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The role and implementation of intramural and extramural activities: A search for some selected Addis Ababa high and preparatory schools

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Abstract

The aim of this study was to assess the role and implementation of intramural and extramural activities in schools. Intramural and extramural programs offer an excellent opportunity for everyone to develop the techniques of games under highly trained specialists and provide a chance for wholesome recreation and the cultivation of hobbies. Besides this, the programs play a decisive role for the formation of athletes. The interest of students to participate in intramurals and extramural programs is very high. To properly conduct the program of intramural and extramural there was lack of equipment, facilities and finance in the schools, no planned time for the programs, lack of information about the aims and objectives of intramural and extramural programs, and so on. The departments of physical education found in the selected schools do not introduce the aims and objectives of the programs. The administrative organs of the schools are not strong enough or willing to arrange time, allocate budget and initiate students for the implementation of the programs. There are no intramural departments, councils or boards in the schools to organize and lead the programs.

Keywords: Intramural, extramural, sport, physical education

Introduction

Physical education, in its broadest sense, is any motor activity that helps an individual to develop and control his body. "Physical education contributed to the national cultures and also aids military defense." It helps the individual develop his organic power, neuromuscular skills, interest in his play and recreation. The fundamental purpose of physical education is to promote, through selected physical activities, the establishment and maintenance of competencies, attitudes, ideas and conditions which enable an individual to establish a pattern of living that provides satisfactory selfm expression and adjustment through individual accomplishment. Intramural and extramural program is also part and parcel of physical education. The goal of this program is to provide competition in games, sports and other physical activities for the rank-and-file of the student's body. The objectives of intramural and extramural activities are compatible with the overall objectives of physical education and also with those of education in general. (Bucher, 1967:580; 1971:206)

Research Design

To conduct this research a descriptive survey research method was used to conduct this study. A systematic random sampling technique is used to select the subjects of the study. In the process of conducting this research that is study on the role and implementation of intramural and extramural activities from the selected high and preparatory school male and female students were included as sample through random sampling method.

Sample & Sampling Technique

A systematic random sampling technique is used to select the subjects of the study. In the process of conducting this research that is study on the role and implementation of intramural and extramural activities from the selected high and preparatory school male and female students were included as sample through random sampling method.

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Data Collecting Instrument

Questionnaire survey was used to collect primary data. As the major data collecting closed – ended and open ended questionnaires were included for both female & male students. Both types of questionnaires were developed to be used in providing clear understanding to the Knowledge of sampled respondents related to the role and implementation of intramural and extramural activities.

Statistical analysis

Data were statistically analyzed using χ^2 analysis of the SPSS statistical package to determine whether any of the factors were related to the incidence of injury. In all cases, the null hypothesis was rejected when $p < 0.05$

Results

From the findings of questionnaires administered to students,

the interest of students to participate in intramurals and extramural programs is very high. But their interest to participate in the programs is negatively influenced by the school environment, i.e., there is lack of equipment, facilities and finance in the schools, no planned time for the programs, lack of information about the aims and objectives of intramural and extramural programs, and so on. The departments of physical education found in the selected schools do not introduce the aims and objectives of the programs. The administrative organs of the schools are not strong enough or willing to arrange time, allocate budget and initiate students for the implementation of the programs. There are no intramural departments, councils or boards in the schools to organize and lead the programs. Due to the above mentioned problems intramural and extramural programs are not carried out in the schools effectively.

Table 1: Respondent’s response whether or not the school carries out intramural activities.

Sex	Are intramural and extramural activities held in your school?		Total	P Value
	No	Yes		
Female	41	9	50	0.106
Male	34	16	50	
Total	75	25	100	

As shown in the above table, 75 % of the student respondents have replied that the schools did not carry out intramural activities. The rest, i.e., 25% respondents have responded that there is intramural program in the schools because the schools

have no adequate material and finance or budget to carryout intramural programs. This tells us that there are no effective intramural programs in the schools.

Table 2: Respondents’ response regarding the factors that affect the practicality of intramural and extramural activities.

Sex	What factors do you think that hinder the impracticality of the activities?				Total	P Value
	Material	Finance	Awareness	Students' Interest		
Female	7	15	12	16	50	0.153
Male	11	15	17	7	50	
Total	18	30	29	23	100	

Respondents were also asked their opinion about obstacles that hinder students from participating in intramural and extramural activities. On this issue, about 48% of them have replied that scarcity of materials, family problems, lack of finance and absence of motivation are factors that hinder students from participating in intramural and extramural activities and 23% of them replied that lack of interest and unfair selection of players are the major factors. The rest 29% of the respondents put lake of awareness as the key factors. When asked about the solutions to develop and sustain

intramural and extramural activities, most of the respondents suggested the following measures to be taken.

- Publicizing/ introducing the aims and objectives of the programs by publishing magazines and newsletters, and organizing special sports days.
- Allocating budget.
- Facilitating the acquisition of materials and equipment.
- Incorporating intramurals in the schools’ calendar or planning time.

Table 3: Respondents’ response on the role of intramural and extramural activities for the development of sport in our country.

Sex	Are intramural and extramural activities important for the cultivation of sports men and women?		Total	P Value
	No	yes		
Female	13	37	50	0.22
Male	8	42	50	
Total	21	79	100	

As Table 3 illustrates, 79% of the respondents have replied that intramural and extramural activities play a great role for the development of sport in our country and 21% of them said

that these activities have no role for the development of sport in our country.

Table 4: Respondents’ response if they get material and motivational support from the department of HPE.

Sex	Is there any support from the department of HPE and administration to conduct these activities?		Total	P Value
	No	Yes		
Female	46	4	50	0.017
Male	37	13	50	
Total	83	17	100	

As can be evident from Table 4, majority (83%) of them responded that there is no motivational as well as material support from the schools for the practical implementation of intramural activities. The rest 17% of them, however, replied that there is material and motivational support from schools and the department.

This shows that students participate in the program without any material support and also they will not get praise (motivation) in the form of certificates at the end of the program.

They were also asked their views as to the role physical education departments should play for the success of intramural activities. Most of the respondents expressed that physical education departments should take the leading role by preparing play grounds, allocating training hours, and motivating students to participate in intramural program.

This section discusses the important issues which were raised and the problems that hinder the development of intramural and extramural activities in schools. These issues are treated separately.

The Role of Intramural and Extramural Activities

Based on the results of this research, intramural and extramural activities are effective instruments for the cultivation of sportsmen and women. These programs also contribute to make students mentally conscious, physically fit, keep them healthy, improve their social relations, make them disciplined and exercise patience and help them to follow-up other subjects effectively. According to Bucher (1971:206) and as discussed in Chapter II, intramural and extramural activities contribute to the physical, mental, social and spiritual health of the individual. They contribute to physical health through participation in activity that affords healthful exercise. They contribute to spiritual health through practical applications of the 'golden rule', fair play, sportsmanship, and high standards of conduct. They contribute to social health through group participation and working towards the achievement of group goals.

Problems of Facility, Equipment and Finance

As the research result indicates, there are no adequate materials, equipment, facilities and finance in the success of intramural and extramural programs.

A basic premise for the development of intramural and extramural goals is that they must be established within the framework of factors that are essential for their accomplishment. It is impossible to carry out the intramural and extramural activities with inappropriate facilities, insufficient equipment, and in the absence of materials and finance. Voltmer (1979:349) suggests that the physical education instructional program should be financed from the school budget the same as any other academic subjects. The intramural and recreational program is considered to be an integral part of the educational program and should be supported from regular school funds.

Lack of Interest by Teachers

According to the teachers' questionnaire, the majority of teachers are not interested to participate in the intramural and extramural programs. Their attitude is influenced by the school environment and weakness of physical education departments. In other words the schools have no sufficient materials, play grounds, and budget to carry out these programs and physical education departments fail to introduce the aims and objectives of intramural and extramural activities

to teachers.

Obviously, interest for planning and leading the intramural and extramural programs is the most crucial factor. Similarly, interest of the teachers in general and that of physical education teachers in particular plays an important role for the improvement of various skills or develops the physical, mental and social aspects of the students which are the ultimate aims of physical education through various activities in the school program.

Unmet Interest of Students

The research result also shows that students are highly interested to participate in the intramural and extramural activities. As Walker [1973:90] suggests, the interest of students towards physical education should be given a great consideration. Another scholar, Frost [1988:154] on this issue suggests that students participate in the intramural and sport club activities for their own personal pleasure. Therefore, their participation is voluntary. With this through in mind, it is inevitable that students will have the opportunity to express their needs, interests and willingness to help in any possible way they may have a worthy leisure experience.

Failure in Planning Time For Intramurals

With regard to the feedback obtained from the students, the schools' administrations do not arrange time for intramural programs. It is apparent that planning time for intramurals has a tremendous impact upon its successful implementation. According to Means [1963:75], if intramurals are to be meaningful they must permit frequent participation and adequate time allotment must be arranged in some way.

Conclusion

Intramural and extramural activities in Addis Ababa schools are not implemented.

High and preparatory school students do not know the objective of intramural and extramural programs.

The interest of students to participate in intramurals and extramural programs is very high.

In order to implement the program of intramural and extramural activities there was lack of equipment, facilities and finance in the schools, no planned time for the programs lack of information about the aims and objectives of intramural and extramural programs, and so on. The departments of physical education found in the selected schools do not introduce the aims and objectives of the programs. The administrative organs of the schools are not strong enough or willing to arrange time, allocate budget and initiate students for the implementation of the programs. There are no intramural departments, councils or boards in the schools to organize and lead the programs. Due to the above mentioned problems intramural and extramural programs are not carried out in the schools effectively.

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