

ASSESSMENT OF ORGANISATION AND ADMINISTRATION OF STUDENTS' PARTICIPATION IN INTRAMURAL AND EXTRAMURAL SPORTS AS COMPONENTS OF PHYSICAL EDUCATION PROGRAMME FOR SKILLS ACQUISITION IN COMMAND SECONDARY SCHOOLS IN NIGERIA.

BY

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Abstract

This study investigated organisation and administration of students' participation in intramural and extramural sports components of physical education programme for skills acquisition in command secondary schools in Nigeria. The population for the study comprised all command secondary schools students with population of 53,294. A total of 381 samples were used for the study. This study employed survey research design in which ex-post facto research design was used to assess students' participation in intramural and extramural sports component of physical education programme for skill acquisition in command secondary schools. The instrument used for data collection was the self-developed questionnaire in which seven research questions and seven hypotheses were formulated to guide this study. A total of 381 copies of questionnaire were distributed to the respondents and 374 copies were retrieved while seven copies of the questionnaire were not retrieved due to the absence of the students in the schools. Descriptive statistics of frequencies and percentages were used to analyse the demographic characteristics of the respondents, while descriptive statistics of mean and standard deviation were used to answer the research questions, chi-square was used to analyse all the hypotheses at 0.05 alpha level of significance. This study concluded that students' participation in intramural and extramural sports component of physical education programme for skill acquisition in command secondary schools in Nigeria was significantly influenced by organisation and administration of competition. It was also recommended that command secondary schools should have standing committees for organisation and administration of intramural and extramural sports programme for skill acquisition among students.

Key words: *Intramural, Extramural, Skills acquisition, Organisation, Administration*

Introduction

Sports and Games programme 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 intramural 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 (Akintunde, 2016). 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 (Barnet, 2013). 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. Schools have a tradition of games after classes. Intramural programme 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 (Akintunde, 2016).

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 ((Annan, 2014). The leadership of sports captains keeps the sports programme going throughout the year. The lack of adequate facilities, which are also shared with Physical Education, is a common problem. Intramural and

extra-mural programme 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 extramural 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 (Barnet, 2013).

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 athletes' "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 (Barnet, 2013). 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 (Barnet, 2013). Competition organized by recognized international school sports federations are held periodically.

Organizing school Inter House sports competition is like organizing a Mini Olympic game. It is time to impress the parents and make them feel proud of their children's school. Remember some of them may be attending the Inter House sports event with their friends and neighbors'. It is probably your best opportunity to sell your school to the public...so plan to have an excellent event. go the extra mile to highlight all the laudable things your school have achieved and is known for. Your venue must be made as conducive enough in terms of security and a smooth playing ground for sporting activities. There is nothing wrong to use rented venue if your school doesn't have a good pitch. Well, Inter House sports event can also be seen as an opportunity to develop and upgrade your school sporting infrastructures. Organizing a school inter house sports competition takes four stages: Planning, Preparation, Execution and Post event. Arguably, planning is probably the most important stage. If your school management gets it right and follow their plan through, the Inter house sports competition will come out excellently well. If you are planning to stage an Inter House Sports Competition in your School, the first thing is to constitute a Local Organizing Committee (LOC). The LOC will be saddled with the organization and administration of the Inter House Sports, elect or select a self-motivating person to be the Chairman of the LOC. It gives the committee their terms of reference...

Statement of the Problem

The organization and administration of intramural and extramural sports programme for skill acquisition is important, there is the need for availability of well trained and qualified personnel. These personnel are to organize and supervise students' physical education programme for skill acquisition. The researcher observed that many of these schools seems to lack trained physical education specialists to teach physical education as well as plan and organize intramural and extramural sports programme for skill acquisition in these schools. This paper is therefore to assess students' participation in intramural and extramural sports components of physical education programme for skill acquisition in command secondary schools in Nigeria.

Purpose of the Study

The purpose of the study is to assess the organisation and administration of students' participation in intramural and extramural sports components of physical education programme for sports skills acquisition in command secondary schools in Nigeria. Therefore, the specific purpose of this study is to find out:

Whether organization and administration influences students' participation in intramural and extramural sports components of physical education programme for sports skills acquisition in command secondary schools in Nigeria?

Research Question

Does organization and administration influence students' participation in intramural and extramural sports components of physical education programme for sports skills acquisition in command secondary schools in Nigeria?

Hypothesis

Organization and administration of sports does not significantly influence students' participation in intramural and extramural sports components of physical education programme for sports skills acquisition in command secondary schools in Nigeria.

Methodology

This study employs a Survey Research design in which ex-post-facto research design was used to assess students' participation in intramural and extramural sports components of physical education programme for skills acquisition in command secondary schools in Nigeria. This research design is deemed appropriate largely because the phenomenon's are best implied from given target units. Also information collected using this design cannot be manipulated, and can be retrieved through questionnaire and most appropriately used to assess students' participation in intramural and extramural sports component of physical education programme for skill acquisition in command secondary schools in Nigeria. A sample size of 381 respondents was used for this study. The sample of the study was guided by Adam (2020) who opined that for a population of 53,294, that 381 is an adequate sample. The confidence level of 95% with a marginal error of 0.05 was used. A multi stage sampling procedure was used in this study. The instrument used in this study is a self-developed questionnaire. The questionnaire consisted of 7 main sections A - H. Section A is on personal information of the respondents, Section B contained questions on sports facilities, Section C contained questions on equipment, Section D contained questions on varieties of sporting activities, Section E contained questions on physical education personnel, Section F contained questions on students' interest, Section G contained questions on organization and administration of competition, while Section H contained questions on motivation, Five (5) levels Likert's scale rating was employed to score the respondents. The following numerical values were attached to each of the responses: Strongly Agree (SA) = 5, Agree (A) = 4, Undecided (U) = 3 Disagree (D) = 2, and Strongly Disagree (SD) = 1. In taking decision the decision mean of 3.5 was used. To further validate the instrument and establish its face and content validity, a pilot study was conducted using 63 respondents from Kano and Bauchi State command secondary schools. The result obtained from the reliability test showed that Cronbach Alpha Coefficient was 0.790 level of significance. The reliability coefficient therefore is considered adequate for the main study. The researcher and his research assistants distributed and retrieved the questionnaire within one week. In taking decision a fixed mean of 3.5 was used in answering the research questions while Chi-Square was used to analyze all the hypotheses at 0.05 alpha level of significance.

Results

Research Question: Does Organization and Administration of Competitions Influence the Student's Participation Intramural and Extramural Sports Components of Physical Education Programme for Skill Acquisition in Command Secondary Schools in Nigeria.

Table 1

Mean scores on organisation and administration of intramural and extramural sports components of Physical Education programme on students' participation for skills acquisition in command secondary schools in Nigeria

N	Items	SA	A	U	D	SD	Mean
1	My school lack proper organization and administration of intramural and extramural sports programme.	127	85	65	45	52	3.508
2	My school coach organize inter house sports etc. for students' participation in intramural and extramural sports programme.	114	89	71	49	51	3.444
3	My school leadership frequently organizes intramural and extramural sports programme for students' participation.	110	72	62	84	46	3.310
4	My school has never experienced well organized intramural and extramural sports activities for students' participation due to lack of time.	110	63	60	83	58	3.225
5	My school games masters organize yearly intramural and extramural sports programme as scheduled by the school.	104	107	78	22	63	3.447
6	My school lacks the experience in organizing intramural and extramural sports programme.	126	93	59	31	65	3.492
7	My school has never organized intramural and extramural sports programme due to inadequate sports equipment and facilities.	132	83	52	44	63	3.473
8	My school lack physical education personnel to organize intramural and extramural sports programme.	126	73	53	41	81	3.326
9	My school organize inter house in intramural and extramural sports programme for students' participation.	137	78	25	44	90	3.342
10	My school promotes inter school in intramural and extramural sports programme for students' participation.	173	50	21	31	99	3.447
S	Aggregate mean						3.41

Decision mean=3.50

Table 1 shows that the organization and administration of intramural and extramural sports components of Physical Education programme for skill acquisition for students' participation in command secondary schools in Nigeria is low. This is because the aggregate mean of 3.41 is less than the decision mean of 3.50 ($3.41 < 3.50$).

Ho: Organization and administration of sports does not significantly influence students' participation in intramural and extramural sports components of physical education programme for sports skills acquisition in command secondary schools in Nigeria.

Table 2

Chi-Square statistics on organization and administration of sports on students' participation in intramural and extramural sports component of Physical Education programme in Command Secondary Schools in Nigeria.

Variable	Number	X ² cal	X ² crit.	Df	P-Value	Decision
Proper organization And admin. Of competition students participation	374	333.96	55.758	36	0.000	Rejected

$$P = 0.000 < 0.05$$

The Table 2 shows the Chi-square analysis on the organization and administration of competitions has significant influence on student's participation in intramural and extramural sport component of Physical Education programme in command secondary schools in Nigeria. The reasons being that the calculated p value of 0.000 is lower than the 0.5 alpha level of significance and its Chi square calculated value of 333.96 is greater than the Chi square critical value of 55.758 at df 36. This clearly shows that students' participation in intramural and extramural sport component of Physical Education programme in command secondary schools in Nigeria is significantly influenced by the level of Proper organization and administration of competitions, , therefore the null hypothesis which state that Proper organization and administration of competitions does not significantly influence students' participation in intramural and extramural sport component of Physical Education programme in command secondary schools in Nigeria, is hereby rejected.

Discussions of Findings

Proper organization and administration of competitions has significant influence on student's participation in intramural and extramural sport component of Physical Education programme for skill acquisition in command secondary schools in Nigeria. This clearly shows that students participation in intramural and extramural sport programme in command secondary schools in Nigeria is significantly influenced by the proper organization and administration of competitions, this led to why the null hypothesis was rejected. Kabido (2014) who maintained that *Sports* and Games programme 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 intramural 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 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 (Barnet and Cote, 2013) 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. Schools have a tradition of games after classes. Intramural programme vary in organization and content. Teams may be organized on basis of grades, home room (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.

Conclusion

Based on the findings, Students' participation in intramural and extramural sports component of Physical Education programme for skill acquisition in command secondary schools in Nigeria is significantly influenced by the organization and administration of competition

Recommendation

On the basis of the conclusion, it was recommended that command secondary schools should have standing committees for the organization and administration of intramural and extramural sports programme for skill acquisition among students.

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