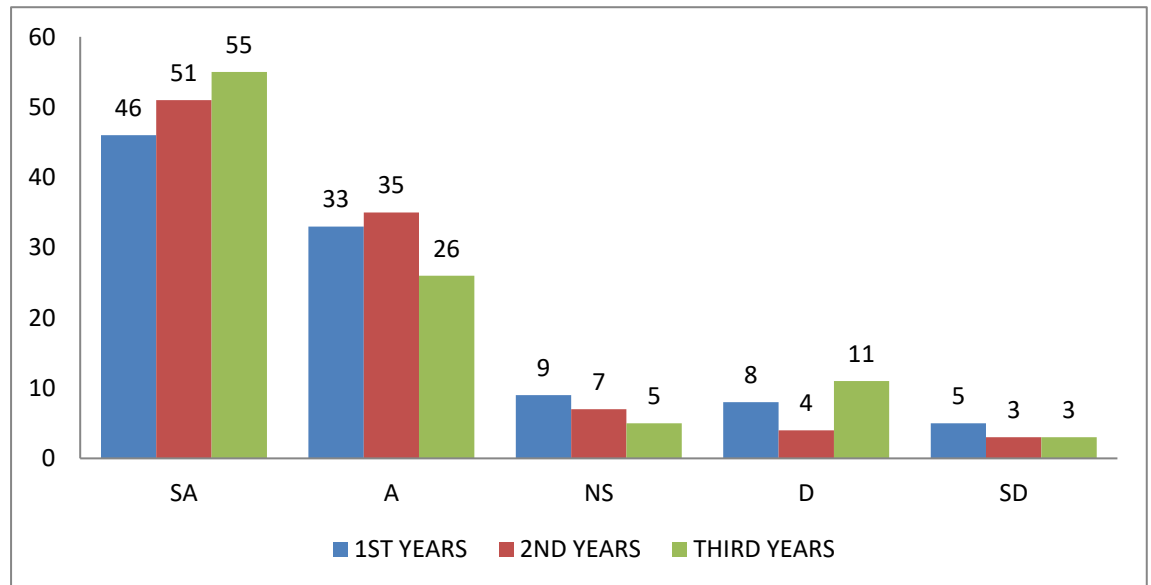
**Table 4.2.3: Do the PE lessons you have been taught have any influence on your participation in intramural sports?**

	Male		Female	
	Frequency	Percentage	Frequency	Percentage
<b>Yes</b>	145	97	135	90
<b>No</b>	5	3	15	10
	150	100	150	100

Table 4.2.3 showed that 97% Of the males and 90% of the females says that the P.E lessons they have received have an influence in their participation in intramural sports.

**Research Question 2:** What are the motives behind student's participation in the intramural sporting activities?

**Figure 4.2.1: Intellectual Motives for participation in sports.**



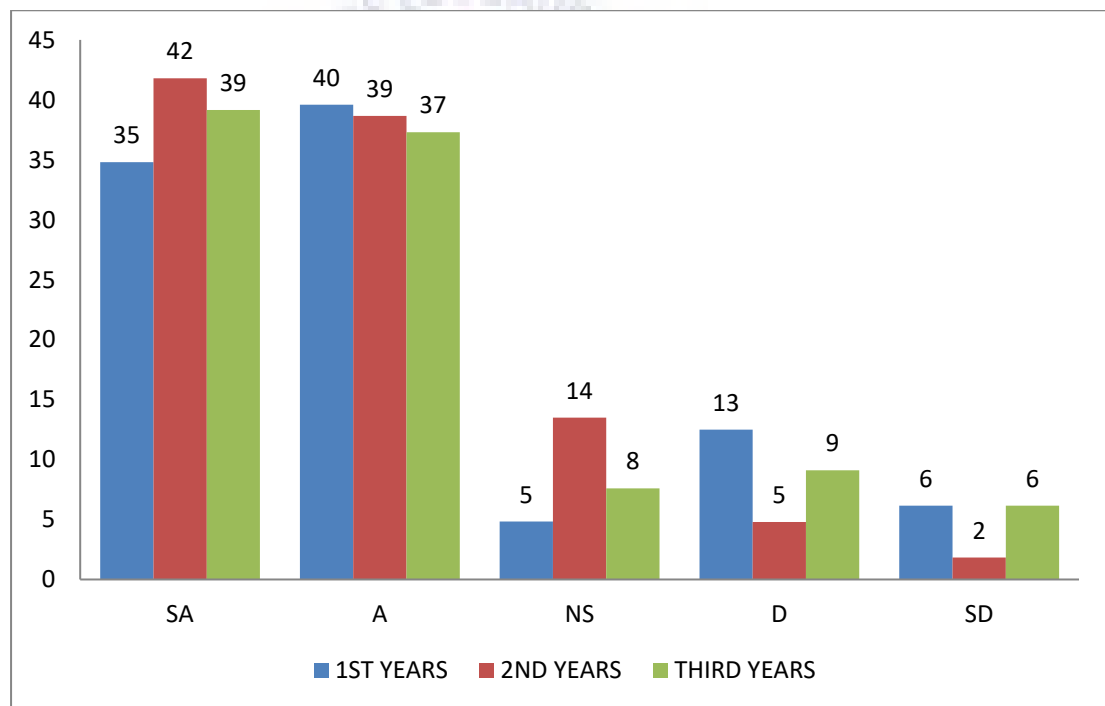
*Key: SA=Strongly Agree, A= Agree, NS=Not Sure, D=Disagreed, SD=Strongly Disagreed*

Figure 4.2.1. Is about the intellectual motives for participation in Sports among first, second and third year's students. In Figure e 4.2.1, comparing those who agreed to those who disagreed, 79 of the first year students agreed as against 13 who disagreed. Among the Second years, 86 students agreed. Conversely, only 7 students disagreed. Among the Third years, 81 students agreed. But, 14 students disagreed on the statement.

The intellectual sub area evaluates the degree to which members of campus sports are motivated to participate due to activities such as learning, exploring, discovering and creating.

It can be deduced from the figure 4.2.1, that majority of the second years (86) engaged in intramural sports either to expand their interest, to seek stimulation, to explore their knowledge, to discover new things or to be creative. This is followed by third years (81) and first years (79).

**Figure 4.2.2: Social Motives for participation in sports.**



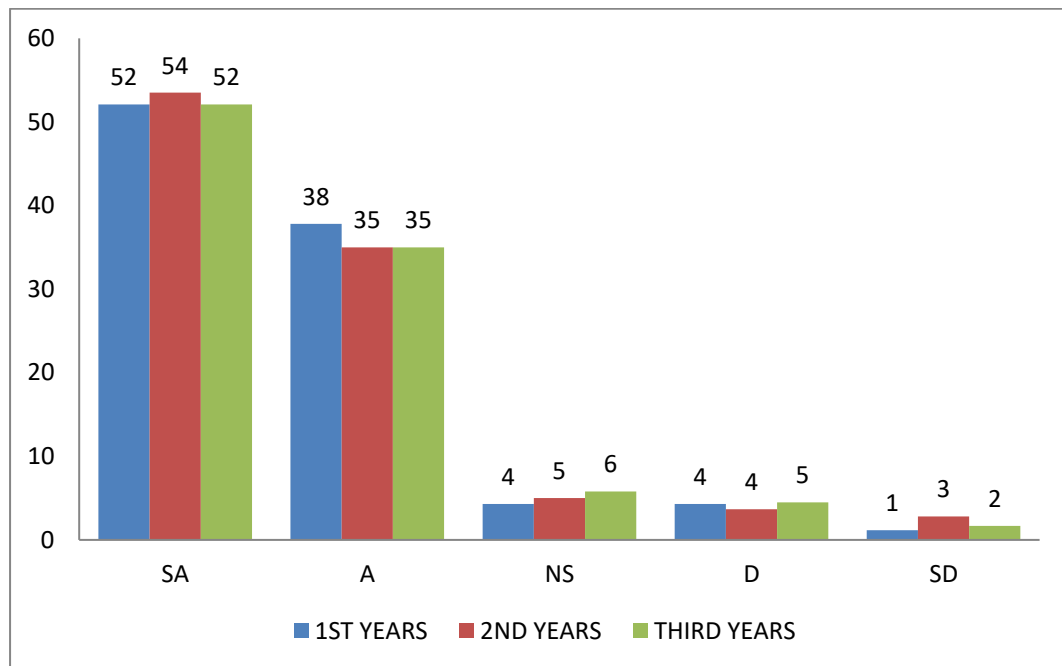
*Key: SA=Strongly Agree, A= Agree, NS=Not Sure, D=Disagreed, SD=Strongly Disagreed*

Figure 4.2.2 is about Social motives for participation in Sports among first, second and third year's students. In figure 4.2.2, comparing those who agreed to those who disagreed, 75 of the first year students agreed as against 19 who disagreed. Among the second years, 81 students agreed. Conversely, only 7 students disagreed. Among the third years, 76 students agreed. But, 14 students disagreed on the statement.

Social motivation motives is the extent at which individual engaged in sports activities due to the need for friendship and rewarding interpersonal relations with other people as well as for the need for the esteem of others.

It can be deduced from the figure 4.2.2, that majority of the second years(81) participate in intramural sports either to be with others, to develop close relation, to gain feeling of belonging, to meet new and different people or to get others respect. This is followed by third years (76) and first years (75).

This finding is in line with the finding of Artinger et al (2006). "Who says that socialization purpose may be a prominent motive for club sports participation. Intramural sports promote the groundwork for social interaction among students who do not achieve this in other setting on their own".

**Figure 4.2.3: Competence Mastery Motivation**

*Key: SA=Strongly Agree, A= Agree, NS=Not Sure, D=Disagree, SD=Strongly Disagree*

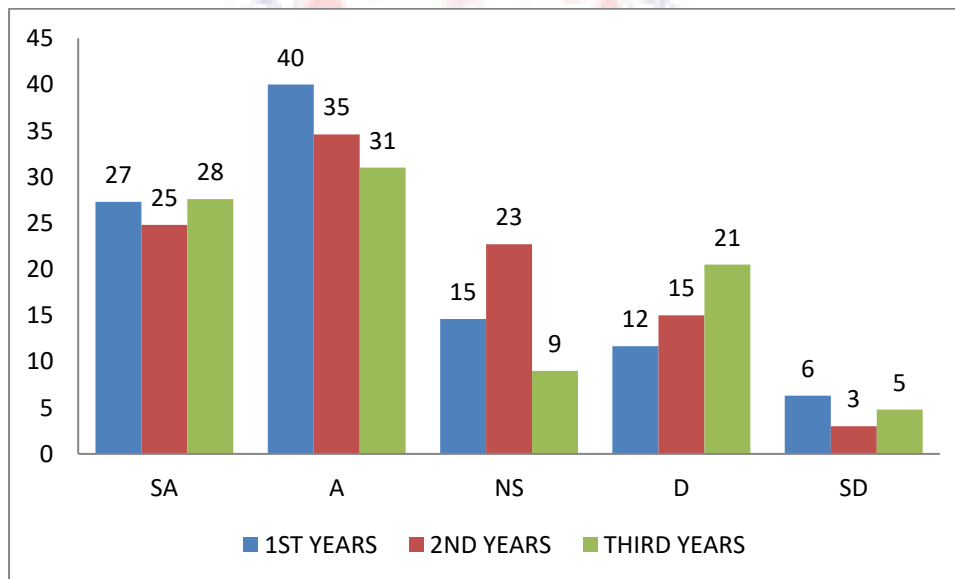
Figure 4.2.3 is about Competency Mastery Motivation for participation in Sports among first, second and third year's students. In figure 4.2.3, comparing those who agreed to those who disagreed, 90 of the first year students agreed as against 5 who disagreed. Among the Second years, 89 students agreed. Conversely, only 7 students disagreed. Among the Third years, 87 students agreed. But, 7 students disagreed on the statement.

Competence mastery motivation is the extent at which individuals engaged in leisure activities in order to achieve, master, challenge and compete.

It can be deduced from the figure 4.2.3 that majority of the first years, (90) participate in intramural sports either to challenge their abilities, to be good at the sports, to compete against others, to keep in shape physically or to develop their physical fitness. This is followed by the second years (89) and first years (87).

This finding support koivula (1999)" who reported that if students have a meaningful experience while participating in their sport activity they may be more motivated to continue in the activity,"

**Figure 4.2.4: Stimulus Avoidance Motives**



*Key: SA=Strongly Agree, A= Agree, NS=Not Sure, D=Disagreed, SD=Strongly Disagreed*

Figure 4.2.4 is about Stimulus Avoidance motives for participation in Sports among first, second and third years students. In figure 4.2.4, comparing those who agreed to those who disagreed, 67 of the first year students agreed as against 18 who disagreed. Among the Second years, 48 students agreed. Conversely, only 18 students disagreed. Among the Third years, 59 students agreed. But, 26 students disagreed on the statement.

The stimulus avoidance motives is the extent at which students participate in leisure activities in order to escape and get away from over stimulating life situations. It is the need to avoid social contacts to seek solitude and calm situation as well as to seek rest and unwind.

It can be deduced from figure 4.2.4. that majority of the first years (67) engaged in intramural sports either to relax physically, to seek solitude, to do something simple and easy or to relieve stress and tension. This followed by the third years (59) and the second years (48).

This finding support kanters (2000)" who reported that recreational sports participation can support mental health of students by providing outlets for students to deal with the increasing pressure and stress of school life"

**Research question 3:** What factors predispose students to participate in intramural sports?

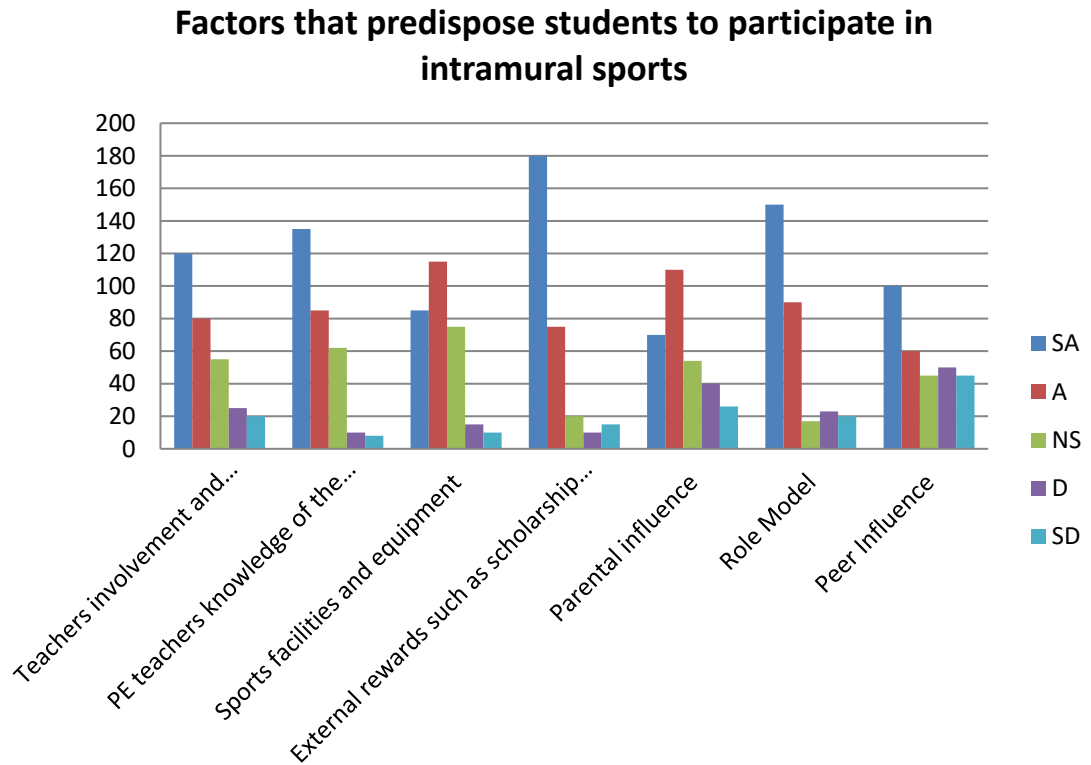
**Table 4.3.1: Student's response on Factors that predispose them to participate in intramural sports.**

<b>Factors</b>	<b>SA</b>	<b>A</b>	<b>NS</b>	<b>D</b>	<b>SD</b>	<b>Total</b>
<b>Teachers involvement and encouragement</b>	120	80	55	25	20	300
<b>PE teachers knowledge of the subject matter</b>	135	85	62	10	8	300
<b>Sports facilities and equipment</b>	85	115	75	15	10	300
<b>External rewards such as scholarship and awards</b>	180	75	20	10	15	300
<b>Parental influence</b>	70	110	54	40	26	300
<b>Role Model</b>	150	90	17	23	20	300
<b>Peer Influence</b>	100	60	45	50	45	300

*Key: SA=Strongly Agree, A= Agree, NS=Not Sure, D=Disagreed, SD=Strongly Disagreed*



**Figure 4.3.1.**



In table 4.3.1, and the bar chart the most important factor that influence student participation in intramural sports is external rewards such as scholarship and awards as majority of the student

(180) strongly agreed with the statement, 70 agreed and only 35 student disagreed with the statement. This is followed by the influence of role models as 155 students strongly agreed to the statement, 90 in agreement and 43 in disagreement. The third most important factor that influence students participation in intramural sports is P.E teachers knowledge of the subject matter, followed by

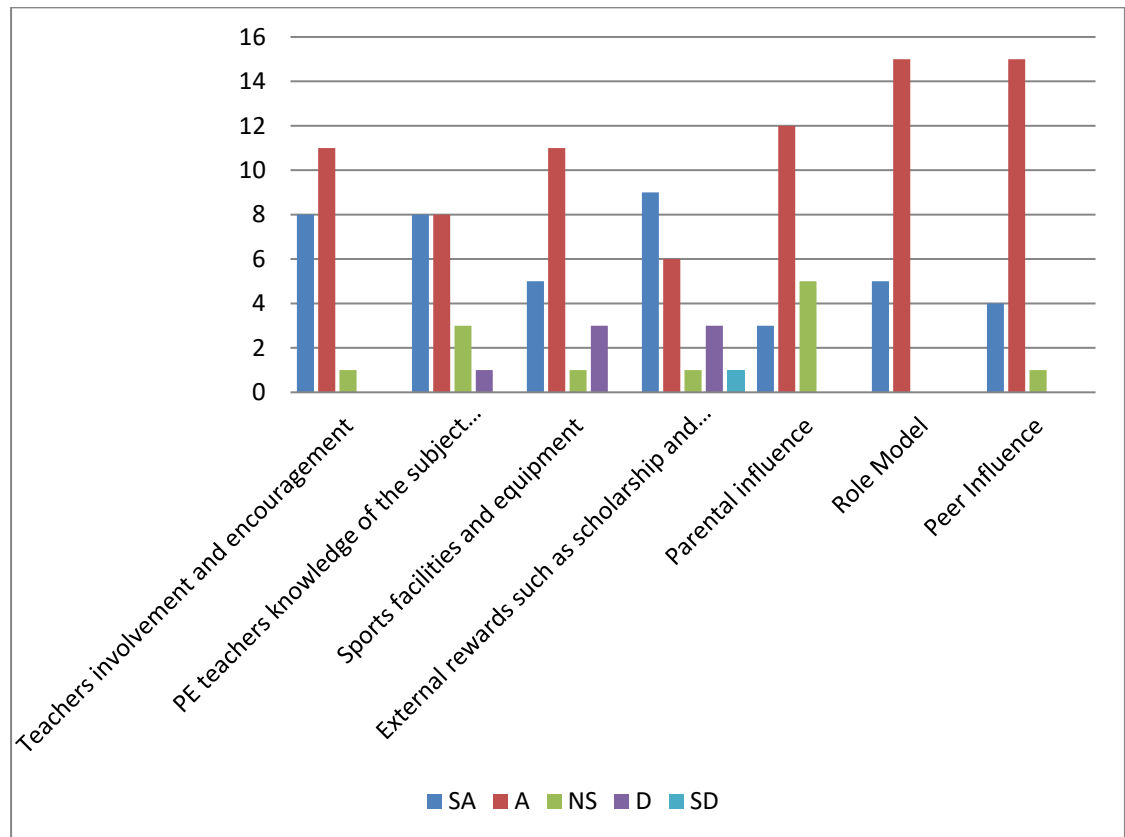
teachers involvement and encouragement, peer influence, .sports facilities and equipment and parental influence in that order.

**Table 4.3.2: Teacher's response on Factors predispose students to participate in intramural sports**

<b>Factors</b>	<b>SA</b>	<b>A</b>	<b>NS</b>	<b>D</b>	<b>SD</b>	<b>Total</b>
<b>Teachers involvement and encouragement</b>	8	11	1	0	0	20
<b>PE teachers knowledge of the subject matter</b>	8	8	3	1	0	20
<b>Sports facilities and equipment</b>	5	11	1	3	0	20
<b>External rewards such as scholarship and awards</b>	9	6	1	3	1	20
<b>Parental influence</b>	3	12	5	0	0	20
<b>Role Model</b>	5	15	0	0	0	20
<b>Peer Influence</b>	4	15	1	0	0	20

*Key: SA=Strongly Agree, A= Agree, NS=Not Sure, D=Disagreed, SD=Strongly Disagreed*

**Figure4.3.2: Teacher's response on Factors that predispose students to participate in intramural sports**

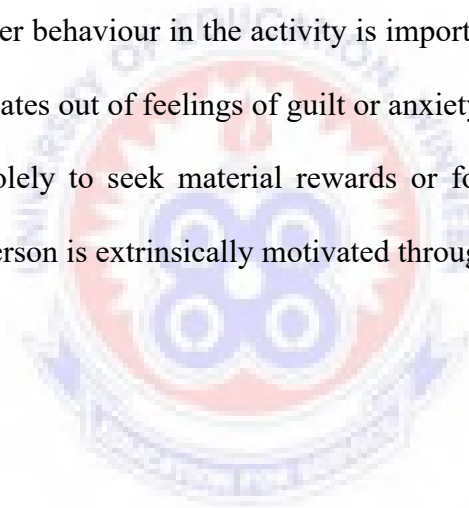


According to table 4.3.2, all the class advisors (20) have agreed that role models were the most influential factor that enable the student to participate in intramural sport. This is followed by teachers involvement and encouragement(19), peer influence, teachers knowledge of the subject matter (16), facilities and equipment (15), external rewards such as awards and scholarship, and parental influence in that order. It can be deduced from the table 4.3.1 and 4.3.2.that both the teachers and student have different views on the factors that motivate students to engage in intramural sports. As the majority of the student have identify reward and

scholarship as the most important factor that motivate them to engage in sports, the teachers however were of the view that it is the influence of the role models in sports. However both student and teachers have agreed that parental influence is the least motivating factor that influence students participation in intramural sports in that particular school.

This finding support pelletier etal. (1995) who acknowledged three extrinsic motivational factors; Identification, introjections and external regulation.

Identification occurs when a person participates due to the fact that he/she determines his/her behaviour in the activity is important. Introjection occurs when a person participates out of feelings of guilt or anxiety. When a person participates in an activity solely to seek material rewards or for the avoidance of negative outcomes, the person is extrinsically motivated through external regulation.



**Research question 4:** What are the challenges facing students when they participate in intramural sports activities?

**Table.4.4.1**

<b>Statement</b>	<b>Teachers</b>		<b>Students</b>	
	<b>Frequency</b>	<b>Percentage</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Lack of Motivation from school Administration</b>	15	75	205	68
<b>Inadequate sports equipment and facilities</b>	12	60	120	40
<b>Injury</b>	10	50	190	63
<b>Inadequacy of time to combine academic with sports</b>	17	85	214	71

Table 4.4.1 showed the response of student and teachers on factors that militate against the student when they engaged in sports. In the table lack of time to combine academic with sports was the major challenge facing the student as majority of the students (71%) and teachers (85%) identified that as the main challenges confronting students. This is followed by lack of motivation from the school authorities, injury and inadequate sports equipment and facilities.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATION**

This chapter presents the summary of the findings of the study, conclusion and recommendations.

The study was undertaken to identify factors that predisposed students to participate in intramural sports. The finding derived from the data formed the basis for recommendation.

#### **5.1. Summary of the Finding**

300 students and 24 class teachers (advisors) from Three-town Senior High were randomly selected to participate in the study. The data obtained were presented and analyzed by means of frequency distribution table and percentages.

A number of findings emerges from the studies which were summarized below.

The study revealed that external rewards such as awards and scholarship is the main reason why majority of students in Three-town senior high participate in intramural sports.

The study also revealed that the P.E lessons that the students received has a major influence in their participation in intramural sports because most of the students used the intramural sports period to practice the skill that they have learnt during P.E lessons.

The study also revealed that football is the most frequently patronized intramural sports in the school and table tennis is the least patronized intramural sport in the school.

The study also revealed that students' motives for participating in intramural sports varied from one form to another. Whilst most first years participate intellectually, to expand their interest, the second years and the third years engaged to be creative. Again in competence mastery category, whilst the first years engaged in intramural sports to compete against each other the second years are in it to keep in shape. Whilst the third years engaged in it to develop their physical fitness.

In social motives standing, whilst the first years motives of participating is to reveal their thought and feeling to others, the second years motives is to meet new and different people. Whilst the third year's motive of participating is to get others respect.

Based on the stimulus avoidance category, the study revealed that to relieve stress and tension is the main reasons why most first, second and third years students engaged in intramural sports.

The study also revealed that majority of the students participate in intramural sports once in a week just because they were not able to combine academic with sports.

## **5.2. Conclusion**

The benefits of participation in physical activities are great and the potential costs of inactivity can be severe. Many students around the world are not currently able to take advantage of the benefits of regular sports and physical activities due to inequitable access, lack of sports equipment and facilities, lack of motivation from school authority and opportunities to develop forms of physical activity that are sensitive to student needs and interest. Therefore the challenge facing the government, schools,

sports club is to develop forms of physical activity that are sensitive to students need and interest.

## **5.3. Recommendation**

1. Students do enjoy engaging in physical activities. Therefore Strategies should be implemented which will help the students built upon this enjoyment and allow them to participate as fully as possible in forms that offer them satisfaction and opportunities for achievement. Any strategies concerned with raising participation among young people must remember that neither girls nor boys are the problem rather the difficulty lies with the ways in which physical activities are constructed and practices inherent within sports which might deter children from participating.



2. Sports provision may need to be adapted to encourage and accommodate all young people.
3. Organization of sports programme should include role models, drawn from within the local communities and schools. This should reflect differences in perspectives and interest and develop close links with the school and communities to ensure continuity of engagements in sport activities throughout life.
4. School authorities must endeavour to motivate student by given scholarship and award to student that excel in sports. This would encouraged more students to take part in sports.
5. The more opportunities that are available for student to be active the more active they become. Strategies need to be put in place to ensure that activities, settings and facilities are easily accessible and safe.

#### **5.4. Suggestion for Further Study**

The researcher want to suggest the following for further study.

1. To what extent does the students' environment have an influence in their participation in intramural sports?
2. To what extent does role model in sport have influence in students' sports performance?

3. What should be done to increase and sustain students' participation in intramural sports?
4. Is there a need for intramural programme in schools why they do not exist, since there is already a large percentage of participation in the inter school programme?



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Accra, Ghana.



## APPENDIX

### QUESTIONNAIRE

I am a final year student from the University of Education Winneba, Winneba campus pursuing Masters Programme in Physical Education. As part of successful completion of afore mentioned programme that I am pursuing it is required of me to conduct research related to my field. I therefore need your response to this questionnaire to help me come out with a valid analysis of my finding. I promise that it is for academic purpose hence any information provided will be private and strictly confidential.

#### QUESTIONNAIRE FOR STUDENTS

##### PART ONE

##### Personal Particulars of Student.

Tick (✓) the appropriate item that illustrate your response.

1. Gender male ( ) female ( )
2. Which form are you? one ( ) two ( ) three ( )
3. Which class are you? ( )

##### PART TWO

The nature of P. E programme in the school

Please tick (✓) either yes "or NO" regarding your views on the following questions.

1. What types of intramural sports activities do you engaged in?  
A. Football B. Volleyball C. Handball D. Basketball E. Table tennis.  
F. athletics. G. Badminton.

2.How often do you engage in intra mural sports in a week?

Once () Twice () Thrice ()

3.Do the P.E lessons you have received have any influence on your participation in intramural sports?

Yes () No ()

### **PART THREE**

#### **LEISURE MOTIVATION SCALE INSTRUMENT**

Please tick (√) appropriately your agreement or disagreement based on the following question.

#### **1. INTELLECTUAL MOTIVATION**

1. What are your reasons for engaging in intramural sports?

	Agreed	Strongly Agreed	Disagreed	Strongly Disagreed
1. To expand my knowledge				
2. To seek stimulation				
3. To make my school experience more meaningful				
4. To explore my knowledge.				
5. To discover new things				
6. To be creative				



**2. SOCIAL MOTIVATION STANDING**

	Agreed	Strongly Agreed	Disagreed	Strongly Disagreed
7. To be with others				
8. To develop close relationship				
9. To meet new and different people				
10. To reveal my thoughts, feelings, or physical skills to others.				
11. To gain feelings of belonging.				
12. To get others respect.				

**3. COMPETENCE MASTERY MOTIVATION**

	Agreed	Strongly Agreed	Disagreed	Strongly Disagreed
13. To challenge my abilities.				
14. To be good at the sports.				
15. To compete against others.				
16. To keep in shape physically.				
17. To use my physical abilities				
18. To develop my physical fitness				

**STIMULUS AVOIDANCE MOTIVATION**

	Agreed	Strong Agreed	Disagreed	Strongly Disagreed
19. To seek solitude				
20. To escape and get a change of pace				
21. To relax physically				
22. To avoid the hustle and bustle of daily activities				
23. To relieve stress and tension				
24. To do something simple and easy				

**PART FOUR**

Please tick (✓) the appropriate item that illustrates your response.

Apart from the motivational factors mentioned above, the following factors have influence on your participation in intra mural sports.

	Agree	Strongly Agreed	Disagreed	Strongly Disagreed
1. Teachers involvement and encouragement				
2. P.E teachers knowledge of the subject matter				
3. Sports facilities and equipment.				
4. External rewards such as scholarship and awards				
5. Parental influence				
6. Role model				
7. Peer influence				

8. What are some of the challenges you face when participating in intramural sports?

A .....

B .....

C .....

D .....



## TEACHERS QUESTIONNAIRE

### PART ONE

Personal particulars.

Please tick (✓) the appropriate item that illustrates your response.

1. Gender    male( )    female ( ).
2. Which form are you an advisor for?  
  
(A) One (B) Two (C) Three

### SECTION B

In your opinion what factors account for high interest shown by student in intramural sports in your school?

	Agreed	Strongly Agreed	Disagreed	Strongly Disagreed
8. Teachers involvement and encouragement				
9. P.E teachers knowledge of the subject matter				
10. Sports facilities and equipment.				
11. External rewards such as scholarship and awards				
12. Parental influence				
13. Role model				
14. Peer influence				

C. What are some of the challenges facing students in participating in intramural sports activities?

A.....

B.....

C.....

D.....

