

**CHALLENGE OF INTRAMURAL AND EXTRAMURAL SPORTS  
PROGRAMME IN HADIYA ZONE PREPARATORY  
SCHOOLS**

*BY*

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This is to certify that the thesis done by Tesfaye Debero entitled: Challenges of Intramural and Extramural Sport Program: At Hadiya Zone Preparatory School and submitted in partial fulfillment of the Degree of Mastery of sport science in teaching physical education compiles with the regulations of the university and meets the accepted standards with respect to originality and quality.

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## ABBREVIATIONS

MINEPS	International Conference of Ministers of Physical Education and Sports
UNESCO	United Nations Educational Scientific Cultural and Organization
SNNPR	South Nation Nationality and People Region
PET	Physical Education Teacher
ASCA	American School Counseling Association
As	Absent
Ps	present

## ABSTRACT

*The purpose of this study was to identify at the challenges of intramural and extramural sport program in Ethiopian context, specifically at Hadiya Zone preparatory school. In this study a total of 116 students, physical education teachers and administrators were taken as a sample. From this sample 4 of them were physical education teachers, 100 were students and 12 were school principals. For a better understanding of the situation a mixed research method design was employed with an emphasis on triangulation design. Questionnaire, interview and observation were used as method of data collection. The frequency and percentiles were used for analyzing the quantitative data while the qualitative data were thematically organized, categorized and examined to understand the emerging patterns of responses. Finally the results of this study showed that the majority problem of lack of facility, lack bath room, financial problem, coordination gap, an insufficient amount of awareness', shortage of incentive.....etc. However from school principals, teachers and students proportions that cannot be taken as insignificant have been found to have challenges of intramural and extramural sport program and also summery, conclusion recommendation and appendix at the end.*

**Key words:** *challenge, intramural, and extramural sport program.*

## **CHAPTER 1**

### **INTRODUCTION**

This chapter outline the rationale and background of the research, with the study examining the challenges of intramural and extramural sport program that use sport as a means of development in Hadiya Zone. There was an overview of the relevant data intramural and extramural sport program, with a particular focus on the way in a research are described, as well as the research question and significance of the study. Definitions of key terms follow with an outline of the thesis.

Intramural and extramural sports program were recreational sports organized within school, college and university settings involving club teams that compete regularly. These organized recreational sports program were used to promote wellness among school students, while also allowing those who do not compete at an elite level, an opportunity to be active. In 2003, Marsh and Kleitman suggested that athletic participation has shown an increase in commitment and identification to the participant's school. Elmer Mitchell is considered to be the father of intramural and extramural sports (Rothwell & Theodore, 2006). Rothwell and Theodore also indicated that he stated collegiate sports began with intramurals and extramural. The activities associated with intramural and extramural sporting events provide school students with an outlet when dealing with stress. Intramural and extramural sports also give school students a chance to socially interact with peers. School life involves more than just academic achievement; it is also a time when young people begin to define their independence and find themselves. Kane

and Rouse (1999) suggested that community colleges have acquired a “central role in the nation’s higher education system” (p. 63).

Young people attending school participate in some kind of organized intramural and extramural sport activity (Gardner, Roth & Brooks-Gunn et al., & Eccles, 2006). Organized sport activities may include intramural and extramural sport clubs, athletic opportunities, dance line or cheer teams, Scouts, drama or theater, youth groups, student council, and club sports. There is substantial interest in how teenagers are spending their leisure time inside and outside the school day, and what types of activities are important to their development. There are studies that support either being involved, being over-involved, or not being involved at all in intramural and extracurricular activities and how participation can challenge what becomes of youth in the future based on participation in activities inside and outside the school day. According to Eccles (2003), children and adolescents in the United States spend more than half of their waking hours in leisure activities. Along with interest in how leisure time is being spent, researchers are questioning why there are high levels of disinterest, underachievement, disengagement, and increased amount of time youth spend in activities that are not valued by adults. Participation in activities has been linked to social and academic success, yet over-participation may be too stressful for young adults as it may consume too much of their free time.

In addition to that different opinions of what is considered an intramural and extra-curricular sport program. A few examples of activities inside and outside the school day may include pro-social activities such as dances, team sports, and performing arts, while in-school involvement activities may include intramurals and future success for those who participate. Research also indicated that both the type of intramural and extramural sport clubs. Different levels of activity involvement and participation may positively impact programs and level of participation may challenge the individuals' development (Eccles, 2003). According to Gardner et al. (2008), theory and research on positive youth

development emphasizes the transition of human development, and suggest that cultivating positive, supportive relationships with people and social institutions encourages healthy development. Considering this perspective, organized activities, such as intramural and extra-curricular sport program, can encourage healthy development because of the support and opportunities that are present compared to less positive after school options for teens. Students who participate in structured activities are more likely to respect diversity, play by the rules, and contribute as a member of a team whether it is sports, scouting or clubs. So the researcher continues to explore the challenges of intramural and extramural sport program in preparatory school in Hadiya Zone has virtually not been significantly influenced by intramural and extramural sport program (activity).

## **1. 2 Statement of the Problem**

Hadiya Zone Education Department is responsible for different activities, and expected to implement intramural and extramural sport programs (activities) in preparatory school level so as to achieve the Millennium Development Goal, enforce the UNESCO charter for Physical Education and sport (1980) and to fulfill the agreed international obligation of the MINEPS III (1999), the Magglingen Declaration (2003).

East African governments and schools are yet fully fulfilled status or requirements of the UNESCO international charter for physical education and sport (1980), the MINEPS III (1999) accord and IYPES (2005), Declaration on physical education and sport. The government of Ethiopia, in view of the importance, has a great responsibility to enforce the implementation of intramural and extramural sport program in school, for the promotion of health and attainment of secondary and preparatory education. This study wanted to find out Hadiya Zone preparatory school challenges for implementation of intramural and extramural sport program that the administrations have recommended. The

research wanted to fill the gaps in intramural and extramural sport program about the implementation within and without physical education programs in the schools. How it is practiced in preparatory school needed further investigation. The relationship between what is recommended before to be challenge in intramural and extramural sport program, and what is actually practiced in school in Hadiya zone formed the core concern of this investigation. With regard to SNNPR and the Zone in which this study was conducted, the practices showed not effective that there were some attempts to involve the various practices in sport activity and practicing intramural and extramural at secondary schools levels.

Moreover, the board of physical education and sport program in schools and colleges consisted of the required class or basic instruction program for physical education activities. (Morgan, Bourke and Thompson ,(2002).Therefore prompted the researcher to conduct this study on the assessment the challenges of preparatory school intramural and extramural sport program on the implementation of sports in Hadiya zone preparatory schools .

### **1.3. Research questions**

This study attempts to answer the following research questions

1. What are the major challenges that affects intramural and extramural sport program in the schools?
2. Are there facilities and equipments in the schools?
3. Does the intramural and extramural sport program have well organizational patterns?

### **1.4 Objective of the study**

#### **1.4.1 General objective**

The main objective of this study was to identify the challenge of intramural and extramural sport program at preparatory school in Hadiya zone.

#### **1.4.2 Specific objectives**

- To assess the challenge of intramural and extramural sport program on the improvement of sport in Hadiya zone preparatory schools.
- To identify the impacts of intramural and extramural sport program regarding finance, facility, equipments and individual development in preparatory school in Hadiya zone.
- To assess the interest of administrators' could influence the development of intramural and extramural sport program in preparatory school in Hadiya zone.
- To identify factors that affect intramural and extramural sport programs.

#### **1.5 Significance of the study**

Conducting this research on this title has the following importance .The researcher has acquired some skill of conducting research on certain additional knowledge of intramural and extramural sport programs challenges and other aspects of it while reviewing the related literature and carrying out the whole study process . Moreover, main beneficiaries of this study were learners who are learning physical education and sport. Because the study was believed to give due attention on the improvement of their implementation challenge for intramural and extramural sport program .In addition to this, it was paved the way to the researchers who want to conduct more study in this area.

#### **1.6 Limitation of the study**

This study was limited by a number of factors namely; lack of up- to- date literature on similar study, financial and time constraints and etc. Moreover, it

would have produced more generalized information if it comprise the rest /nearby secondary schools in Hadiya zone and any other schools in Ethiopia.

### **1.7 Delimitation of the study**

As mentioned earlier, this study was carried out to assess the challenges of intramural and extramural sport program in the Hadiya zone. The coverage of this study was limited only to the above mentioned scope at the Hadiya zone preparatory schoolss.

### **1.8 Definition of the terms**

- I. Extramural Sport Program: means those game or other events which involve the participation of students from two or more school and which offer enriched opportunities for the selected and highly skilled individuals or Sport competition organized among preparatory schools in Hadiya zone.
- II. Intramural Sport Program : means those conducted within one school district involving only those pupils enrolled in such school district and which are organized to serve the entire or Sport competition within preparatory schools in Hadiya Zone.

## **1.9 Organization of the Study**

This study was organized in to five chapters. Chapter one deals with the introductory part that includes background and statement of the problem, objectives, significance of the study, delimitation, and limitation of the study and definition of key terms. It was provide with an overview of the study and offer rationale around the topic, particularly the reasons why the topic is worth exploring. Chapter two is about review of related literature, in this chapter the research questions begin to clarify, using literature review as the vehicle. It was assisted in giving a clear picture of what to expect in the investigation. Therefore, the purpose of this chapter is to give a clear understanding of the nature of the problem being investigated which is challenges of intramural and extramural sport program in selected preparatory schools. Whereas chapter three discusses the design and methodology under which the method, data sources, sampling techniques; the type of instrument and data analysis techniques used were discussed. Chapter four provides presentation, analysis and interpretation of the gathered data by discussing the sample population and its characteristics in order to understand the nature of the research findings. It is also relevant to show the significance and/or conclusions that relate to the literature in this instance and describe the main data obtained from the empirical investigation. And in the last chapter the whole research project is considered. In this regard the researcher gives the summaries, conclusions and recommendation of the study. Finally, lists of reference materials used in the study, questionnaires and interview guides were attached to the research document.

## **CHAPTER 2**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Secondary and Preparatory School Intramural and Extramural Sport Program**

The intramural and extramural sport program should be an integral part of physical educational program and should be derive its financial support from regular school funds.(Voltmeter 1979:214)

#### **2. 2 Facilities, Equipment and Supplies**

For maximum achievement of the objective of the intramural and extramural sports programme in schools, it is absolutely necessary that the sports administrator should provide variety of activities. However, it can be understood that this wide variety of activities cannot be easily provided where the provision of facilities equipment and supplies is either tight or non-existent. The need for adequate supply of facilities, equipment and supplies was stressed by Wilgoose (1979) who argued that – the society of sports facilities and supplies constitutes a big cog in the successful administration of schools sports in Ethiopia. Good sports programmes can function at full effectiveness only when they are supported with sufficient equipment in good conditions. Egbunike then submitted “if you take a survey of our school institutions in the State, you could hardly get a school that can boast of having the needed facilities for two or three different games to boost sports in the school. The popular game which is football in the world is losing popularity in our schools. Some schools are even not having one football field for those interested to play. The few lucky schools that are opportune to get one at all are left stranded s the only ball they have is out of use”. He suggested that at least, a school should boast of having two football pitches, two volleyball courts, two

basketball courts and a set of table tennis equipment to keep sports reigning in the school. He concluded by explaining that the new policy on education put emphasis on physical education which is to embody in our secondary schools curriculum in order to improve sports and to enable students to have the mind for sound education. The author then wondered how these aims could be achieved without the necessary sports facilities. Students cannot show excellent performance in the sports programme without the facilities, equipment and supplies. Schools should provide more than one soccer field for boys, one basketball court, one volleyball court, lawn tennis courts, badminton court, handball court, hockey field, cricket pitch, facilities for athletics and other varieties of sports. Indoor games facilities should also be provided. Equipment and supplies for team and individual sports, track and field, aquatics, dance, gymnastics and tumbling should also be included. Provision should be made for storage, repair and maintenance of these materials. The sports administrator should make adequate arrangements for marking, checking out, borrowing, care of repair and improvisation of sports equipment. Where some of these facilities and equipment do not exist in the schools but can be found in the community, arrangements should be made to enable the school to make use of such materials. In other words, school and community facilities should be planned and used to supplement and complement each other in meeting the need of the students and the community. "Community recreational programme conducted with a school facility should be under the provision of school personnel to ensure safety of students and the protection of the facilities, equipment and supplies." The existence of adequate facilities and equipment is of vital importance in the conduct of physical education recreational and athletics programme at every educational level.

Anejo (1987) stated that facilities and equipment are primary factors in determining the administrative feasibility of any sports programme. For instance,

the lack of a suitable swimming facility which the school can use makes it impossible to include swimming among the intramural activities. Students would have no practice space and no facility in which to conduct competition. In similar fashion, a school's inability to supply vaulting poles, hurdles, football, tennis rackets, etc will make it difficult to include them in their programme of intramural activities.

Ogunbiyi (1979) emphasized that: "The government which is responsible for the financial operation of schools should recognize physical education as a unique schools programme that needs special financial grants in addition to games fees that may be charged on each student (where it is applicable). The building of gymnasium must be regarded as a necessary part of the school's plans. A gymnasium with adequate equipment and facilities needs to be provided. This allows for indoor activities to be carried out." While commenting on the shortage of sporting facilities and equipment at the University of Lagos. Egunike (1985) Observed, I think people do not appreciate the importance of good sports facilities because good sports facilities breed good athletes." He explained further that the university did not win any gold medals in swimming as a result of lack of swimming facilities in the university. Egbunike appealed to the Federal Military Government during the opening/where ceremony of the sports equipment shop, the non-availability of sports equipment was regarded by most sports administrators and organizers as a matter that had contributed immensely to the poor and slow development of sports in Nigeria. He opined that the government should regard sports facilities and equipment as very essential adding that unless sports facilities were made available at reduced costs, Nigeria would continue to dissipate fruitless energy in an attempt to compete squarely with most nations of the world.

### **2.3 Administrative Practices**

Another observed factor which influences the organization and administration of Intramural and extramural sports programs in schools and colleges are the administrative practice or pattern of schools.

With particular reference to school sports, administrative practice here means what happens in the sports programs as a result of the activities and practices of those concerned with its administration. Administration involves decision making and economically mobilizing an organization for optimal performance. According to Bucher (2000), administration involves the processes of planning, organizing, staffing, directing, coordinating, reporting and budgeting in an organization. The activities of an administrator of sport programs may include all of the above processes. However, in the school system, these responsibilities are shared among the State Universal Basic Education Board, the school and of course school athletics. Sports administrative practices vary greatly according to forms of institutions. In many schools, the time table does not make room for participation in intramural and extramural sports activities. In most cases it is only the physical education students that are most often engaged in the intramural and extramural programs of the institutions. The other teachers in other departments do not make room for free evening that is, lesson-free evening for their students to participate in intramural activities.

Anejo (1987) observed that some teachers from other departments go as far as advising students strongly to face their studies and shun sports participation if they want to succeed in their academic work. Many students would not be uncertain to heed such advice. Worst still, is the lukewarm attitudes of some

principals towards sports generally and specially toward students who sustain injuries during intramural activities. In some instance, such injured students were not catered for and were being asked to go to their parents to receive treatment. With this type of attitudes, most students are bound to develop negative attitudes toward intramural and extramural sport program (activities) of the school. Thus, administrative practices in most schools and colleges, do not give every student adequate opportunity of participation in intramural and extramural sports programs. Furthermore, administrative practice where games fees are collected and exclusively by the headmasters is bound to affect the smooth organization of intramural and extramural sports programs in schools, as funds needed for the purchase of sports equipment and supplies might often be diverted to other aspect of the school programs at the detriment of sports programs. On the other hand, an administrative practice which is democratic, where an intramural sports committee which is constituted and charged with the responsibility of sports programs has access to sports funds, will enhance effective and efficient programs of intramural and extramural sports program in schools and colleges.

#### **2.4 Organizational patterns in secondary and preparatory school intramural and extramural program**

It's for secondary and preparatory school intramural and extramural sport programs almost without exception calls for their establishment within the department of physical education. The director of this unit in most every case will be physical instructors , teachers, and coach's assigned this responsibility special attention should be given by school administrator to selection assignment of this responsibility to physical education instructors , teachers ,and coach's .The personal in charge of intramural and extramural sport program(club) should be given release time for teaching or receives ' extra pay for extra duty this reduce the possibility for intramural and extramural sport program (club) becoming a

secondary function for the director thus resulting the neglect of the intramural and extramural sport program(activity).(Frost 1988:154).

### **2.5 Organization for participation and competition.**

Sports and Games programs in schools after classes are an extension of the Physical Education classes. Such activities provide an additional opportunity for participation and competition in sports and other physical activities on a voluntary basis after school. The concept and tradition of intra mural and inter-school sports competitions started in England in the 18th century. The competitions were held among elite English High Schools. The games were considered as indispensable in the development of character and manly qualities (McIntosh, 1968). Inter-school contests were an outgrowth of playing the games on an intramural basis. Girls' intramural and extra-mural sports started much later than boys (Bennet et al, 1983) did. Intramural activities include competitive sports and games among pupils in the school and informal educative sports participation of a recreational nature organized outside regular school class hours. In Hadiya Zone preparatory schools have a tradition of games after classes. Intramural programmes vary in organization and content. Teams may be organized on basis of grades, homeroom (house), class, or non-competitive. In many schools intra-mural activities supplement the Physical Education teaching programme. These activities are also used to prepare and select teams for inter-school competitions. Boys and girls often have their preferences for certain intramural and extramural sports. Different countries have different approaches to intramural and extramural sports but the administration and operation of these programmes depends upon the Physical Education teachers in the school. Physical Education teachers may or may not be paid extra for organizing games.

Sometimes teachers of other subjects rather than Physical Education are selected to help out in officiating, coaching or organizing of teams (Andressen, et al., 1988). The leadership of sports captains keeps the sports programmes going throughout the year. The lack of adequate facilities, which are also shared with Physical Education, is a common problem. Intramural and extra-mural programmes require sizeable financial input and support from school administrators. Extra-mural activities involve teams from one school competing against those from another school. The level of organization of extra mural sports ranges from informal to highly organized interscholastic championships. Participants undergo a more serious selection process than in intra-murals. Extra-mural activities may receive popular attention and publicity outside school. They take place on weekdays or on weekends. Inter school competitions may be organized in several ways. The basic unit of organization is the school sports club or sports team.

Along with the Physical Education instructor, students themselves often play an active role in directing the club efforts. The various schools often belong to a district, provincial and or national organization such as the national school sports committee. School sports competitions are organized at local, district, provincial and national levels. There are respective schools sports organizations to organize the activities at these various levels. Some sports have competitions at senior and junior categories. Selection of members and competitors may be on the basis of age, height, weight and ability. The usual climax to most school extra-mural competitions is a national championship held each year (Bennet et al, 1983).

Some educators perceive sports to encroach on the educational purposes of the school and make exorbitant demands upon the school financial resources, teaching time, and the student athlete's time and energy. The student with the potential for national and international competition may have to extend his/her schooling for an extra year or two to meet the needs of time for training and competing. Schools often honor outstanding athletes and offer incentives to them to compete and reward them for good performance (Bennet et al., 1983). However, sometimes extra-mural activities are promoted at the expense of the intra mural and the basic instructional physical education programme. The desire to win becomes the policy of winning at any cost and at the expense of educational and personal values. This often leads to the specialization of talent and the school in specific sport at the exclusion of developing other sports skills and the abilities of the learner that might be more useful in later life. This desire to win at all costs may lead to different forms for malpractices and unethical problems such as cheating, playing overage players. The ultimate intra-mural school sports competition is at the international level (Bennet et al, 1983).

Competition organized by recognized international school sports federations are held periodically. In East Africa, the East African Secondary Schools Sports Federation conducts annual sports championships for secondary schools in various sports. Started as the inter-territorial games in the 1970's the organization was inactive in the 1980s and 90's but has now been revived. The most recent East African Secondary schools games were held in Kampala and Mombasa Dares Salaam and Kisumu; in 2003, 2004, 2005 and 2006 respectively. In addition to that according to Frost the intramural and extramural sport activity program arrangement for participation and competition should be done:

- ❖ To plan a tentative events calendar for the school year.
- ❖ To arrange schedule and tournaments to motivate, stimulate participant, and create maximum interest.
- ❖ To maintain and publicize current standings in intramural and extramural sport program (activity).
- ❖ To plan and develop attractive boards and displays (Frost: 1988:159).

## **2.6 Factors Influencing Physical Education and Sports in Schools**

According to Bucher and Koenig (1974), community and school factors influence physical education and sport. Such factors include: economic, religious, political, climate, sociological and cultural backgrounds, and attitudes towards education, and pressure groups or community structures. Economic factors base on the financial status of the community; their willingness to support education, study conditions at home, sources of revenue for education.

Proper faculties and adequate equipment are critical to the success of intramural and extramural sport program. Bucher (1967:596) suggest that the facility involved in intramural and extramural sport program are raised in various ways .since, these program have as many contribution to make to educational objective as other parts of the education program or more they should be financed out of board of education and central administration funds .Just as other phase of the program are financed. They should be included in the general physical education budget and supported through regular budget school income.

## **2.7 Intramural and extramural Sports Programs**

According to Ladani (1986) intramural and extramural sports were primarily termed extracurricular activities. This implies that they are something voluntary for those who have time. With greater awareness and realization of the importance of physical education and sport, the term has now changed to co-curricular activities. The two terms therefore, refer to that phase of physical education a program designed to improve upon the skills and abilities of the student body but consists of voluntary participation in sports, games and other social activities. Sports program, according to Ladani (1986) deals with sporting life activities. Egbunike (1985) listed the following benefits that the students can derive from participating in intramural and extramural sport program activities.

- a. Developing new friendship
  - b. Making schools more interesting
  - c. Learning how to win and lose in a sportsman-like manner
  - d. Creating greater loyalty to the school
  - e. Giving something worthwhile to do in leisure time
  - f. Promoting more friendly relations with teachers
  - g. Developing the willingness to accept criticism from others
  - i. Making available valuable information that would not have been received in a regular course.
- For the successful attainment of these values, different institutions, the world over have started organizing intramural and extramural sport program. The organization and administration of intramural and extramural sport program differ from one country to the other. In some countries, it is conducted mainly by students, while in some others; it is conducted by a physical educator or advisor. Recreational intramural and extramural sports program help students to develop an interest in many sports and physical education activities. This interest and enthusiasm by adult provide the basis for many happy leisure youths.

## **2.8 Potential Negative Impact of Participation**

When considering how extracurricular activities impact students, mention should be made regarding potential negative impact of participation in out-of-school activities.

Reeves (2008) determined that parents and teachers might fear students may lose their focus on academics when they become too busy with out-of-school activities. Attending too many rehearsals, practices, and meetings may cut into homework time. When students get overscheduled, they might be spreading themselves too thin, which may lead to spending less time studying and preparing for class.

Another down side to participation might occur when the parents push their children to be involved in nearly every activity available. Using activities to provide daycare is not recommended, yet some parents schedule their child in piano lessons, soccer, youth group, scouts and dance class so there is an activity each night of the week. This may not only impact the child's academic success, but may even effect the dedication shown to each activity as the child may not be there by choice.

Thompson (2008) further discussed this concept when stating "The level of commitment is much more important than the specific activity" (p.10). Not only can over-scheduling impact academics and level of commitment, it can also impact the student emotionally and physically which could lead to stress, fatigue and burn-out.

Parents can be part of the problem if they push their children to be involved in too many activities or by forcing children to participate when they do not want to be involved. This can lead students to be afraid to quit for fear of disappointing the parent, or the other extreme of students quitting everything in defiance of the

controlling parent. Balance in activities of the adolescent's choice is recommended.

Gilman (2004) found that those who participated in athletics were almost twice as likely to remain in school as students who did not participate; however, it was also determined that participation in sports teams corresponded with greater rates of alcohol consumption and illicit drug use. It needs to be noted that these outcomes can depend on the quality of coaching, a person's peer group, and the cultural meaning of the activity within the school and community (Gilman, 2004). Another study by Gilman (2004) asked students to identify themselves as a specific character from the movie "The Breakfast Club." The choices Gilman offered for characters from that movie were the Princess, the Jock, the Brain, the Basket Case, and the Criminal. Those who labeled themselves as "Jocks," participated in more athletics and had a higher GP A, higher self-esteem, and the lowest social isolation. Yet, as in previous studies, athletes were more likely to use alcohol compared to the other groups (Gilman, 2004). Another potentially negative aspect of extracurricular activities for consideration is the unfair advantage for those of a higher economic status. Student athletes are disproportionately of a higher socioeconomic status (Smith, 2008). Participants in athletic programs need to have transportation to and from practice sessions, equipment, and pay<sup>18</sup> to-play athletic fees. Performing arts activities such as band may cost a lot of money to purchase musical instruments or have private lessons. This could be a problem for many of the students and families with limited income for extracurricular activities.

Socioeconomic status may limit the possibility of some students being able to compete as some top athletes have private lessons, attend summer sports camps or play in club sports year round. It is hard for the average-income student to compete with the athlete who has had additional training, top-notch equipment, and enjoys the opportunity to play sports year-round. This economic disadvantage

can bring disappointment and frustration to the student, or even prohibit some from even trying the sport in the first place. Another example of how finances may limit opportunities to participate in out-of school activities is for those students who need to work to help support their families.

Allar (2008) determined that for some students, finances are an issue. When students say, "I need to work to help give money to my family" it clearly shows how economic status can contribute to whether students are able to participate or not. Even though they may wish to play, students may not be able to as the family economic status limits their opportunities. Another potential negative impact of participation in extracurricular activities is injuries. Some athletes can have life-long injuries that occur when they are participating in sports. Sometimes athletes push their bodies to a breaking-point and over-work themselves at a young age when their bodies are still developing. Also, the coaches can expect a lot from their players and they can push too far as well. When this happens the body does not always get a chance to rest or heal itself. This can increase the chance of a player getting seriously injured. Even with good equipment, well-trained coaches and thorough warm-ups, there is always the margin of error for accidents to happen. Families without medical insurance may choose not to participate in sports as it is too much of a financial risk to play sports.

A final negative effect from participating in out-of-school activities is having a poor quality coach as a role model or mentor. Poor coaches are found in nearly every community who lack training or do not understand adolescent growth and development, or do not enforce good rules of sportsmanship. Poor coaching can lead to students quit or experience negative feeling toward the activity, the team-members involved, or the coach. Coaches that cut players from a team, or play favorites, or practice unethical behavior could cause students to get involved in other negative activities because they have had a bad experience with the team.

Coaches may be emotionally too hard on their teams which could hurt player morale. It may not just be the athletes who suffer at the expense of adult leaders who lack ethics, morals or poor choices, as there are other poor-quality supervisors in other areas too. Students who suffer at the hands of coach-bullies may have a low self-esteem as a result of being told they aren't good enough to participate, and upon hearing negative comments about what they are doing wrong. All of this depends on each individual situation, and how the students respond to the type of coaching being practiced. Even though it is important to be aware of the negative side-effects of some poorly run programs, the positive benefits outweigh the negative.

### **2.9 Intramural and Extramural Sport Programs Finances**

Intramural and extramural sport programs finances are those contribute to the attainment of educational objectives; they should be financed out of the boards of education and administration centre funds, just as other phases of the program are financed. Horine:(185:292) suggest that it is good to have strong financial support for intramural and extramural sport program .But may be possible to ask for funds, from the business community by having a fast food chain sponsor part of program .For example, offering non-credit classes or lesson in unusual intra and extramural sport program/activity for fees, or best of all showing the administration facts and figures to generate to more fund. Bucher (2000) however lamented when he stated that it is a very pathetic situation to see that the money which was paid by students through some rigorous means is just spent by the principals on other projects which are totally unrelated to sports. Many games masters / mistresses go down on their knees to beg for money to buy these sports equipment and supplies which students have paid for .mistress who would like to stand his / her ground on the demand for his money has always been regarded as a dissident element and such a teacher may be removed from the post or be transferred from that school”. Ethiopia should take on the same procedure if she

wants sport to be developed in the secondary schools and should avoid paying lip services to the course of sports. He asserted that “there are several talented young boys and girls in the remote Ethiopia villages and institutions who can be sport lighted and give scientific training early on in their career. We should catch them young. To achieve this objective, the National Sports Commission and state sports councils as a matter of priority, must invest much more money than they are doing in school sports in the areas of facilities, equipment, organizing school competitions and qualified personnel.”

The finance involved in intramural and extramural sports programs is raised in various ways. Bucher (2000) stated that: “because these programs have many contributions to make to educational objectives as other parts of education programs, they should be financed out of Board of Education and Central Administration funds as other phases of the programs are financed.” They should therefore be included in the physical education budget and supported through regularly budgeted school or college income alongside with other phases. There is another method of financing the programs of intramural and extramural sports that has proved satisfactory in some high schools and colleges. This plan incorporates the cost of running the programs in the regular activity fee that includes such students’ activities as dramatics, the inter-scholastic athletic programs, musicals and concerts. This allows for funds that are in proportion to the student enrolment and that can be anticipated in advance. Also, this method eliminates any additional charges to students.

Bucher (2000) stated that other methods that are used by some organizations include using money taken from athletic gate receipts, charging the spectators to see the games requiring an entry fee and special fund raising projects like athletics and other groups. Some of the arguments against such practices are that they create an over emphasis on gate receipts that they discourage spectators from attending there quire special project to raise money, which should not be

necessary for such a valuable phase of the program. However, such practices are still practicable and effective

### **2.10 Management Theory**

Sports management can also be defined as that body of knowledge that equips practitioners on how best to administer sports programs and organization, (Pitts Fielding and Milles, 1994). In view of this definition, the management skills acquired from various theories are needed to recruit, select sports personnel, scout for athletes / planners and solve leadership problems in sports organization. Principles are also needed in solving crises in organization, prescribing motivational techniques in rewarding athletes and coaches.

These qualities are needed to solve intramural and extramural crises in clubs, give sports managers focus and ensure adequate planning in sports. Programs specialization primarily developed for preparing sports managers, and professionals may provide students with theoretical and practical skills and experience in some areas in order to meet the needs of the sports industry. The managers are often guided to place their emphasis, or concentrate their energy in business with the aid of the Pareto theory which is often called 80/20 rules. This was developed in 1906 by an Italian economist Vilfred Pareto who created a mathematical theory to describe the unequal distribution of wealth in Italy. Sport management is a simple technique that helps to separate the major causes of problems from the minor ones. This is also known as the 80/20 of the causes. It has been discovered through this theory that in any organization, 20% are vital and 80% are trivial. Twenty percent (20%) of defects causing 80% of problems, 20% of works consume 80% of one's time and resources, 80% of sales comes from 20% of sales staff Twenty percent (20%) of one's staff will cause 80% of one's problems, while 20% of staff will provide 80% of production or services. Thus in applying this to sports organization which encompasses all facets of

sports including secondary school intramural and extramural sports shows that 80% of success comes from 20% of staff. If this is the case, these staff must be motivated to produce such a high quality service which influence the general development of sports

### **2.11 Intramural and extramural sport Activities**

Activities that constitute intramural and extramural sports programs determine the amount of participation that result in positive performance. Therefore, it is important that the right activities be selected. According to Bucher (2000), some administrative guidelines that help in the selection of activities for intramural and extramural sports include:

- i. Activities should be selected in accordance with the season of the year and the conditions that prevail locally.
- ii. Activities should reflect the needs and interest of students and members of the organization.
- iii. Co-recreational activities should be provided.
- iv. The activities included in the physical education school instructional program should be coordinated with the activities included in the intramural and extramural programs.
- v. Many desirable activities require little special equipment and do not require long periods of training in order to get the participants in appropriate physical condition. Furthermore, Bucher (2000) listed some activities that have been used with success in various intramural and extramural sports programs to include:
  - i. Individual activities which include among many others, archery, badminton, cycling, gymnastics, tennis, weight lifting and wrestling.
  - ii. Recreational activities such as camping dance, fishing, cycling, canelling and tumbling.
  - iii. Team sports, which include among others, baseball, basketball, football, track and field, volleyball and handball.

According to Ladani (1986), the program of activities for intramural and extramural school sports should not be selective as much as possible. This implies that no particular activity or sports should gain any sort of privilege over the other. The reason for this is that the program is usually designed to cater for the interest of everybody. Therefore, this factor must be seriously considered in the selection of sports that will be included in the program. However, one important point that could restrict the number of sports is the availability of facilities and equipment. There is nothing that could be done by any chairman or director if the materials and resources are not available. In view of this, all sporting events in which students are involved and the availability of facilities and equipment must be part of the program of activities. This line of action will go a long way to enhance the success of the program and ensure that the greater populations of students are catered for. However, those whose favorite's sports are not included should be made to understand the constraints. In Ethiopia where the situation is poor due to lack of facilities and equipment, the only way out according to Ladani (1986) is to offer a few well coordinated activities which service the majority of students. Under the program, except there is need, it is advisable to avoid activities that are too vigorous. Furthermore, time factor should also be considered in the selection of the activities because some sports are seasonal while others are carried out throughout the year. Seasonal activities should be offered at their appropriate seasons to avoid adverse effect on the health and physique of the students.

### **2.12 Promoting intramural and extramural sport program in Schools**

A comprehensive, inclusive and developmental model for school counseling may help to remove barriers to student success. This model fosters the development of student competency in broad areas of lifelong learning, personal effectiveness, and life roles (Silliker, 1997). The literature reviewed supported participation in intramural and extramural sport activities as one way to promote healthy

developmental options. Intramural and extramural sport activities that are too time-consuming can be perceived as an interference with academic success, and because pressures from parents and the students themselves, this can be used as an excuse to avoid intramural and extramural sport activities. Counselors may wish to advocate for balance in academics and activities.

There are many reasons why the role of a school counselor is important for integrating both academics and intramural and extramural sport activities. Silliker (1997) explained that counselors are typically aware of, and monitor, both academic performance and intramural and extramural sport activities. Also, they need to be aware of the components of guidance, which included: guidance curriculum, individual planning, responsive services, and system support. Intramural and extramural sport activity participation enables students to master new skills, and explore different roles outside of the classroom setting (Silliker, 1997). The American School Counseling Association (ASCA) National Model emphasizes the mission to promote academic achievement, career planning, and personal/social development for all students. It serves as a guide for states, districts, and individual schools in designing, developing, implementing and evaluating a counseling program. According to Silliker (1997), the goal of comprehensive, developmental school counseling programs is to advocate for all students. School counselors may encourage a balance across all of the domains to have healthy human development.

It is important for school counselors to understand the importance of involvement in intramural and extramural sport activities, because students can benefit from playing. Some programs even offer scholarships for participation in intramural and extramural sport activities and leadership development throughout high school. Scholarships may enable students to go on to further their education and open opportunities that they may not have had previously.

Therefore, it is important to provide policy makers and administrators with accurate information about the value of intramural and extramural sport activities. Gilman (2004) discussed the concept of structured intramural and extramural sport activities as a strategy for schools to build resiliency, support pro-social behavior, offer opportunities for engagement with school and related activities, and provide constructive academic performance and growth in subjective well-being. One of the methods discussed was trying to establish a school-identity for students. Students who identify with schools have an internalized sense of belonging, are discernibly part of the school environment, and the school constitutes an important part of their own experience (Gilman, 2004). The structured intramural and extramural sport activities can help develop a sense of identification with the school and the community. Participation in activities can be important for students who are at-risk of dropping out of school, since these students are not likely to identify with their school, or the values and norms that it fosters (Gilman, 2004). Another idea that may be useful for school counselors to encourage is the promotion of individual strengths. Students usually choose activities depending on their interests that fit their personal strengths. Thus, according to Gilman (2004), structured intramural and extramural sport activity participation provides a venue to express personal talents while mastering challenging skills that are consistent with the larger school value system. For example, these core values can be applied in the classroom setting, and the challenges that students might face on the field or the court, may lead into problem solving not only in the classroom, but in the student's lives on a day-to-day basis. In a large school setting, this may allow students the opportunity to express themselves and not get lost in the mix of a larger school district. This is another reason to promote student involvement in structured intramural and extramural sport activities.

Interaction with competent adults is another suggestion that is presented in Gilman's article. It was stated that resilience and identity can be enhanced through interactions with competent non-parent adult figures that can instill knowledge and skills, provide opportunities to challenge youth, and serve as role models (Gilman, 2004). When this positive interaction is ongoing in intramural and extramural sport activities, students may have goals and values that are then internalized. As these students have interactions with competent adult figures, it may lead to achievement of goals, development and improvement of skills, and enhanced social and leadership opportunities (Gilman, 2004).

Gilman (2004) further stated that getting an adolescent involved in any activity may not garner success if these factors are not considered: (a) the perceived social status of the activity, (b) intrinsic interest in the activity, (c) the quality of the adolescent's social network, and (d) the non-parent adult who is part of the activity. It is important to consider that as school personnel, counselors should encourage the students to explore their options for activities to find the best fit.

The key components of structured intramural and extramural sport activities include facilitating intrinsic motivation, empowering the individual, and finding life satisfaction through voluntary choice. Once a student has identified an activity, it is important to evaluate whether the activity will potentially benefit or hinder development for that student. In conclusion Gilman (2004) stated that the counselor can influence participation in intramural and extramural sport activities for students who might benefit from them most. By removing barriers so more students have access to activities, more students may benefit from appropriate extracurricular activities.

Brown (n.d.) stated that some of the signs of a good intramural and extramural sport programs are that participants feel like they are part of a group or something special, and they have the opportunity to develop relationships with adults and pro-social peers. The program should have goals that encourage youth and staff to

achieve great things, while encouraging young people to take on leadership roles. The program should be appropriate for the age group, and the program should involve parents and peers. However, the most important point overall of these is that the activity should be fun and attractive for youth (Brown, n.d.). Often the only way to determine if these needs are being met is to talk to the youth participants themselves. They should have a say in how a program is conducted and organized to determine if it is meeting their expectations.

## **CHAPTER 3**

### **RESEARCH DESIGN AND METHODOLOGY**

In order to obtain relevant data for this study, different methods were used. The following section describes design of the study, research setting, subjects, instruments, procedures, data treatment and method of data analysis.

#### **3.1 Design of the study**

In this study, both qualitative and quantitative designs was employed .As Creswell and Plano Clark (2007) indicated that mixed designs is more appropriate to simply collect and analyze both kind of data. It involves the use of mixed approach so that the overall strength of the study is greater than either in qualitative or quantitative research.

Even though, some data obtained from interview and observation was presented and analyzed through counting and categorizing the nature of challenges of intramural and extramural sport program. As it is qualitative by nature, the data collected through student questionnaire was analyzed and interpreted in frequency and percentage. So, it advocates using mixed approach even though more weight was give to quantitative approach.

A descriptive survey method was employed in this study. This is because the intention of the study is to assess the existing situation and to describe opinions that are the challenges of intramural and extramural sport program with regard to practices. With regard to the use of descriptive survey research method, Best and Kahn (2003; p.14) have argued that this method is concerned with conditions that exist, opinions that are held, process that are going on, effects that are evident or trends that are developing. Thus, the method is preferred on the ground that challenges of intramural and extramural sport programs are better perceived from the opinion survey of the students, principals and physical education teachers.

### **3.2 Sources of Data**

Data were collected using two sources: primary and secondary. The primary sources of the study were key informants from the zone including school principals, vice principals, physical education teachers and students of the preparatory schools. Those in the situation were contacted for information sources for the reason that their direct involvement in the intramural and extramural sport program. Teachers were taken as source of information for the reason that they are direct beneficiaries of the service delivered. In addition, information was collected from Secondary sources of the study. As a secondary source the data collected from reference book mainly focused from published reach material and unpublished material, internet and deferent sources.

### **3.3 Research Setting**

Four Preparatory schools in Hadiya zone, which are located in South-West of the SNNPR, purposively selected for this study. The main reason for selecting this site was that the researcher has experience of teaching physical education and sport in one of aforementioned schools for about five consecutive years. Furthermore, there was no any significant research work done in that preparatory schools in Hadiya Zone, particularly, in the study focus area.

### **3.4 Sampling Population and Sampling Techniques**

The entire Hadiya zone in Southern Nation, Nationalities and People Regional State were considered as the study area. This area is decided to be taken as a setting for this study for two reasons. Firstly, since the researcher has worked in different schools located at different Woredas of the Zones, it is thought that this may better help him in the process of data collection and Secondly, since the Zones consisted of people with diversified cultures, life styles and economic conditions, there is high probability that the findings could be at a certain level

representative of the situation in other Zones too. The sample respondents and schools are determined based on the 2005/6 E. C. annual report of Hadiya zone education department. According to this report, there are 8 government preparatory schools in 10 Woredas and one town administration of the zone. Of which, 6 schools are grade 9 up to 12 and the remaining 2 are grade 11 and 12. In these preparatory schools, a sum of 199 teachers, 8 supervisors, 8 principals, 16 vice principals, 112 department heads, 16 unit leaders are working and 2538 students who are currently attending their education in these preparatory schools.

Regarding the school samples, out of the existing eight schools, four schools were deliberately selected and used as data sources. The remaining four schools are deliberately excluded with the reason that they contain teaching staff size of less than 15, they are newly established, and started teaching and learning process in 2005 E.C. This is purposely done to lessen the deviations of such schools from others. To select sample schools the researcher was intended to use purposive sampling technique. It was used because the researcher has previous knowledge and information on the sample schools and he hopes that he can get sufficient information for his study. In addition to this, as it was indicated in the annual report of Hadiya Zone Education Department, the sample schools have both discouraging and encouraging factors regarding the challenges of intramural and extramural sport program. Accordingly, the preparatory schools selected include Danama, Shone, Wachamo, and Ginbichu Preparatory schools.

After such selection of sample schools, the selection of the respondents of the study was conducted. Accordingly, data were collected from three categories of respondents including 12 school leaders (principals and vice principals), four physical education teachers, and one hundred (100) student.

As result, the purposive sampling technique was employed for the selection of physical education educational teacher and at the same time purposive sampling

was employed in selecting principals, and vice principals from the sample schools. It is due to they are few in numbers, and their direct involvement in the intramural and extramural sport program.

In selecting sample students, out of 2538 (100%) students in the sample preparatory schools, 100(8%) of them were selected through simple random sampling technique, particularly through lottery method with the assumption that all students have equal chance of being selected and to obtain representative sample. Simple random sampling gives each unit of the population equal opportunity of being selected (Seyoum and Ayalew, 1989:59).

The researcher was believed that, to make the data collected more comprehensive, it is decided to include large proportion ( 8%) is sufficient to secure the validity of the data obtained from teacher respondents. Accordingly, information was collected from 100 number students of the sample schools. The number of sample students from each selected schools were determined by probability proportional to the size of students in each preparatory schools. In this regard, Gay and Arirasian (2003:111) state that the sample of 10% to 20% of the target population is often used in descriptive research for large population. Therefore, the total numbers of research participants were 116, i.e. 4(100%) school principals (1 from each selected schools), 8(100%) school vice principal (1 from each selected schools), 4(100%) physical education teacher (1 from each selected schools), and 100 (8%) students ( 25 from each school) from the selected preparatory schools

**Table Target Population and Sample Size**

No	Types of respondents	Target population	Sample population	Sample population in percent (%)	Sampling techniques	Data gathering Instruments
1	PE teachers	4	4	100%	purposive sampling	Questionnaires and interview
2	Principals	4	4	100%	purposive sampling	Questionnaires and interview
3	Vice-principals	8	8	100%	purposive sampling	Questionnaires and interview
4	Student	2538	100	8 %	Quota, lottery method and Simple random sampling	Questionnaires

### **3.5 Procedures of data collection**

First, the researcher visited the Woreda education office and discussed the purpose of the research showing the letter of cooperation from Addis Ababa University and asked the Woreda education office to write a letter to preparatory school in their Woreda. Then the researcher visited the school director and vice-director and discussed the purpose of the research with principals and vice-principals showing the letters from the University and the Woreda education Office which later their copies distributed to each department heads.

Then the researcher clarified the objective of the research, and asked whether the respondents are willing to the interview or not. After that the researcher was used semi structured interview so as to let the interviewee to express her/his feeling freely, let the researcher use the ideas from other source (in contrast to the well structured one)and at the same time more convenient for analysis purpose than unstructured interview(Wagg,2002). The researcher was also be distributed the questionnaires to the respondents students, teachers and school principals after he select them and give enough time to fill the questionnaires.

### **3.6 Data Gathering Instruments**

The data that was gathered through the above three instruments of data collection, was presented in the form of tables and percentage was used to analyze and interpret the raw fact. Three instruments were used in the process of gathering the necessary data for the study. These are questionnaire; unstructured interview and observation was prepared in English by the researcher that helps the participant to understand the concept at their hand.

### **3.6.1 Questionnaire**

Questionnaire was a set of questions on the topic designed to be answered by respondents. Therefore, the researcher was design questionnaire for physical education teachers, students and school principals so as to get relevant data. The question in the questionnaire was including questions about the challenges of intramural and extramural sport program in preparatory school in Hadiya zone. The data gathered through this instrument was presented in the form of table was analyzed and interpreted numerically through using mean, percentage etc. And it was include both open-ended and closed-ended questions.

#### **3.6.1.1 Open ended questionnaires:-**

Are provide for the respondents a freedom to give relevant information on the challenges of intramural and extramural sport program and how the functions of the activity effective in the preparatory schools of the zone.

#### **3.6.1.2 Close ended questionnaires:-**

Used for their easy in tabulation, objectivity and suitability to keep respondents on the subjects of discussion. It also contains likert scale method of summated rating and the respondents indicated their degree of agreement on five point scale that is relevant to various issues. Thus the questions found in this instrument are carefully selected, adopted and encapsulated to finally craft questionnaires challenges of intramural and extramural sport program.

### 3.6.2 Interview

1. In addition to the questionnaire, the researcher used interview to get relevant information that strengthen the data gathered through other instruments. Semi-structured interview was designed for physical education teachers and school principals. And also one way of the data collection methods that was used to achieve deeper information, support and cross-check the findings from the questionnaire, semi structured interview was also used. The researcher was interviewing both Physical education teachers and school principals. This is because more information can possibly obtained from the school principals and teachers due to their daily engagements in the core activities better than other community. Interview many respondents were required too much time and resource beyond the research limits. The school principals and teachers was selected purposively because the researcher believes that they have much information that other do not have. They are also very close and responsible to any kinds of challenges exists in the schools. Raw facts collected by this instrument were treated by interpreting and analyzing through deep discussion of the collected from the following interviews questionnaires.
  - A. What are the sources of budget used for intramural and extramural sport program in your school? *“Ok, we use different sources so as to improve intramural and extramural sport program. For instance, we collect money from people watching game or play and collect from learners at the beginning of schooling.”*
  - B. Is money released for sport sufficient for improvement of intramural and extramural sport program? *“It is not sufficient.”*
  - C. Are facilities and equipments provided adequately? *“No , due to shortage of finance , there is also , shortage of facility and equipment of sport program”*

- D. Are specially trained sport coordinators appointed to handle intramural and extramural sport programs in the school? “No”
- E. What kind of problems do your schools encounter with regard to intramural and extramural sport program? *“Shortage of finance, materials, coordination problem among school administrators and teachers, lack of awareness insufficient amount play ground ----- etc .”*
- F. What do you recommend to improve the intramural and extramural Sports program in School in your school?  
*“These are financial problem, shortage of facility and equipment, problem related with coordination in the school, not sufficient of play ground, awareness problem -----etc “*

### **3.6.3 Observation**

Observation: Moreover, to strengthen the data collected through the above methods, and he also used observation as the instrument of data collection. He further was employ direct school observation to check facility, equipment and materials absence or presence. The data which was gathered through observation, by nature, is qualitative. Therefore, it was described by using words instead of using numbers.

Regarding with equipment

No.	Item one	Schools							
		Wacham		Sone		Danama		So ro	
1	Equipment type	AS	PR	AS	PR	AS	PS	AS	PR
1.1	Foot ball		✓		✓		✓		✓
1.2	Volley ball		✓		✓		✓		✓
1.3	Hand ball	✓		✓		✓		✓	
1.4	Basket ball		✓	✓		✓		✓	
1.5	Gymnastic material		✓	✓		✓			✓
1.6	Athletic material	✓	✓	✓	✓	✓	✓	✓	✓

## 2. Regarding with Adequate Space for Physical Activity

No.	Item type two	Schools							
		shone		danama		Wacham		Soro	
		AS	PR	AS	PR	AS	PR	AS	PR
2	Adequate space for physical activity								
2.1	Volley ball court		✓		✓		✓		✓
2.2	Hand ball court		✓		✓		✓	✓	
2.3	Athletics track	✓		✓		✓		✓	
2.4	Tennis table		✓	✓		✓			✓
2.5	Gymnastic hall	✓		✓		✓		✓	
2.6	Basket ball court		✓	✓			✓	✓	
2.7	Football field		✓		✓		✓		✓

## 3. Regarding with Facility

No.	Item type three	Schools							
		Shone		Danama		Wachamo		Soro	
		AS	P R	AS	PR	As	P R	AS	P R
3	Facility	✓		✓		✓		✓	
3.1	Bathroom	✓		✓		✓		✓	
3.2	Station room	✓		✓		✓		✓	
3.3	Uniform	✓		✓		✓			✓

### **3.7 Method of Data Analysis**

After the collection and gathering of data from the respondents, the next step is analyzing of the given data by using tables, frequency and percentage. Depending on the nature of the variables quantitative as well as qualitative data analysis method was employed. To begin the analysis, first respondents were categorized under different groups in terms of the practices that they have in intramural and extramural sport activity. Then, different characteristics of respondents were analyzed by using frequency and percentage. Secondly, the quantitative data obtained through Likert Scale in questionnaires were organized and tabulated around the sub-topics related to the research questions.

A five point Likert Scale ranging from strongly agree to strongly disagree were used for the sake of analysis and interpretation.

Finally the qualitative data that were collected through interviews and document analysis were analyzed qualitatively and reported through narrative description to complement the quantitative data.

## **CHAPTER 4**

### **PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA**

This chapter deals with presentation, analysis and interpretation of data obtained from teachers, principals, vice principals, and student. The study employed, as described under the “Research Design and Methodologies” section (Chapter three), questionnaires for student teachers, vice-principals and principals, and interviews with teacher and school principals. Besides, additional information was gathered through observation. Thus, the quantitative as well as qualitative analysis of data was incorporated in to this chapter. The qualitative part was supposed to be complementary to the quantitative analysis. Hence, the qualitative data includes the data gathered through interviews and observation. The study covered four preparatory schools of Hadiya Zone namely; Shone, Danema, Wachamo, and Gimbichu. All the questionnaires that were distributed to the student, teachers and school principal were filled appropriately completed and returned to the researcher. In addition, to supplement the information gathered through questionnaire, the interviews and were undertaken with school principal and teacher, and also information from observation is used as supplementary as planned. In analyzing the data of the study, technical and statistical methods and procedures were used. Items involved in the questionnaires were classified in to two major categories. The first category deals with general background information gathered from respondents, while the second part treated specific items of the study. Hence, the approach used in treating the data from the two categories would vary in analysis method. Therefore, frequency and percentages were used for the analysis of characteristics of respondents.

#### 4.1. Characteristics of Respondents of student

**Table 1:** Characteristics of Respondents in terms of Sex, Age.

No	Item	Category of item	Respondent		Total
			N	%	
1	Sex	Male	67	67	67
		Female	33	33	33
		Total	100	100	100
2	Age in years	16-18	39	39	39
		19-22	31	31	31
		23-24	20	20	20
		25 and above	10	10	10
		Total	100	100	100

In the table one above ,the regarding the of respondents, 67% were male and the remaining 33% were female .This is clear indication that school students were majority are male .In the same table the majority of respondent ages 39% and 31% between 16-18 years and 19-22year then remaining of respondents are 20% and 10% between 23 -24 years and 25years and above. From the observation of data, the researcher conclude that the of

respondents between 16-22 years and the other a few respondents are 25 years and above

#### 4.2. Presentation, Analysis and Interpretation of Gathered Data through Questionnaires from student

**Table .2:** Presence of Intramural and Extramural Activities.

No	Item	Response			
		Yes		No	
		F	%	F	%
1	Are there intramural and extramural sport programs (activity) inside and outside the school?	35	35	65	65
2.	Intramural and extramural sport programs (activities) are implemented inside and outside the schools?	30	30	70	70

In Table 2 ,Item 1,depicts that (65)65% of the respondents said that there is no intramural and extramural sport program in the schools, but 35 (35%) of them gave contrary idea this .In the same table ,Item 2 ,indicated that 70% of the target population replied there is no implementation of intramural and extramural sport program in the school .

From this it is possible to conclude that there is no implementation of intramural and extramural sport program within and outside the school .Next table give details information about its challenges.

**Table.3:** Challenges of the Intramural and Extramural Sport Program.

No	Item	Response			
		Yes		No	
		F	%	F	%
3	Is there sufficient play ground for the intramural sport (program) inside the school?	41	41	59	59
4	Is there reward for the competition of intramural and extramural sport program?	30	30	70	70
5	There is availability of equipments that is helpful for the sport program?	35	35	65	65
6	The school administrators have smooth relationships with the head of intramural and extramural sport program?	20	20	80	80
7	The club committed to presents the intramural and extramural sport program (activity) annual plan on time to the student?	31	31	69	69

In table 3,Item 3 shows that 59(59%) of the respondents said there is no sufficient play ground for the intramural and extramural sport program but 45% of the respondents indicated the presences of play ground for the activity. In Item 4, reveals that the competent of program do not get incentive during the intramural and extramural sport program only 30% of the respondents indicated the presences of award during the competitions.

In the table 3, Item 5 shows that 65% of the target population agreed on the presence of necessary equipment for the activity .However 35% of them replied that there is no availability of materials needed for intramural and extramural sport program. In same the table 3, Item 6 depicts that the majority of the respondent said that the school administrators have no smooth relationship with the head of intramural and extramural sport program but only 20%of the target population indicated the presence of smooth relationship between or among school administrators and head of intramural and extramural sport program.

Lastly, Item 7 reveals 69% of the population indicates the absences of club commitment towards the intramural and extramural sport program. They are not interested and devoted to implement the activity accordingly. From this table it can be deduced that insufficient play ground, lack of adequate materials, commitment concerned bodies, absences of smooth relationship among the concerned bodies, are the main challenges for implementing of intramural and extramural sport program.

**Table 4:** Organizational Patterns of Intramural and Extramural Sport Program

No	Item	Response			
		Yes		No	
		F	%	F	%
8	There is availability of leaders (board or council) for the intramural and extramural sport program?	90	90	10	10
9	The information about the competition was disseminated:		F		%
		A. Through mini media	55		55
		B. On the notice board	15		15
		C. Both through mini media and notice board	39		39
10	The interest to be the member of the intramural and extramural sport program club is	A. High	35		35
		B. Medium	40		40
		C. Low	25		25

Regarding organizational patterns of the intramural and extramural sport program in schools the following item briefly explain. In table 4, Item 8 depicts that 90% of the target population indicates the existence of the leaders of the sport program in school, but only 10% gave contrary idea about the issue. In the table 4, Item 9, reveals that the main tools 55% disseminating information regarding the competition was through using mini media of the school but 15% of respondents said that notice board as the tools of disseminating information .In the same table, Item 10, shows that the highest number 40% of respondents said that the interest of learner to be members of intramural and extramural sport activity is medium but only 25%the respondents said the interest is low. From this the researcher concludes that there is no well organized leaders of the program .The

main tools for disseminating the information is mini media .Moreover, there is no interest of learner to be a member of the activity .

#### 4.3. Characteristics of Respondents Teachers/ Principals

**Table 5:** Characteristics of Respondents in terms of Sex, Age, Qualification or Level of Education, Work Experience and school Name.

No	Item	Category Of item	Respondents					
			Teacher		Principals		Total	%
			N	%	N	%		
1	School name	Shone	1	100	3	100	4	100
		Danama	1	100	3	100	4	100
		Ginbicho	1	100	3	100	4	100
		Wachamo	1	100	3	100	4	100
2	Sex	Male	4	100	10	80	14	87.5
		Female	—	—	2	20	2	12.5
3	Age in year	24-26	2	50	3	25	5	31.25
		27-29	1	25	2	16.7	3	18.75
		30-32	1	25	3	25	4	25
		33 and above	—	—	4	33.3	4	33
4	Year of experience	1-10	2	50	3	25	5	31.25
		11-20	1	25	4	33.3	5	31.25
		21 and above	1	25	5	41.7	6	35.5
5	Qualification	College diploma	1	25	—	—	1	25
		1 <sup>st</sup> degree	3	75	8	66.7	11	68.75
		2 <sup>nd</sup> degree	—	—	4	33.3	4	33.3

In the table 5, in the item one , show that all essential respondents are include in the participations that means physical education teachers and school principals . The researcher concluded that from the above point view, all necessary respondents included in the research occupation. In the same table, in the item 2, regarding the respondents the sexes 4(100%) of the physical education teachers are only male and 10(80%) of the respondents were school principals are male and the remaining of respondents were school principals are female. From this data researcher clear understands that the physical education teacher are only male and the majority of school principals are male and the remaining school principals are female. In table 5, item 3, the 2(25%) of the physical education teachers ages range between 24-26,1(25%) respondents of ages ranges between 27-29, and 1(25%) of the respondents ages ranges between 30-32. Similarly ,the 3(25%) of the school principals ages ranges between 24-26,2(16.7%) of the respondents ages rages between 27-29,3(25%) of the school principals ages ranges between 30-32, and 4(33.3%) of the school principals ages ranges between 33 and above .From above point of view the researcher concluded that the school principals and physical education teachers are found in young age range ,which is good condition that make them energetic in their intramural and extramural sport program to implement .

With regarding to the service years, 2(50%) of physical education teachers service year ages range between 1-20, 1(25%) of the respondents between 11-20, and 1(25%) of participants service year ages 21 and above. this is indicted that majority of physical education teachers young in service years. Similarly, 3(25%) of the school principals service year range between 1-10,4(33.3%) of respondent service years ranges between 11-20 and 5(41.7%) of the school principals service years range between 21 and above . From this data the researcher seen that the majority of school principals have accumulation of experience in the work.

With the regard to the education qualification (level) .As can been from the table 5, item 5, 1(25%) of physical education teachers are colleges diploma holders and 3(75%) of respondents were Bsc degree holders and there is no 2<sup>nd</sup> degree holders in physical education in school preparatory school. From this data the researcher understand the physical education teachers are holder 1<sup>st</sup> degree. In the table 8(66.7%) of school principals are the 1<sup>st</sup> degree holders and 4(33.3) of respondents are 2<sup>nd</sup> degree holders. From this point view the researcher can be seen majority school principals were 1<sup>st</sup> degree holders.

#### 4.4. Presentation, Analysis and Interpretation of Gathered Data through questionnaires from Teachers and Administrators

**Table 6:** Presence of Intramural and Extramural Sport Program from teacher and school principal

No	Item	Options	F	%
1	Which of the following types of sports competitions do you have within your school?	A. Sport day championships	4	25
		B. Inter class championships	10	62.5
		C. Inter house championships	2	12.5
2	Which of the following intra and extramural sport program competition held in your school?	A. Gymnastic	1	6.25
		B. Athletics	5	31.25
		C. Football	4	25
		D. Handball	—	—
		E. Volleyball	4	25
		F. Basketball	2	12.5
		G. Table tennis	—	—
3	In what competitions has your school participated in and outside the school?	A. National championships	2	12.5
		B. Region championships	3	18.75
		C. Zonal championships	8	50
		D. Location Championships	1	6.25
		E. Friendly	2	12.5

In table 6, Item 1; demonstrate that intra class championship is highly 62.5% practiced sport competitions within the school.

In table Item 2, depicts 31.25% of the target population said that athletics is the main intramural and extramural sport competition held in the school .In contrary, hand ball and table tennis did not get tennis court in the school.

According to item 3, most 50% the respondents said that the school participated in zone championship .A few respondent 6.25% said that the there were friendly competitions held among school.

**Table 7:** Organizational Pattern of Intramural and Extramural Sport Program from the teacher and principal of school

No	Item	Options	F	%
4	Which of the following organizations have an influence on the day-to-day running of the intra and extramural sport programs in your school?	A. Management Committee	1	6.25
		B. Local Council	–	–
		C. District Education Office	12	75
		D. Staff meeting	–	–
		E. Schools principals	3	18.75
5	How regularly do you organize intramural and extramural program competition in your school? On:	A. A terminal basis	1	6.25
		B. a half-yearly basis	13	81.25
		C. a monthly basis	1	6.25
		D. a yearly basis	1	6.25

Table 7; regarding organizing pattern of intramural and extramural sport program the researcher has gotten the following. In item 4 , depicts that most of 75% of the respondents said that distinct education office has an influence on the day to day

running of the intramural and extramural sport program in the school but none of the respondents indicated that local council and staff meeting have an influence on the program. In the table, item 5, reveals that the greatest number 81.25% of the respondents of respondent explained that the school organized intramural and extramural competition on a half-yearly basis. However, a few 6.25% respondents indicates that it has been held on terminal and yearly basis.

**Table 8:** Challenges of Intramural and Extramural Sport Program from teacher and school principal

In the table 8 below, With regard to challenges of intramural and extramural sport program the greatest number (31.25%) of respondents indicated that woradas education office has a great influence in encourages the spirit of intramural and extramural sport competition in the school, the least number of the target population said that sport day has a little influence in encouraging the spirit. Relating to the facility, as to 37.5% of respondents Athletics track is available in the school, Table tennis court and Gymnastic hall are not available in the school as illustrated in the table. In the table, item 8 shows that 31.25% of the respondent said that there is availability of volley ball equipments, kits, and uniform in the school but none of respondents indicated the presences of gymnastic equipment.

No	Item	Options	F	%
6	Which of the following public influences tend to encourage the spirit of intramural and extramural Sport program in your School?	A. Announcement board	3	18.75
		B. Menimidia	2	12.5
		C. Sports day	1	6.25
		D. Force by worada's Education Office	5	31.25
		E. Encouragement by physical education teacher	2	12.5
		F. Encouragement by school Principal	3	18.75
7	Which intramural and extramural Sports program facilities does your school have?	A. Football flied	4	25
		B. Athletics Track	6	37.5
		C. Volleyball court	3	18.75
		D. Table tennis court	–	–
		E. Handball courts	2	12.5
		F. Gymnastics Hall	–	–
		G. Basketball court	1	6.25
8	What sports equipment, kits and uniforms are available in your school?	A. Football equipment	4	25
		B. Athletics equipment	4	25
		C. Basketball equipment	2	12.5
		D. Handball equipment	1	6.25
		E. Gymnastics equipment	–	--
		F. Volley equipment	5	31.25

**9. What are the main problem facing sport and games in your school?** “There are different problems that hinder the implementation of both intramural and extramural sport program .For instance , lack of facility ,bath room , financial problem , coordination gap, lack of awareness’ shortage of incentive ,.....” .As it has been seen from the above data ,there are different problem that determine to practice of intramural and extramural sport program like fund, lack of awareness , shortages of equipment , shortages of facility ,gap of coordination...etc .

**Table 9:** Financial Availability. Question 1-7 Direction please responds to the following questions by making Tick from appropriate choice applying to your school Key. SA= strongly agree A = Agree U = undecided

D = Disagree SD= strongly disagree

NO	Funding of Intramural and extramural Sports program		SA	A	U	D	SD
1	The worda’s education office gives money for intramural and extramural sports but are not utilized by the respective school principal	F	3	4	2	7	—
		%	18.75	25	12.5	43.75	—
2	Money released for intramural and extramural sports are adequately and well used for improvements	F	—	2	4	2	8
		%	—	12.5	25	12.5	50
3	Funds intended for intramural and extramural sports are diverted for other purposes	F	6	4	1	2	3
		%	37.5	25	6.75	12.5	18.75
4	Preparatory schools spend additional money than what is budgeted for intramural and extramural sport programs	F	3	1	—	1	11
		%	18.75	6.75	—	6.75	68.75
5	The school collects fund to be used for intramural and extramural sport program	F	4	5	2	3	2
		%	25	31.25	12.5	18.75	12.5
6	Preparatory schools are given enough funds execute intramural and extramural sports program	F	2	3	1	1	9
		%	12.5	18.75	6.25	6.25	56.25
7	Funds are not sufficient for intramural and extramural sports program	F	10	3	1	2	—
		%	62.5	18.75	6.25	12.5	—

As can be noted from table 9, item 1 depicts that most of the respondents 7(43.75%) disagree that the woredas education office give the money for intramural and extramural sport program but are not utilized by the respective school principals . In contrary, only 2(12.5%) of the respondents do not decides on the statement whether they agree or disagree, in the same table the highest number 8(50%) of the target population strongly disagree with same statement that money released for intramural and extramural sport programs are adequately and well used for improvements of the programs but only 2(12.5%) of the respondents explain contrary idea 10(62.5%) of the respondents believes that the fund intended for intramural and extramural sport program are diverted for the purposes .However 5(31.25%) of the target population said that fund budgeted for intramural and extramural sport programs is not diverted for other issues .Regarding the same issues ,item 4 reveals that same issues large number 12(75.45%) of the respondent showed their agreement and strong disagreement with using extra money for intramural and extramural sport program in the preparatory schools , but only 4(25.5%) of them said that the schools additional money for the program. Item 5 ,depicts that the greatest number 56.2% of the target population believes that schools collects fund from different source for the implementation of both intramural and extramural sport program .In contrary,5(31.25%) of them explained that the schools do not collect fund for the program .Item 6, it can be seen that the largest population 10(62.5%) disagree and strongly disagree with the statement saying the preparatory schools are given enough fund for intramural and extramural sport program .In contrary ,5(31.25%) of respondents believes that the school are given enough money for the practice of the program .

According to 13(81.25%) of the target population agree and strongly agree that the fund budgeted for both intramural and extramural sport program is not adequate or sufficient, but 3(18.75%) said that the budget is enough for the program.

From the above, it is possible to conclude that there is shortage of finance and wise utilization of the budget for intramural and extramural sport program in the school.

**Table 10, Focus on Personal.**

The following rating scale question focus on the personal of intramural and extramural sport program.

Key. SA= strongly agree A = Agree U = undecided D = Disagree SD= strongly disagree

NO	Personal on the intramural and extramural sport program		SA	A	U	D	SD
1	Specially trained sport coordinators are appointed to handle intramural and extramural sports program in the school	F	2	4	–	–	12
		%	12.5	25	–	–	75
2	All intramural and extramural sport program coordinators are physical education specialists	F	5	3	1	2	5
		%	31.25	18.75	6.25	12.5	31.25
3	Zone education department always organizes workshops and seminars to update	F	2	–	1	2	13
		%	12.5	–	6.25	12.5	81.25
4	Physical education teachers and school principals have knowledge in sports management	F	3	11	1	–	1
		%	18.75	68.75	6.25	–	6.25
5	Enough time is allocated for intramural and extramural sports program participation in preparatory schools	F	2	2	2	2	8
		%	12.5	12.5	12.5	12.5	50
6	The policies on intramural and extramural sports program motivate to improve the game	F	13	2	1	–	–
		%	81.25	12.5	6.25	–	–

Concerning personals, in table 10,item 1 indicated that 12(75%) of the respondent strongly disagree with the item saying specially trialed sport coordinators are appointed to handily intramural and extramural sport programs and 6(37.5%) of the individuals strongly agree and agree with the statement .

According to the highest 8(50.25%) number of respondent said that all intramural and extramural sport program coordinators are physical education specialty but 7(43.5%) of them said that the coordinators are not physical education specialty. As to them facilitators are not physical education background .In the same table, in item 3, 15(93%) of the target population disagree and strongly disagree with item says zonal education department always organize workshops and seminars to update the program .However 2(12.5%)of population said that they prepares workshops and seminars related with intramural and extramural sport program .

As the respondent 14(87.25%) ,physical education teachers and school principal have awareness in sport management but 2(12.5%) of the target population said that they don't have knowledge's about sport management .

Regarding time, 10(62.5%) of respondents disagree and strongly disagree that enough time is allocated for intramural and extramural sport program .In contrary, 4(25%) of the respondents said that the time allocated for the program is enough.

In the same table, the last item shows that the highest number 15(93.75%) believes that the policies on intramural and extramural sport program motivate towards improvement. This shows that the polices on the intramural and extramural sport program is appropriate.

From the aforementioned analysis, it is possible to infer that the coordinators the sports are from physical education background, but there is no well organization among the coordinators and facilitators.

**Table 11,**Focus on the Facility and Equipments

The following rating scale question focus on the facility and equipment for intramural and extramural sport program .so, Please tick ( ) in the column that is most appropriate to you against each statement. Key. SA= strongly agree A = Agree U = undecided D = Disagree SD= strongly disagree

S/N0	Facilities and equipment for sports in school		SA	A	U	D	SD
1	Sport materials are provided to only few competition in the school	F	14	2	–	–	–
		%	87.5	12.5	–	–	–
2	Woredas education office provides enough and good facilities and equipment for intramural and extramural sports program	F		3	1	–	12
		%		18.75	6.25	–	75
3	Intra mural and extramural sports competitions are not organized in my school due to lack of facilities and equipment	F	8	6	–	1	1
		%	50	37.5	–	6.25	6.25
4	Intramural and extramural sport competition only involve athletics; volley ball and football in my school	F	14	2	–	–	–
		%	87.5	12.5	–	–	–
5	Facilities and equipment provided are substandard	F	–	2	1	4	9
		%	–	12.5	6.75	25	56.25
6	Intramural and extramural sport facilities and equipment distributed by the education offices do not reach preparatory schools in Hadiya zone	F	–	–	2	–	14
		%	–	–	12.5	–	87.5
7	Provision of intramural sports facilities and equipment is not the priority of school intramural and extramural sport program	F	9	2	4	1	–
		%	56.25	12.5	25	6.25	–

Regarding facility and equipment of sport, table 11, depicts the data in detail. In the table, almost all the respondents 14(87.5%) said that sport materials are provided to only a few competition in the school. Concerning the same issue, as to 12(75%) of the respondent explained that woredas education office don't provided enough facility and equipments for intramural and extramural sport program. However, 3(18.75%) of respondent said that the woredas education office provides enough facility and equipments. In item 3, 14(87.5%) of respondents also explained that intramural and extramural sport competition are not organized in the school due to the shortage of facility and equipment, but 2 (12.5%) of the respondents explained contrary idea with regard to particular sports, 16(100%) of the respondents perceive that intramural and extramural sport competition only involved athletics, volley ball, and foot ball in the school. In item 5 , 13(81.25%) of the respondent explained that the facility and equipment provided are not sufficient substandard .Moreover, most of the respondent 14(87.5%) give explanation that the sport facility and equipment distributed by the education office do not reach the school properly . As to 11(68.5%) of the respondents said that provision of intramural and extramural sport facility and equipments are not given priority in the school .In general ,from the above data and its details it is possible to concludes that there is shortages of fund provision and wise utilization of the budget of intramural and extramural sport program.

#### **4.5. Presentation, Analysis and Interpretation of Gathered Data through Observation**

In order to support the data gathered from the questionnaires, the researcher conducted observation, the observation focuses on presences or absence of the equipment and facility, play ground or adequate space for sport activities. The researcher used observations check list including YES or NO items.

Accordingly, the following results were obtained with regard to equipments, there is availability of the football, volleyball, and basketball in the schools but there are absences of in some schools. The same true for gymnastic materials: horizontal bar parallel bar and athletic material: shut put discus and javelin. In other words, there are no gymnastic and athletic materials in some of school.

Concerning playing ground of the intramural and extramural sport program, the researcher observed existences of volleyball court, basketball court, and foot ball field but not well organized and conducive for the program. In contrary, there are totally absences of tennis court, athletic track and gymnastic hall in the schools, but not all school.

About sport facility, bathroom, and station room are no present in all school, but in some school there is uniform that.

From this it is possible to infer that there is not enough and well organized play grounds or space and sufficient facility for intramural and extramural sport programs. (See **Appendix C**)

#### **4.6. Presentation, Analysis and Interpretation of Gathered Data through Interview from Teachers and Administrators**

- a. What are the sources of budget used for intramural and extramural sport program in your school? “Ok, we use different sources so as to improve intramural and extramural sport program. For instance, we collect money from people watching game or play .we use this money to improve the sport program in and out of the school. In addition, we divert some budgets provided by government to the support program. Moreover, we have another source of budget that is collect from learners at the beginning of schooling.”
- b. Is money released for sport sufficient for improvement of intramural and extramural sport program?“It is not sufficient .As I informed you, we use other sources mentioned above .Here, there are different kind of competition like athletics, football, and volleyball, etc. So, the fund released for these all is not enough.”
- c. Are facilities and equipments provided adequately? “No , due to shortage of finance , there is also , shortage of facility and equipment of sport program.
- d. Are specially trained sport coordinators appointed to handle intramural and extramural sport programs in the school?“No”
- e. What kind of problems do your schools encounter with regard to intramural and extramural sport program? “Shortage of finance, materials, coordination problem among school administrators and teachers, lack of awareness insufficient amount play ground for intramural and extramural sport program.----- etc . “
- f. What do you recommend to improve the intramural and extramural Sports program in School in your school? “School administrators and concerned body should focus the one problem I mentioned above.” From the above

explained of interview question, it is possible to infer that there is a different problem that hinders the implementation of both intramural and extramural sport program. These are financial problem, shortage of facility and equipment, problem related with coordination in the school, not sufficient of play ground, awareness problem -----etc

## **CHAPTER 5**

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

#### **5.1 Summary**

The study investigated the challenges of intramural and extramural sport programmes in Hadiya zones preparatory schools. Three components of sport development were investigated in the study. There were the funding, personnel and sport facilities and equipment

In general, from the findings the researcher Identified the following main Challenges:- Shortage of finance, Shortages of facility and equipment materials Shortage of qualified personnel in PE. A total of one hundred twenty six (116) respondents consisting of students, physical education teachers, and school principals were involved in the study. The study was made of five chapters. Chapter one gave the statement of the problem, the research question and. Chapter two consisted of the review of related literatures to the study.

The design of the research instrument and the mode of data collection for the study were given in chapter three. The chapters specify the population used for the study how the sampled population was taken from the entire population on which the study was based. The chapter also gave the structure of the instruments used in the data collection and the procedure for the statistical analysis of data. The analysis of the data and interpretation of the findings were presented in chapter four. The chapter is made up of the analysis of the variables relating to assessment of the challenges of intramural and extramural sport programme in Hadiya Zone preparatory schools.

## 5.2 Conclusion

The following conclusion can be drawn base on the result of the finding

- The shortage of funding impacted the Intramural and extramural sport program.
- Insufficient sports facilities and equipment for sport program in schools hindered the development of Intramural and extramural sport program.
- Shortage of qualified personnel in PE negatively affected the Intramural and extramural sport program.

### ➤ 5.3 Recommendations

To ensure and enhance the sound and effective organization and administration of intramural and extramural sport program in preparatory schools in Hadiya Zone, the following have been recommended:

- There should be adequate employment of qualified personnel to handle intramural and extramural sport programme in preparatory schools. This could be through the employment of trained persons, Sport participants or athletes and pupils with good skills can be trained on the basic skills, rules and regulations guiding such sports. The constant training of these persons can offset the inadequacy of personnel.
- Hadiya Zone preparatory schools should support financially to organize sporting program.
- Concerned body should assist in training personnel as well as help organize sports since the concerned body will also benefit from the process.
- Meeting and consultation should be organized regularly.
- Preparatory schools sport program should be encouraged and organized regularly.

- As a way of arousing, maintaining and sustaining interest in intramural and extramural recreational sports, it is recommended that the students be kept informed constantly about intramural and extramural sport program activities through: a. Notice boards in the school b. student conference and meeting c. Students' seminar
- Wealthy individuals and sports enthusiasts can be approached to build sports facilities and provide equipment.
- Students should be encouraged to train with people from the community to assist the students to learn basic skills. Further studies or research should be conducted on the need for cooperation between preparatory schools and the Zonal Sports Commission on the staging of intramural and extramural sports program in Zone.

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**Table 2:** Presence of Intramural and Extramural Activities student questionnaire

No	Item	Response	
		Yes	No
1	Are there intramural and extramural sport programs (activity) inside and outside the school?		
2.	Intramural and extramural sport programs (activities) are implemented inside and outside the schools?		

**Table 2:** Challenges of the Intramural and Extramural Sport Program student questionnaire

No	Item	Response	
		Yes	No
3	Is there sufficient play ground for the intramural sport (program) inside the school?		
4	Is there reward for the competition of intramural and extramural sport program?		
5	There is availability of equipments that is helpful for the sport program?		
6	The school administrators have smooth relationships with the head of intramural and extramural sport program?		
7	The club committed to presents the intramural and extramural sport program (activity) annual plan on time to the student?		

**Table 4:** Organizational Patterns of Intramural and Extramural Sport Program student questionnaire

No	Item	Response	
		Yes	No
8	There is availability of leaders (board or council) for the intramural and extramural sport program?		
9	The information about the competition was disseminated:	A. Through mini media	
		B. On the notice board	
		C. Both through mini media and notice board	
10	The interest to be the member of the intramural and extramural sport program club is	A. High	
		B. Medium	
		C. Low	

APPENDIX B

**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES DEPARTMENT OF SPORT**  
**SCIENCE**

Survey questionnaire for teachers and school principals,

Dear Teacher/principal:

This questionnaire is prepared so as to collect data for educational research in sport science. So, your genuine response for each question has a great value in the success of this study. As a result, you are kindly requested to provide response to each question.

Please, do not write your name on the questionnaire. The information provided by you will be kept strictly confidential, and it will not be used to evaluate you in any means.

I am grateful for your collaboration.

Thank you very much!

**I. Teachers personal information** Please tick ( ) the column that is most applicable to you.

**Age:** 24-26 years [ ]

**Sex:** Male [ ] Female [ ]

27-29 years [ ]

**School name**

30 -32 years [ ]

Shone [ ] Wachamo [ ]

33 and above [ ]

Danama [ ] Ginbicho [ ]

**Years of experience**

1-10 years [ ] 11-20 years [ ] 21 years and above [ ]

**Qualification**

College diploma [ ] First degree [ ] Second degree [ ]

**Direction please responds to the following questions by making Tick appropriate choice applying to your school**

**Table 6: Presence of Intramural and Extramural Sport Program teacher and school principal**

No	Item	Options	Tick
1	Which of the following types of sports competitions do you have within your school?	A. Sport day championships	
		B. Inter class championships	
		C. Inter house championships	
2	Which of the following intramural and extramural sport program competition held in your school?	A. Gymnastic	
		B. Athletics	
		C. Football	
		D. Handball	
		E. Volleyball	
		F. Basketball	
		G. Table tennis	
3	In what competitions has your school participated in and outside the school?	A. National championships	
		B. Region championships	
		C. Zonal championships	
		D. Location Championships	
		E. Friendly	

**Table 7: Organizational Pattern of Intramural and Extramural Sport Program student and school principal**

No	Item	Options	Tick
4	Which of the following organizations have an influence on the day-to-day running of the intramural and extramural sport programs in your school?	A. Management Committee	
		B. Local Council	
		C. District Education Office	
		D. Staff meeting	
		E. Schools principals	
5	How regularly do you organize intramural and extramural program competition in your school? On:	A. A terminal basis	
		B. a half-yearly basis	
		C. a monthly basis	
		D. a yearly basis	

**Table 8: Challenges of Intramural and Extramural Sport Program from teacher and school principal**

No	Item	Options	
6	Which of the following public influences tend to encourage the spirit of intramural and extramural Sport program in your School?	A. Announcement board	
		B. Menimidia	
		C. Sports day	
		D. Force by woreda's Education Office	
		E. Encouragement by physical education teacher	

		F. Encouragement by school Principal	
<b>7</b>	Which intramural and extramural Sports program facilities does your school have?	A. Football field	
		B. Athletics Track	
		C. Volleyball court	
		D. Table tennis court	
		E. Handball courts	
		F. Gymnastics Hall	
		G. Basketball court	
<b>8</b>	What sports equipment, kits and uniforms are available in your school?	A. Football equipment	
		B. Athletics equipment	
		C. Basketball equipment	
		D. Handball equipment	
		E. Gymnastics equipment	
		F. Volleyball equipment	

**9. What are the main problem facing sport and games in your school?**

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**Table 9:** Financial Availability.

From question 1-7 Direction please responds to the following questions by making Tick appropriate choice applying to your school

Key. SA= strongly agree A = Agree U = undecided D = Disagree SD= strongly disagree

N0	Funding of Intramural and extramural Sports program	SA	A	U	D	SD
1	The worda's education office gives money for intramural and extramural sports but are not utilized by the respective school principal					
2	Money released for intramural and extramural sports are adequately and well used for improvements					
3	Funds intended for intramural and extramural sports are diverted for other purposes					
4	Preparatory schools spend additional money than what is budgeted for intramural and extramural sport programs					
5	The school collects fund to be used for intramural and extramural sport program					
6	Preparatory schools are given enough funds execute intramural and extramural sports program					
7	Funds are not sufficient for intramural and extramural sports program					

**Table 10:** Focus on Personal.

The following rating scale question focus on the personal of intramural and extramural sport program. Key. SA= strongly agree A = Agree U = undecided D = Disagree SD= strongly disagree

NO	Personal on the intramural and extramural sport program	SA	A	U	D	SD
1	Specially trained sport coordinators are appointed to handle intramural and extramural sports program in the school					
2	All intramural and extramural sport program coordinators are physical education specialists					
3	Zone education department always organizes workshops and seminars to update					
4	Physical education teachers and school principals have knowledge in sports management					
5	Enough time is allocated for intramural and extramural sports program participation in preparatory schools					
6	The policies on intramural and extramural sports program motivate to improve the game					

**Table 11:**Focus on the Facility and Equipments

The following rating scale question focus on the facility and equipment for intramural and extramural sport program .so, Please tick ( ) in the column that is most appropriate to you against each statement.. Key. SA= strongly agree A = Agree U = undecided D = Disagree SD= strongly disagree

S/N0	Facilities and equipment for sports in school	SA	A	U	D	SD
1	Sport materials are provided to only few competition in the school					
2	Woredas education office provides enough and good facilities and equipment for intramural and extramural sports program					
3	Intramural and extramural sports competitions are not organized in my school due to lack of facilities and equipment					
4	Intramural and extramural sport competition only involve athletics; volley ball and football in my school					
5	Facilities and equipment provided are substandard					
6	Intramural and extramural sport facilities and equipment distributed by the education offices do not reach preparatory schools in Hadiya zone					
7	Provision of intramural sports facilities and equipment is not the priority of school intramural and extramural sport program					

## APPENDIX C

### OBSERVATION CHECK LIST

School name \_\_\_\_\_ types of activity\_\_\_\_\_

Duration of activity \_\_\_\_\_ Date of  
observation\_\_\_\_\_

#### C. 1.Regarding with equipment Regarding with equipment

No.	Item one	Schools							
		Wacham		Sone		Danama		So ro	
		AS	PR	AS	PR	AS	PS	AS	PR
1	Equipment type								
1.1	Foot ball								
1.2	Volley ball								
1.3	Hand ball								
1.4	Basket ball								
1.5	Gymnastic material								
1.6	Athletic material								

### C.2.Regarding with Adequate Space for Physical Activity

No.	Item type two	Schools							
		shone		danama		Wacham		Soro	
2	Adequate space for physical activity	AS	PR	AS	PR	AS	PR	AS	PR
2.1	Volley ball court								
2.2	Hand ball court								
2.3	Athletics track								
2.4	Tennis table								
2.5	Gymnastic hall								
2.6	Basket ball court								
2.7	Football field								

### C.3. Regarding with Facility

No.	Item type three	Schools							
		Shone		Danama		Wachamo		Soro	
		A S	PR	AS	PR	A	PR	AS	P R
3	Facility								
3.1	Bathroom								
3.2	Station room								
3.3	Uniform								

## APPENDIX D

### INTERVIEW QUESTIONS FOR TEACHERS AND ADMINISTRATORS

1. What are the sources of budget used for intramural and extramural sport program in your school?
2. Is money released for sport sufficient for improvement of intramural and extramural sport program?
3. Are facilities and equipments provided adequately?
4. Are specially trained sport coordinators appointed to handle intramural and extramural sport programs in the school?
5. What kind of problems do your schools encounter with regard to intramural and extramural sport program?
6. What do you recommend to improve the intramural and extramural Sports program in School in your school?