

A STUDY OF THE INTRAMURAL PARTICIPATION AND INTERESTS
OF 532 HIGH SCHOOL GIRLS ENROLLED IN PHYSICAL
EDUCATION CLASSES IN SIX HIGH SCHOOLS IN
PHOENIX, ARIZONA, DURING THE ACADEMIC
YEAR OF 1959-1960

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We hereby recommend that the thesis prepared under
our supervision by Lois Gann Krebs
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and Interests of 532 High School Girls Enrolled
in Physical Education Classes in Six High Schools
in Phoenix, Arizona, During the Academic Year of
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Master of Arts.

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CHAPTER I

INTRODUCTION

Recreation is becoming more important to the men, women, and children of the twentieth century because of an ever-increasing number of leisure hours brought about by the industrialization, mechanization, and modernization of the United States.¹ Each individual has a greater number of leisure hours than he had thirty, twenty, or even ten years ago. In addition to having more leisure hours during their active working years, people are retiring at a much earlier age, often coinciding with their prime of life, and, thereby, creating a need for participation in activities of a recreational nature. As a result of improved working conditions, raised standards of living, and increased medical knowledge, there is an expanding number of elderly people in our society today, and their need for recreation is equally as great as the recreational need of young men and women or children. People of all ages need knowledge and interest in leisure time activities in order to live a more satisfying life.

The recreational activities of the adult and the teenager are a problem of national interest. The high rate of

¹Louis E. Means, The Organization and Administration of Intramural Sports (2d ed.; St. Louis: The C. V. Mosby Co., 1952), p. 14.

crime and juvenile delinquency is one indication of the need for education in the "worthy use of leisure time," and the school is one of the natural places for this education to be provided. Almost every child remains in school through at least a portion, if not all, of his high school years. Since the majority of the recreational activities participated in throughout life usually stem from skills learned before adulthood, the school should assume the responsibility of helping the student fulfill his recreational needs by providing opportunities for him to learn skills which may be used in recreational activities and of furnishing him with an opportunity to use the skills he has learned.¹ Instructional periods are needed for the teaching of basic skills, followed by intramurals to provide a "laboratory" where the student can apply the techniques he has learned and develop additional skills in these activities. This does not remove all responsibility for teaching from the intramural program, for responsibility has not been fulfilled merely by organizing the students for play. To attain successful participation in recreational sports, the student should have an opportunity to learn the rules of the game and to achieve improvement in skill through practice.²

¹Ibid., p. 23.

²Bernice Moss, "Recreational Sports for Women," Journal of Health, Physical Education, and Recreation, Vol. IX (September, 1938), p. 432.

The human body needs physical exercise in order to develop and maintain good mental as well as physical health. Mental health is an ever-increasing problem in our lives today. Frustrations, tensions, and fears are only a few of the emotions which constantly need some form of release in order for the individual to maintain good mental health. Physical activity is one of the best sources known for alleviating these emotions.¹

Social development in our complex society has become increasingly important in the total education of each individual. Intramural activities provide an opportunity to develop leadership, followership, sportsmanship, group cooperation, social poise, and other important aspects of social development.² Intramural activities can provide an opportunity for participation in a wide variety of activities for the enjoyment of the participant without great stress on skill, thereby promoting recreational opportunities for the so called "average" person, who is interested in and likes sports, but does not desire or perhaps is not capable of perfection. Intramurals are one of the many channels through which the responsibility of education for leisure time can be assumed and fulfilled by the school. If the intramural program is to be of the greatest benefit and

¹Means, op. cit., p. 18.

²Charles A. Bucher, Administration of School Health and Physical Education Programs (St. Louis: The C. V. Mosby Co., 1955), p. 348.

contribute its utmost toward the worthy use of leisure time, there are, perhaps, some activities which should be included in all programs, but others should be determined by student interest and need. Most girls' intramural programs are closely related to the content of the class program in physical education, thereby providing a "workshop" or "laboratory" period in which to put into use the knowledge and skill learned during class.¹ However, student interest in intramurals will decrease rapidly and student participation, if it is not required, may become almost non-existent unless that is a challenging and interest-catching activity program. One of the major shortcomings of intramurals today is that lip-service is given to the need for developing a program which meets the recreational objective, but there is a failure in the initiation of a program to carry out this objective.² Pound states:

It has been pretty generally accepted in the United States that secondary schools must so educate pupils that they will be able to sustain successfully certain definite social relationships and the like; that they will be able to secure and maintain a condition of personal good health and physical fitness; that they will be able to use their leisure time in right ways; and, finally, that they may be able to engage in exploratory-vocational and vocational activities.³

To be successful and to be well-rounded, an intramural program

¹Ibid., p. 356.

²Means, op. cit., p. 22.

³Olivia Pound, Extra Curricular Activities of High School Girls (New York: A. S. Barnes and Co., Inc., 1931), p. 2.

can and should be supplemented according to student interest.¹ Although the foregoing statement is accepted as basically true, in practice this principle is often neglected with only the "traditional" activities offered year after year and with no evaluation of any changes in student interest other than noting that participation may vary from year to year and from activity to activity.

The personality, leadership, and foresightedness of the intramural program sponsor is an important factor in the development of a well-organized, interest-catching, and successful intramural program.² The intramural sponsor should be aware of the ever-changing interests of the students in her particular school and should always strive to satisfy these interests in the best and most efficient way possible according to the facilities and equipment available. In order to stimulate participation in the intramural program, the interests of the students must be one of the basic considerations. Following the "road of least resistance" without any attempt to innovate changes in program content to meet the interests of the students not only blocks progress in the direction of enriching the student's life, but also prevents the fulfillment of one of the stated objectives of education, namely, "worthy use of leisure time."³

¹Bucher, op. cit., p. 356.

²Means, op. cit., p. 131.

³Ibid., p. 13.

One indication of the interest of students is evidenced by their participation in the intramural program. However, this does not present the complete picture. Is there not some way of knowing the reason or reasons why the student participates or why more students do not participate in the intramural program? There must be some reason or reasons for students not participating in the intramural program when they have indicated an interest in sports activities by enrolling in physical education classes. It is the belief of the investigator that it may be possible to increase the participation of students in the intramural program by learning why some students participate, why others do not participate, what degrees of interest the students profess for activities, and if there is a limitation in the content of the activity program that results in non-participation. It may be possible to obtain this information through careful consideration of the student's view of intramurals and the interests of students in recreational activities. The investigator of the present study has assembled this information for the high schools in Phoenix, Arizona, in an effort to help improve their intramural programs and to furnish a possible insight into other similar intramural programs.

Statement of the Problem

This thesis was undertaken to study the intramural participation and interests of the 532 girls enrolled in

physical education in the six high schools in Phoenix, Arizona, during the academic year of 1959-1960.

Purpose of the Study

The investigator determined, from a questionnaire in the form of a checklist completed by high school girls enrolled in physical education classes in Phoenix, Arizona, during the academic year of 1959-1960, the percentages of the 532 students who have participated in the intramural programs and the activities in which they most frequently participated; the reasons indicated for participating or not participating in the intramural activities; the degree of interest indicated in activities included and activities not included in the intramural program; and which of the activities not included in the intramural program were most often preferred by the students. She further determined, from a questionnaire completed by the sponsors of the intramural programs, some of the current practices concerned with the administration of the intramural programs. The investigator also proposed to make any necessary recommendations for the improvement of the intramural programs in six high schools in Phoenix, Arizona.

Limitations of the Study

Certain restrictions were imposed upon the study so that it would remain within a practical scope and still contain an adequate sampling. The study was limited to a sampling of

532 girls enrolled in physical education classes in six high schools in Phoenix, Arizona, during the academic year of 1959-1960; to information received from a questionnaire in the form of a checklist which was completed by approximately 100 girls from each high school and including freshmen, sophomores, juniors, and seniors; and to the information secured from the intramural sponsors by means of a questionnaire concerning the administration of the 1959-1960 intramural program.

Definition of Terms

The investigator deemed it necessary to define certain terms within the study to prevent different interpretations of these terms by the students completing the questionnaire. The terms defined were:

Participant: A player in any intramural activity. (Officials are not considered participants.)

Intramurals: These recreational sports activities concluded with tournament competition among student groups which are sponsored by the physical education department. These activities do not include the physical education class or groups such as dance, badminton, and tennis clubs.

Summary

Recreation is a vital part of our present-day life and the need for recreation is evidenced by the ever-increasing number of leisure hours available to each individual. One of the channels through which the schools can help fulfill their educational objective, "worthy use of leisure time," is through their intramural program. A successful intramural program should be based on more than "traditional" activities, and constant evaluation should be promoted to take into consideration the ever-changing interests and needs of students. The quantity of student participation is one technique for the evaluation of the success of the intramural program but should not be depended on as the sole method. Lack of participation merely indicates the need for revising the intramural program and does not offer a basis for the solution to needed changes in the program of activities.

Believing that certain information was necessary for evaluating and improving the intramural programs of the high schools in Phoenix, Arizona, the investigator gathered this data. The investigator determined the percentages of the 532 students participating in the intramural programs and the activities in which they most frequently participated; the reasons indicated for participating or not participating; the degree of interest indicated in the activities included and the activities not included in the intramural program;

and those activities they would most prefer to have included in the intramural program. To aid in the interpretation of the information received from the students, the intramural sponsors supplied data concerning some of the current practices and the administration of the intramural program of each school. The present study was limited to the information received from 532 questionnaires distributed among approximately 100 freshmen, sophomores, juniors, and seniors in each school; to information received from 532 girls enrolled in physical education classes in six high schools in Phoenix, Arizona; and to information received from the intramural sponsors concerning the administration of the intramural program of each school during the academic year of 1959-1960.

Chapter II presents a review of related literature.

CHAPTER II

REVIEW OF RELATED LITERATURE

According to Williams and Brownell, the purposes of intramurals are "to promote leisure education, to enrich social competence, to develop group loyalties, and to provide healthful exercise."¹ Because of the lack of stress upon the development of a high degree of skill which is needed in the athletic program for interschool competition, intramurals can emphasize the learning of skills in a variety of sports and games to provide for physical activity in the present and for the future. Each student needs an opportunity for social development through group activities, and, under good leadership, intramurals may help the student build desirable characteristics such as good sportsmanship, ability to cooperate and "get along" with a group, and independence. A student is motivated to greater accomplishments when he identifies himself with a group or to a cause within a group.² The athletic teams, of necessity restrict this opportunity for social development to a select few, while intramurals provide an

¹Jesse Feiring Williams and Clifford Lee Brownell, The Administration of Health Education and Physical Education (4th ed.; Philadelphia: W. B. Saunders Co., 1953), p. 194.

²Ibid.

opportunity for this enriching experience for any and all who participate. Lastly, the intramural program of activities provides exercise, a vital part of healthful living. Intramural activities are not only of immediate interest to the student, but may include those in which he will desire participation throughout life.¹

In their earliest form, intramural athletics differed greatly from the present day program. Intramurals were initiated in the colleges, but prior to the 1920's most of the growth in the intramural program was incidental because of the concern for the varsity athletics rather than a concern for the needs of the "average" student. The high schools introduced their intra-school activities about 1925, but it was not until the 1930's that they abandoned the form of program originated in and by the colleges and began to develop a pattern of intramural activities designed to fulfill their own objectives.

College intramurals for men originated and developed from a desire for sports' participation and competition among students not highly skilled or qualified for varsity team membership. According to Means:

As early as 1859 the undergraduates of Yale University were divided into a dozen intramural boating clubs for competitive purposes. . . . Baseball games of intramural nature are recorded as early as 1865 at Princeton, followed closely by Amherst, Williams, and Yale.²

¹Ibid.

²Means, op. cit., p. 10.

Slowly, competition among freshmen and sophomore classes evolved into competition for all four classes of freshmen, sophomores, juniors, and seniors. Class committees were formed to plan the intramural sports' competition which led to championships. Originally the administration opposed the development and growth of intramurals and attempted to eliminate this form of student activity.¹ However, in spite of the opposition and lack of assistance from the administration, the interest and desire of the students were sufficiently strong to support the development and continuation of competitive activities in the form of intramurals.

Student control of intramurals soon became too involved and unwieldy, thereby creating a need for control from a more central authority. With the assistance, direction, and supervision from a faculty member of the physical education department, Athletic Associations were formed to perform the administrative duties essential to the operation of an intramural program of activities. This movement toward a unified system began in the early 1900's and was important for several reasons:

It permitted the associations direct control over their own fields, equipment, and showers, which under the previous system had been loaned temporarily to the various organizations wishing to use them. This control meant that fields and courts were assigned impartially and without confusion; that the games were better supervised; and, furthermore, that responsibility for loss of, or damage to, equipment could be easily traced.²

¹Ibid., p. 10.

²Elmer D. Mitchell, Intramural Sports (New York: A. S. Barnes and Co., 1939), p. 7.

This movement toward unification was an acknowledgment by the administration that intramurals had a place in the athletic program. Although intramural activities emphasized the ideal of fun and benefits for the masses and were more favorably accepted by the public than varsity athletics, it was hoped that they would provide a source of discovery and development of varsity athletes.

Even before the development of women's competitive activities, recreational activities in the form of clubs were popular among college women. Tennis and basketball introduced the novelty of intra-school competition for women during the latter 1800's, and tournament play in these sports commenced after 1890.¹ The early tennis competition was mainly inter-class but later included some intercollegiate play, and both forms of tennis competition required herculean endurance and stamina because of the lack of any restrictions as to the number of games or matches to be played within a day. The first intercollegiate play in basketball was not a game displaying skill and strategy, but rather was a rough and tumble scramble from start to finish.² Athletic Associations for girls and women evolved as a result of the initiation of competition plus the expanding interest of women for participation in sports, and the Athletic Associations were established for the primary purpose of providing direction and

¹Dorothy Ainsworth, The History of Physical Education in Colleges for Women (New York: A. S. Barnes and Co., 1930), p. 76.

²Ibid., p. 86.

control of college athletic competition for women. The first Athletic Association was founded in 1891 at Bryn Mawr and was the responsibility of the department of physical education. The majority of the colleges followed this practice, but a few college Athletic Associations maintained control of the sports' competition as an independent unit and separate from the department of physical education.¹ The stress on inter-collegiate competition was strong during the early years of competition for women, but this emphasis was soon replaced by the formation of an intramural program in the twelve colleges for women as reported by Ainsworth.

When Barnard organized its own department of physical education interclass, rather than intercollegiate, sport was so stressed that by 1926 intercollegiate games were entirely replaced by intramural competition.²

At Goucher, Mount Holyoke, Rockford, Smith, Wells and Wellesley the competition was intramural. The other six colleges also had strong intramural programs as well as outside games. Intramural competition often consisted of tournaments in which as many teams as possible competed.³

"The increased interest of students in swimming, tennis, riding, outing activities, camp craft, archery and dancing . . ."⁴ as activities in which the improvement of skill was the main purpose of participation rather than a desire for competition

¹Ibid., pp. 76, 80.

²Ibid., p. 85.

³Ibid., p. 86.

⁴Ibid.

indicated that there may have been too much stress placed on competition in the early 1900's.

Awards were introduced, seemingly as a means of recognizing contributions to athletics or as recognition of athletic ability in competition. The awards actually had little athletic significance at first because there were no regulations or qualifications to restrict the wearing of numerals and letters. Eventually the Athletic Associations presented awards to those individuals who earned them through some achievement in athletics.¹ This practice apparently placed emphasis on the significance of the award and, thereby, served as a technique of promoting interest in athletics.

A system of earning points in order to merit an award for participation in sports was adopted by Elmira, Goucher, Mount Holyoke, Rockford, and Wells. Because of the belief that the interest of the students would lie in the attainment of an award rather than in participation in the activity, Barnard, Bryn Mawr, Mills, Radcliffe, Smith, Vassar, and Wellesley did not adopt a point system.²

The intramural program broadened its scope from the original program so that by the 1920's we find that:

. . . all types of activities have been sponsored by the associations and the aim has been to find a sport or other activity for each student rather than to limit the number of students in order to gain a

¹Ibid., p. 89.

²Ibid., p. 91.

winning team. At the same time standards of health and general physical efficiency and the enjoyment of participation in sports was stressed rather than the promotion of sports for the most skilled.¹

Because of the past opposition of interscholastic and intercollegiate athletics for girls and women, emphasis was placed on intramurals as a suitable program of activity for girls and women. Standards were formed in athletics for girls and women, as revealed by:

The establishment in 1932 of the National Section on Women's Athletics in the American Physical Education Association, [now the American Association for Health, Physical Education, and Recreation] also focused attention on proper promotion of women's programs and has been a potent factor in the development of standards; advocating a wide range of intramural activities.²

This organization, now known as the Division of Girls' and Women's Sports, has been and continues to be the recognized authority for the formulation and promotion of standards, policies, and approved practices in girls' and women's athletics.

One of the difficulties in initiating a girls' intramural program has been the necessity of a struggle of the director's of girls' programs with the director's of boys' programs for equal use of facilities in the school. For many years the boys have had free rein in the use of facilities because of the extensive development of the athletic program for boys. Perhaps, too, the old belief that "the woman's

¹Ibid., p. 92.

²"Standards in Athletics for Girls and Women," Research Quarterly, Vol. VIII, No. 2 (May, 1937), p. 17.

place is in the home" was retained by many administrators. School administrators are beginning now to realize the importance of activities for girls and are offering assistance in providing for and insuring equality in the use of facilities and in the program of activities for boys and for girls. In some schools, separate facilities are being constructed in order that the girls may have access to the facilities necessary to conduct an adequate intramural program in addition to an adequate instructional physical education program.¹ The trend toward recognition of the need for and the establishment of a girls' intramural program has become nationwide as is evidenced by the fact that only a few high schools now have no provision for a girls' program.

The most recent trend is toward the development of a program of co-recreational activities.² Close cooperation between the boys' and girls' physical education departments is highly desirable if not essential in a co-recreational program so that the aims and objectives of such a program will be met and facilities will be used to the best possible advantage.

There are some who support the theory that intramural participation should be compulsory and should be conducted during school hours. However, most authorities confirm the

¹Means, op. cit., p. 240.

²Ibid., p. 278.

viewpoint that participation in intramurals should be a spontaneous and relaxing interval of recreational activity.¹ When participation in the intramural sports program is on a voluntary basis, the program must appeal to the girls and be an interesting and stimulating activity period if it is to continue. In 1935, Edgren conducted a study of the recreational interests and activities of 169 high school and junior college girls in Chicago, Illinois, and found that they indicated the greatest interest and participation in the team activities of basketball, softball, and volleyball and in the individual and dual activities of swimming, tennis, bicycling, table tennis, and roller skating.²

In 1941, Ratliff determined, by means of a survey, the recreational interests of 336 senior high school girls of Big Spring, Texas, and found that more of the girls desired physical activities for recreation than any other type of activity.³ Preparation for recreational activities that will be useful in adult life cannot be based on team sports alone. Ratliff's study revealed that girls between the ages of thirteen through fifteen years of age participated in team

¹Mitchell, Intramural Sports, p. 13.

²Harry D. Edgren, "The Interests and Participation of Boys and Girls in Out-of-School Recreation Activities," Research Quarterly, Vol. VIII, No. 3 (October, 1937), p. 59.

³Mildred Mitchell Ratliff, "A Survey of the Leisure Time Activities of the Senior High School Girls of Big Spring, Texas" (unpublished Master's thesis, Department of Health, Physical Education, and Recreation, North Texas State Teachers College, 1941), p. 33.

sports more than they participated in the individual sports, while girls between the ages of sixteen through eighteen participated more in the individual sports and in dancing than in the team sports.¹ This substantiates Wrenn's statement that the interest in team games declines at the senior high school age, and that young people's interest turns more to the individual and dual sports.² To provide for this interest, students should be given an opportunity to develop skill in such sports as swimming, archery, golf, table tennis, badminton, and tennis. The community of Big Spring, Texas, provided many recreational facilities, but the fees charged or the inadequate supervision and instruction prevented many of the girls from utilizing the community facilities, and in addition, the high school failed to provide instruction in the activities that the girls desired for leisure time participation.³

The "carry-over" value of team sports is relatively small as compared to that of the individual sports, and yet many of the current intramural programs in the schools stress or only provide the team sports with little or no emphasis upon the individual and dual activities. Wertheimer found that the majority of the college women at Texas State College for Women (now Texas Woman's University), did not participate

¹Ibid., p. 34.

²Gilbert C. Wrenn and D. L. Harley, Time on Their Hands (Washington, D.C.: American Council on Education, 1941), p. 72.

³Ratliff, op. cit., p. 33.

in intramural or interscholastic activities in high school and that the majority of the Texas high schools attended by these students offered team sports for intramural and interscholastic competition. Her study further revealed that most of those who participated in intramurals were girls who were enrolled in physical education classes.¹ This would seem to indicate that the major portion of recreational education in the area of sports stems from the instructional physical education program. High school students need the opportunity to:

. . . learn to play a variety of games--not to specialize in one sport. A moderate degree of skill in several activities is of more value in recreational life than a high degree of skill in one or two. Our programs must be enlarged constantly to include the individual and small team sports.²

The principal concern should be for the quality of the program rather than for the number of participants in the program. Moss indicates that the needs and interests of students are often neglected because of the stress placed on maximum participation and the attempt to discourage specialization in one or two sports. The goal of maximum participation

¹Betty Ann Wertheimer, "A Study of the Participation in Sports in High School by Students Enrolled in the Texas State College for Women at Denton, Texas" (unpublished Master's thesis, College of Health, Physical Education, and Recreation, Texas State College for Women, 1951) [now Texas Women's University], pp. 68-69, 128.

²Bernice Moss, "Recreational Sports for Women," Journal of Health, Physical Education, and Recreation, Vol. IX (September, 1938), p. 432.

is important in the sports program, but some degree of skill attainment is equally as important.¹ Some of the ways in which the quality of the program may be improved are: by giving instruction in the sport techniques, by using student leaders, by providing sports with "carry-over" value, and by unity with outing activities such as camping and hiking.² Sports which may be enjoyed at an unorganized level and which can be organized into competition in leagues or tournaments have the best "carry-over" values. There should be a balance, however, between the team sports and the individual sports offered in the intramural program. The present and future needs and interests of the student should be considered and the program developed around these needs and interests. Moss states:

The promotion of a sports program for girls should center around three problems: first, the training of girls and women in skills, techniques, understandings, and interests which will result in individual pleasure in and desire for participation; second, the provision of facilities; third, the organization of activities for successful conduct of a sports program.³

"A sensible sports program undoubtedly makes its contribution to a happier, more complete and more well-rounded life."⁴ There are many values that the student can attain

¹Ibid., p. 460.

²Mitchell, Intramural Sports, p. 17.

³Moss, op. cit., p. 432.

⁴Ibid.

through a well-established and well-conducted intramural program in which strong emphasis is not placed on the goal of winning. Recreation is assuming an ever-growing importance in our lives and the increasing number of leisure hours available to each individual is partially a result of the invention of time saving devices and the industrial progress to a short working week. The people of today face the necessity of making some provision for the use of their leisure hours, and participation in recreational activities should be accessible to all individuals regardless of their degree of skill in the activity. One of the numerous facets available to high school students for activity during leisure time is through participation in intramurals. In addition to providing an outlet for the use of leisure time, intramurals provide an opportunity to develop interest in activities which supply competition as well as providing an opportunity for development in the areas of group planning, teamwork, and cooperation. Friendship, good sportsmanship, and social development are just a few of the possible values which may be obtained by the student through participation in intramural activities and these should be the basis for the development of an intramural program.

To receive a feeling of unity and freedom within various groups, an individual should take part in the activities of these groups. Man is a gregarious creature and the

pressure exerted on him by society is tremendous. The importance of feeling "accepted" by one's peers cannot be stressed too strongly for anyone working with the teen-ager. Adolescents will go to great lengths in order to become "one of the gang," and participation in intramural activities provides one way of meeting this underlying need.

The anti-social girl can often be reached by developing in her an interest in some student club. The indifferent, the backward, and the timid frequently will be held in school through extra curricular activities and by means of these be induced to carry on class work with success.¹

Democratic living becomes a practical and personally applicable way of life in the intramural program of activities since, like any form of recreation, the participant is not active through force, but rather from a desire to participate, to have fun, to relax, and to be with a group possessing similar interests.²

In the informality of play, the student often finds an outlet for expressing herself freely without regard to imposed and artificial barriers and, thereby, gives the teacher an opportunity to know and understand her as an individual. The friendly relationships which develop as a result of the informality between teachers and students during participation in an intramural program may lead to opportunities for counseling, for the most effective guidance comes

¹Pound, op. cit., p. 4.

²Bucher, op. cit., p. 348.

when the teacher thoroughly understands the student. The student is much more apt to follow the counseling of someone she knows and respects and who has shown a personal interest in her.

Intramural participation is not meant to be a panacea for the wise use of leisure time and for meeting the physical, social, and emotional needs of students. However, a well-organized program directed by a well-trained and vitally interested intramural sponsor can contribute greatly to the present and the future well-being of the youth of our nation by helping him learn how to use his leisure time wisely.

Summary

The major purposes of an intramural sports' program are "to promote leisure education, to enrich social competence, to develop group loyalties, and to provide healthful exercise."¹ If these purposes are achieved, the individuals participating in the intramural sports' program are assisted in leading a richer, happier, and more enjoyable life in which a variety of leisure time activities will be enjoyed without great stress being placed on possession or achievement of a high degree of skill.

Opportunities for the development of those qualities such as cooperation with others, good sportsmanship, and

¹Williams and Brownell, op. cit., p. 194.

physical health are highly desirable and are available to all who participate in intramural activities.

Prior to the 1920's most growth in an intramural activities program for the "average" student was incidental because of the concern over varsity athletics. Slowly the students organized competition among their various groups in spite of the opposition from the administration of the schools, and student interest and participation in intramural activities grew steadily. Student control of intramural activities soon became impractical, thereby necessitating the development of Athletic Associations which were recognized by the school administration and which proved to be a satisfactory means of organizing and controlling the intramural programs.

Recreational activities among college women were popular before the development of competitive activities which began in the middle 1800's. Competitive intramural sports were under the control of the department of physical education or under an Athletic Association during the formative years of the intramural program, and tennis and basketball were the first sports in which the women competed.¹ Because of the lack of regulations and standards for competition, tennis was a game requiring tremendous endurance, and basketball was a rough and tumble game rather than a game of

¹Ainsworth, op. cit., p. 80.

skill and strategy.¹ By the middle 1920's, intramural competition had superceded the great emphasis placed on intercollegiate competition during the early 1900's.

Awards were introduced as a means of recognition of athletic ability or contributions to athletics, and gradually, through the development of standards for earning these awards, they became significant as an indication of the athletic achievement of the student and also became a tool for the promotion of participation in athletic activities.

The program of intramural activities for boys and girls in high schools began about 1925. The high school intramural program seemed to be a suitable answer to the problem of sports' competition for girls and women, and through the gradual establishment of athletic standards, a diversified program of intramural activities was developed.

Only a few high schools currently have no provision of sports' activities for girls even though the use of facilities has been a problem in the establishment of an adequate intramural program. School administrators are beginning to recognize the need of activities for girls and are promoting and insuring equality in the use of facilities by boys and girls. The trend toward the formation of a co-educational program of activities is becoming popular and will require close cooperation between the girls' and boys'

¹Ibid., p. 86.

departments of physical education if the aims and objectives of such a program are to be achieved.

Participation in intramurals should be on a voluntary basis if the program is to be very effective as a means of using leisure time. As girls mature, their interest changes from team sports to individual and dual sports, and this change in interests should be considered in the selection of the activities to be included in the intramural program.

The development of skill in several activities which will be useful for leisure time recreation throughout life is essential for the total education of students. Team sports provide opportunities for enjoyment and recreation by the high school student, but individual and dual sports should be included to provide for the development of skills in activities which will yield enjoyment and recreation in the future life of the student.

One should remember that the quality of the intramural program is more important than the number of participants and, although mass participation is important, the needs and interests of the students must not be sacrificed in order to achieve maximum participation. Skill and knowledge in a variety of activities has proved to be more important to the students than specialization in one or two activities, thereby decreasing the stress placed on highly skilled individuals trained for winning one activity.

A sensible sports' program for students makes an important contribution toward the attainment of the personal goals of a happy and rewarding life. Opportunities for the development of interest, skill, and knowledge in varied recreational activities and opportunities for the social development of the student are only a few of the values of an intramural program. Peer group acceptance is especially important to the adolescent and an intramural program can assist in the formation of important basic concepts in democratic living. Teacher-student counseling may arise from the informality and friendly relationships established during participation in recreational activities and may result in aiding the student to make necessary and desirable adjustments toward the achievement of a satisfying and productive life.

Chapter III includes a description of procedures followed by the investigator in the development of the present study.

CHAPTER III

PROCEDURES

The purpose of this study was to gain an insight into and an understanding of the intramural programs of the high schools of Phoenix, Arizona. The investigator determined the number of students participating in the intramural activities and the reasons they indicated for participating or not participating; the degrees of interest indicated for the activities included and for the activities not included in the intramural programs; the activities which were most preferred by the students but were not included in the intramural program; and made necessary recommendations for the improvement of the intramural programs studied.

The present study was limited to data received from questionnaires completed by 532 girls enrolled in physical education classes in six high schools of Phoenix, Arizona, during the academic year of 1959-1960. It was hoped that the study would include data from all seven high schools in Phoenix, Arizona, but one school was eliminated because of the small number of questionnaires completed and returned. The study was limited further to information received by means of a questionnaire completed by the intramural sponsor of each of the six high schools. Copies of both the

questionnaire for students and the questionnaire for intramural sponsors appear in the Appendix on pages 81-86.

As soon as permission to administer the questionnaires and an assurance of cooperation were received from the principals and from the chairmen of the physical education departments of each high school in Phoenix, Arizona, the present study was developed.

Sources of Data

Documentary and human sources of data were utilized in the completion of the present study. The information related to intramurals was assimilated from documentary sources found in pamphlets, periodicals, professional books, reports, and theses.

One of the human sources of data consisted of a committee of four experts selected from the faculty of the College of Health, Physical Education, and Recreation of Texas Woman's University, Denton, Texas, for assistance in the construction and evaluation of the questionnaires to secure the data in the present study. Another human source of data aiding in the evaluation of the questionnaires was a group of twelve high school students and the physical education teacher of Denton High School, Denton, Texas. They helped establish the revalidity of the questionnaires by completing a trial questionnaire before the final revision was made. The final source of human data consisted of a

selected group of 532 girls enrolled in six high schools in Phoenix, Arizona, and the intramural sponsor of each high school. They were the respondents to the questionnaires which were administered by the chairman of the physical education department of each high school in Phoenix, Arizona.

Method of Collecting Data

The investigator selected the questionnaire as the device for obtaining the data for the present study because it was the best means for assimilating the necessary information. The questionnaire made it possible to procure a large number of responses within a limited period of time. Distance was another deciding factor in the selection of the questionnaire in that it would have been both expensive and difficult for the investigator to obtain the data through personal interviews.

There is much adverse criticism directed toward the value of the questionnaire as a device in conducting research. Although some disadvantages are frequently credited to the questionnaire, it may still be used as a reliable and valid instrument in the collection of data if it is properly constructed and distributed. Smith indicates that the criticisms of the questionnaire ". . . are not inherent in the methods, only in the use of it, and therefore they can be overcome."¹

¹Henry Lester Smith, Educational Research, Principles and Practices (Bloomington: Educational Publishers, 1944), p. 183.

In defense of the use of the questionnaire as a device in conducting research, Koos justifies its use in three statements:

1. To ascertain practice in some field of activity
2. To secure data for use in fundamental ways, not merely for compilation
3. To secure opinions, judgments, expressions or attitudes¹

The major fault seems to lie in the careless use of the questionnaire rather than in the questionnaire itself.

Construction and Administration of the Questionnaires

The construction of a questionnaire for the students to complete and one for the intramural sponsors to complete was achieved by following certain steps. After a careful study of the recommended criteria for the construction of a questionnaire, the investigator made every attempt to comply with the criteria of objectivity, reliability, and validity.

In order to increase the objectivity and ease of administration of the questionnaires, the student questionnaire and a portion of the intramural sponsor questionnaire were constructed in the form of a checklist. The remaining section of the intramural sponsor questionnaire required only a brief answer to complete the needed information. All questions were phrased clearly to prevent any misinterpretation

¹Leonard V. Koos, The Questionnaire in Education (New York: Macmillan Co., 1928), pp. 159-166.

and the questionnaires were made as comprehensive as was deemed necessary by the committee of experts.

Reliability was increased by arranging the items of the questionnaires in a logical sequence and by including specific directions for the completion of each part of the questionnaires. In addition, the respondents were assured that their identity and the identify of their school would not be revealed in the results of the present study.

To increase validity, terms which might have been interpreted in various ways were defined, easily understood terminology was employed, and only those items believed to be relevant to the study appeared in the final form of the questionnaires. The investigator also administered trial questionnaires before the final form of the questionnaires was mimeographed and distributed to the seven high schools in Phoenix, Arizona.

Following the completion of the questionnaires, they were submitted to the committee of four experts on the faculty of the College of Health, Physical Education, and Recreation of the Texas Woman's University, Denton, Texas. The committee of experts offered suggestions for increasing the clarity of directions and suggestions for decreasing the possibility of misinterpretation of the information desired from the questionnaires. Their suggestions resulted in some

revisions in the format and in the content of certain portions of the questionnaires.

The revised student questionnaire was administered to a group of twelve students of the Denton High School, Denton, Texas, and the revised intramural sponsor questionnaire was completed by the physical education teacher of the Denton High School, Denton, Texas, to determine the approximate length of time needed to complete the questionnaires, the clarity of directions, and the comprehensiveness of content. Four students of each educational classification of sophomore, junior, and senior were selected at random by the physical education teacher of the Denton High School, Denton, Texas, to complete the trial questionnaire for students. Freshman girls did not participate in the completion of the trial questionnaire as there were no freshmen enrolled in Denton High School, Denton, Texas. The respondents were asked to encircle any word or phrases they did not understand.

A study of the trial questionnaires indicated that no further revision of the content of the questionnaires was essential and that the final mimeographing of the questionnaires could proceed.

The student questionnaire was divided into five parts. The name of the school and the educational classification of freshman, sophomore, junior, or senior constituted the information requested in Part I. To prevent misinterpretation

of the definition of "intramurals" and "participant," Part II included the investigator's definition of these terms. Part III consisted of a checklist where the students could indicate the intramural activities in which they had participated and their three major reasons for participating in each of these activities. To make allowances for activities and reasons which may have been omitted from the checklist, the investigator provided spaces for the respondents to list any additional intramural activities in which they had participated and/or any reasons, other than those on the checklist, that they may have had for participating in the intramural activities. A checklist for the intramural activities in which the students did not participate and spaces to check their three major reasons for not participating in these activities appeared in Part IV. Spaces were provided for the students to list any activities which were included in their intramural program, but which may have been omitted from the checklist. In addition to the reasons presented in the checklist, provisions were made for the students to indicate other reasons that they may have had for not participating in the intramural activities. Part V contained a checklist to indicate the activities included in the intramural program and spaces to list any activities which were omitted from the checklist; the respondent's degree of interest (none, slight, moderate, or great) in both the

activities included and in the activities not included in the intramural program; and the three activities the respondents would like most to have added to their intramural programs.

The intramural sponsor's questionnaire was divided into two parts. Part I consisted of a checklist to indicate the approximate number of girls competing in each activity during the academic year of 1959-1960, the approximate number of weeks devoted to each activity, the basis for forming intramural teams, types of tournaments used, and sources from which officials were procured. Spaces were provided in which the sponsor could write additional intramural activities which, although omitted from the checklist, were offered in the intramural program. Part II was a combination of a checklist and a brief answer form to ascertain the relationships between the intramural and the physical education instructional programs; the organization of students for competition; the time of day and days of the week that the intramural program was conducted; and the types of tournaments other than "double elimination," "single elimination," or "round robin" which may have been used for intramural competition. The sponsors were given an opportunity to indicate their desire for a copy of each questionnaire and/or a summary of the results of the present study.

One hundred and twenty questionnaires were sent to each chairman of the girls' physical education department of

the seven high schools in Phoenix, Arizona, with a letter asking them to read the directions carefully and to administer the questionnaires to their students in the method described below in order to assure a random sampling.

From an alphabetical list of each of the educational classifications of freshmen, sophomores, juniors, and seniors enrolled in physical education, select every third student to complete the questionnaire. A total of thirty from each educational classification is needed.

If the above method of selection is impossible because of a small enrollment of students in physical education, select every other student from the alphabetical list of the classification in which there is a small enrollment until a total of thirty is acquired.

If this second method is also impossible because of a very small enrollment, select the first thirty names from an alphabetical list of the classification in which there is a small enrollment.

A total of 532 student questionnaires were completed in a satisfactory manner for use in the present study. As stated previously, one school was eliminated from the study because the investigator believed that the small number of questionnaires returned by that school would not present a true picture of their intramural program. The small return of questionnaires from the school may have been caused by the absence of a requirement in physical education and/or by the difficulty encountered in scheduling an intramural program during a double-session school day.

Treatment of Data

The investigator compiled the results of the 532 responses to the questionnaire for students on the tabulation forms constructed for recording the data received. The assimilated data were interpreted in accordance with the purposes of the present study and with the aid of the information received from the questionnaire completed by the sponsors of each of the intramural programs of the six high schools in Phoenix, Arizona. On the basis of the findings recommendations were made for the improvement of the intramural programs of the high schools in Phoenix, Arizona.

Summary, Conclusions, and Recommendations

The present study was summarized, conclusions related to the stated purposes of the study were drawn, and recommendations for further studies related to high school intramurals were made. A selected bibliography of the documentary sources used in the development of the present study was compiled and presented.

The analysis and interpretation of the findings of the present study are presented in Chapter IV.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF FINDINGS

The purpose of this study was to gain an insight into and an understanding of the intramural participation and interests of the girls enrolled in the six high schools in Phoenix, Arizona. The investigator determined the number of students participating in the intramural activities and the reasons they indicated for participating or not participating; the degrees of interest indicated for the activities included and for the activities not included in the intramural programs; the activities which were most preferred by the students but were not included in the intramural program; and made necessary recommendations for the improvement of the intramural programs studied.

The present study was limited to data received from questionnaires completed by 532 girls enrolled in physical education classes in six high schools of Phoenix, Arizona, during the academic year of 1959-1960 and to information received by means of a questionnaire completed by the intramural sponsor of each of the six high schools.

The report of the findings of the present study is divided into seven sections. An account of the percentages of students participating in intramural activities is included

in section one, and the reasons indicated for participation in intramural activities as well as the frequency with which these reasons occurred is reported in section two. Section three is devoted to the presentation of the frequency distribution of the reasons for not participating in intramural activities, while the degrees of interests in certain activities as indicated by the students are found in section four. The activities that the students would most like to have added to their intramural program are revealed in section five. The information, ascertained from the intramural sponsor questionnaires, concerning certain administrative practices in the conduction of the intramural programs is presented in section six. Section seven consists of the recommendations of the investigator for the improvement of the intramural programs of the six high schools in Phoenix, Arizona.

There are seven high schools in Phoenix, Arizona, and the investigator desired to include data from all of the schools in the report of the present study. An attempt was made to procure, from each high school, a total of 100 questionnaires equally distributed among the freshmen, sophomores, juniors, and seniors. However, since one of the schools, operating on a double session, had difficulty in scheduling an intramural program; and because only twenty-one student questionnaires were completed and returned from

that school, the investigator eliminated the school from the present study in the belief that this very limited information did not represent the true picture of the school's intramural program.

The number of questionnaires used in the final analysis of the data was sometimes less than the anticipated twenty-five from each educational classification because, with physical education on strictly an elective basis, the enrollment in some of the educational classifications was small and because of the necessity of eliminating some of the questionnaires which were completed incorrectly.

Data for the present study, as shown in Table 1, page 43, were ascertained from 148 freshmen, 148 sophomores, 136 juniors, and 100 seniors, representing a total of 532 students.

The seniors of Schools A, D, and E, and the juniors of School E returned considerably less than twenty-five useable questionnaires, and the seniors from school B returned five less than the desired number. However, from twenty-three to twenty-five questionnaires were completed, returned, and used from each of the other educational classifications of the six schools participating in the present study.

TABLE 1
NUMBER OF QUESTIONNAIRES USED IN COMPILING
THE DATA REPORTED IN THE PRESENT STUDY

Schools	Number of Questionnaires				
	Freshmen	Sophomores	Juniors	Seniors	Total
School A	25	23	24	5	77
School B	25	25	25	20	95
School C	25	25	25	25	100
School D	23	25	25	16	89
School E	25	25	14	9	73
School F	25	25	23	25	98
Total	148	148	136	100	532

Percentages of Students Participating
in Intramural Activities

The activities provided in the intramural programs varied within the six schools participating in the present study with the exception of badminton, basketball, softball, and volleyball which were offered in all six schools. Because all of the students did not have an opportunity to participate in some of the activities, the percentages of participation were compiled on the basis of how many of the students actually participated divided by the total number of the respondents provided with an opportunity to participate

in each activity.

Table 2, page 45, reveals that in the activities offered to the 532 respondents in the six schools participating in the present study, 34 percent of the students participated in volleyball, 31 percent of them participated in softball, 30 percent of them participated in basketball, and 24 percent of them participated in badminton.

Field hockey and tennis were offered in four schools with 24 percent and 17 percent, respectively, of the respondents from these schools indicating that they participated in these activities.

From 189 to 287 students, in either two or three schools, had an opportunity to participate in the activities of archery, golf, shuffleboard, soccer, and table tennis but with the exception of soccer, less than 10 percent of the students actually participated in any of these activities. Seventeen percent of the students participated in soccer. Of the 189 students having an opportunity to participate in golf, only three percent of them actually participated in the activity and this represents the smallest percentage of participation indicated in any of the activities included in the intramural programs of the high schools.

TABLE 2
PARTICIPATION OF STUDENTS IN INTRAMURAL ACTIVITIES

Activities	Number of Schools Represented	Students Having An Opportunity to Participate	Number of Students Participating	Percentages of Participa- tion*
Archery	3	287	26	9
Badminton	6	532	129	24
Basketball	6	532	162	30
Dance	1	73	7	9
Field Hockey	4	312	76	24
Golf	2	189	6	3
Shuffleboard	2	195	18	9
Soccer	3	257	45	17
Softball	6	532	167	31
Speed-a-way	1	98	33	33
Speedball	1	100	8	8
Table Tennis	2	195	16	8
Tennis	4	337	60	17
Trampoline	1	98	29	29
Tumbling and Gymnastics	1	95	8	8
Volleyball	6	532	186	34

*Percentages of participation are based on the number of students who did participate in each activity divided by the number of students who could have participated in each activity.

Although 33 percent of the students, having an opportunity to participate, actually participated in speed-a-way, and 29 percent of the students, having an opportunity to participate, actually participated in trampoline, these activities were only provided in the intramural program of one school. Dance, speedball, and tumbling and gymnastics were also included in the intramural program of only one school and were very low on the percentage scale of participation.

Student's Reasons for Participating in Intramural Activities

Fourteen reasons for participating in intramural activities were indicated by the students participating in the present study. Of the 532 students completing the questionnaires, the students participating in an intramural activity were to indicate the three major reasons for their participation in each activity. The frequency distribution of the reasons given by the students for participating in the intramural activities is shown in Table 3, pages 47-48.

TABLE 3

REASONS GIVEN BY STUDENTS FOR PARTICIPATING IN
THE ACTIVITIES OF THE INTRAMURAL PROGRAMS
OF SIX HIGH SCHOOLS IN PHOENIX, ARIZONA

	Activities					
	Archery	Badminton	Basketball	Dance	Field Hockey	Golf
Number of students represented	287	532	532	73	312	189
Number of participants	26	129	162	7	76	6
Reasons for participating:						
I have fun playing	22	103	125	4	70	4
I enjoy the competition	8	66	75	2	39	2
I want to increase my skill in the activity	16	66	59	5	20	2
I can play with my friends	5	25	44	2	21	2
I like to be a team member	6	28	57	2	31	2
I need the exercise	3	14	19	.	10	2
I want to earn a letter	6	20	21	2	13	.
I want to earn as many points as possible	6	18	22	1	6	.
I am skilled in the activity	2	9	11	.	4	.
I like the sponser	1	11	9	.	4	.
I like to be a team captain	.	2	13	.	1	.
My family encourages me to play	1	5	4	1	1	.
It is a reason for staying at school instead of going home	1	1	3	.	3	.
*I am the sports manager	.	.	.	.	1	.

*Reason not included in the original questionnaire.

"I have fun playing" was indicated 785 of the possible 976 times as being one of the major reasons given by the students for their participation in intramural activities and represents more than 80 percent of the possible responses. The next two most frequently indicated reasons and the number of times they were given were: "I enjoy the competition," 458 and "I want to increase my skill in the activity," 402. Less than 25 percent of the 976 possible responses were indicated for each of the other reasons listed.

"I can play with my friends" appeared 235 times as a reason why the students participated in intramural activities and was followed in frequency by "I like to be a team member," which was indicated 203 times as one of the major reasons the students professed for their participation in intramural activities.

The three reasons, "I need the exercise," "I want to earn a letter," and "I want to earn as many points as possible," were each indicated between 112 to 126 times, or between eleven and thirteen percent of the time. All other reasons for participation in intramural activities appeared more infrequently and represented less than ten percent of the possible responses.

Having fun was not the most popular reason given by the students for participating in dance and in tumbling and gymnastics. Increasing one's skill and having fun appeared

six times each as reasons given by eight students for participating in tumbling and gymnastics. Of the students given an opportunity to participate in dance, increasing one's skill was indicated five times, whereas having fun was evidenced four times as reasons for participating. Because of the small number of students participating in dance and in tumbling and gymnastics, the investigator realizes that the three major reasons given for participation in these activities might change if more students had an opportunity to participate.

The enjoyment of competition was the second most numerous reason given by students for participating in basketball, field hockey, softball, speed-a-way, speedball, table tennis, and volleyball. However, the enjoyment of competition appeared only one less time as a reason for participating in soccer than did increasing one's skill.

Increasing one's skill rated high in popularity as a reason for participating in archery, soccer, tennis, and trampoline, whereas increasing one's skill and the enjoyment of competition appeared equally as often as reasons for participating in badminton and shuffleboard.

Student's Reasons for Not Participating in Intramural Activities

Forty reasons for not participating in intramural activities were professed by the students participating in

the present study. For each activity in which the student did not participate, she was asked to indicate the three major reasons for her non-participation. The frequency distribution of reasons given by students for not participating in intramural activities is shown in Table 4, pages 52-55.

From the 2,519 times that it was possible for the students to indicate any single reason for not participating in the intramural activities, "I am needed at home," "I need the time to study," and "I would not have a way home if I stayed late after school," appeared 977, 965, and 724 times, respectively. These three major reasons for not participating in the intramural activities represented from twenty-eight to thirty-five percent of the possible responses.

"I do not enjoy playing," indicated 580 times, and "I know how but do not play very well," indicated 533 times, were also common reasons given by the respondents for not participating in intramural activities. The students indicated that "My friends do not play" and "I work after school" were two quite popular reasons why they did not participate in intramural activities, and these two reasons were given 449 and 414 times, respectively, which represents from sixteen to seventeen percent of the total number of times they could have been given.

TABLE 4

REASONS GIVEN BY STUDENTS FOR NOT PARTICIPATING
IN THE ACTIVITIES OF THE INTRAMURAL PROGRAMS
OF SIX HIGH SCHOOLS IN PHOENIX, ARIZONA

	Activities				
	Archery	Badminton	Basketball	Dance	Field Hockey
Number of students represented	287	532	532	73	312
Number of students not participating	228	356	326	47	43
Reasons for not participating:					
I am needed at home after school	84	132	122	21	74
I need the time to study	84	128	117	15	65
I would not have a way home if I stayed late after school	67	94	89	16	60
I do not enjoy playing	62	58	74	5	69
I know how but do not play very well	39	81	75	4	44
My friends do not play	45	55	58	8	31
I work after school	30	56	49	10	34
I do not know how to play	56	11	13	2	40
Another club of which I am a member meets at the same time	22	40	30	4	21
I would rather be with my boy friend	16	35	32	8	24
I would rather visit with my friends	13	32	29	3	17
The weather is either too hot or too cold	12	12	23	3	15
There are too many other activities*	9	10	12	.	.
I do not like competitive activities	10	9	7	1	5
I am not interested in sports*	4	11	12	6	6
It requires too much energy	3	9	11	1	18
I would not be able to play with my friends	3	6	7	1	2
I do not like to stay at school any longer than is necessary*	3	9	9	.	6
I do not like to "shower" at school	4	9	9	.	1
I do not like to get my hair "mussed"	1	8	8	2	5
I would rather watch T V	2	8	5	2	5
My family objects	2	4	6	1	3
I do not like the sponsor	4	3	4	.	1
I do not like the girls who play*	4	4	3	.	2
I do not participate for health reasons*	3	2	2	.	1

TABLE 4--Continued

Activities											
Golf	Shuffle-board	Soccer	Softball	Speed-a-way	Speedball	Table tennis	Tennis	Trampoline	Tumbling & Gymnastics	Volleyball	Total Reasons Given
189	195	257	532	98	100	195	337	98	95	532	
50	130	109	326	51	84	143	211	53	45	317	
62	42	33	117	4	34	50	74	4	8	116	977
71	60	26	116	5	47	53	55	2	4	117	965
48	29	25	91	5	21	30	63	4	3	89	724
41	34	17	61	5	27	39	32	4	4	48	580
21	24	21	64	2	12	27	52	4	9	54	533
30	25	17	51	3	15	18	30	4	5	55	449
21	17	21	49	4	9	19	35	3	6	50	414
28	13	14	6	8	5	19	21	4	8	3	282
15	11	7	31	1	8	14	22	2	3	33	263
14	5	12	31	.	4	5	21	.	1	29	237
10	7	6	35	1	4	9	19	.	3	26	214
14	5	8	23	1	5	4	16	1	1	22	165
8	9	4	12	1	6	13	2	1	2	11	102
6	5	2	13	.	5	7	6	1	1	9	87
4	4	1	10	.	4	4	5	.	.	12	83
2	1	.	11	.	4	2	6	.	1	12	81
2	4	2	9	1	1	4	6	1	3	10	62
2	2	1	8	.	2	2	6	.	.	10	60
3	.	.	4	1	3	4	3	1	.	8	54
2	4	3	8	.	1	1	6	.	.	6	53
2	2	2	7	.	.	1	5	.	.	6	46
.	1	1	4	1	1	1	2	1	1	6	35
2	2	.	3	.	5	2	1	.	.	4	31
4	1	2	3	.	1	.	2	.	.	2	28
1	1	.	2	2	1	1	1	1	.	2	27

TABLE 4--Continued

REASONS GIVEN BY STUDENTS FOR NOT PARTICIPATING
IN THE ACTIVITIES OF THE INTRAMURAL PROGRAMS
OF SIX HIGH SCHOOLS IN PHOENIX, ARIZONA

	Activities				
	Archery	Badminton	Basketball	Dance	Field Hockey
Number of students represented	287	532	532	73	312
Number of students not participating	228	356	326	47	43
Reasons for not participating:					
I do not like to "dress out" to play	1	4	5	.	3
I would rather do something else*	.	3	3	.	4
Sports are "unlady like"	.	.	5	.	2
I do not know the requirements for participating	2	1	2	1	2
I do not have time to play*	2	2	2	.	2
Freshmen can not participate*	.	.	.	.	16
I was not in school when the activity was offered*	.	1	2	.	2
I would get home too late*	.	2	2	.	2
I do not want to play after school*	.	1	1	.	.
I get enough exercise at home*	.	1	1	.	1
I am in class during intramurals*	.	1	.	.	1
My church objects	.	.	.	1	.
I can not stay after school*	.	1	.	.	.
My mother was ill*	.	.	.	.	.
It is dangerous to play*	1	.	.	.	.

*Reasons listed by students which were not listed on the original questionnaire.

The four reasons, "I do not know how to play,"

"Another club of which I am a member meets at the same time,"

"I would rather be with my boy friend," and "I would rather visit with my friends," appeared from 214 to 282 times and constituted a frequency of from eight to eleven percent of the total number of times that they could have been indicated as reasons why the students did not participate in intramural activities.

"The weather is either too hot or too cold" and

"There are too many other activities" were indicated 165 and 102 times, respectively, as the reasons why the students did not participate in the activities; and all other reasons for not participating in the intramural activities occurred less than three percent of the time.

In each activity, the students indicated that either "I am needed at home," or "I need the time to study," was the most frequent reason for their non-participation in the intramural activities. Being needed at home occurred most often as the reason indicated for not participating in badminton, basketball, dance, field hockey, soccer, softball, and tennis, and this reason was second in frequency in the activities of golf, shuffleboard, speedball, table tennis, and volleyball. However, "I am needed at home," and "I need the time to study," were indicated equally as often by the students as reasons for not participating in archery.

The most prominent reason for not participating in golf, shuffleboard, speedball, table tennis, and volleyball was needing the time to study, but in volleyball this reason was indicated only one more time than was the reason of being needed at home.

There was a wide distribution of reasons given with no outstanding reason indicated in the activities of speed-a-way, trampoline, and tumbling and gymnastics.

Degrees of Interest in Activities

Four degrees of interest in activities were obtained from the 532 students participating in the present study and Table 5, page 58, shows the results of this information.

Of the activities rated by the students completing the questionnaire, horseshoes, field hockey, fencing, soccer, and golf, in that order, were the activities the greatest number of students revealed as being of no interest to them. Horseshoes and fencing were not included in any of the intramural programs, while field hockey was available for participation by 312 students in four of the six schools; soccer was provided for participation by 257 students in three of the six schools; and golf was offered for participation to 189 students in two of the six schools.

TABLE 5
DEGREES OF INTEREST IN ACTIVITIES
INDICATED BY 532 STUDENTS

Activities	Number of Responses				
	No Interest	Slight Interest	Moderate Interest	Great Interest	No Response
Archery	104	152	137	110	29
Badminton	36	68	220	188	20
Basketball	90	95	171	151	25
Bowling	45	77	110	251	49
Dance*	8	5	8	12	.
Fencing	214	107	68	81	63
Field Hockey	233	113	75	65	46
Golf	168	122	111	76	55
Horseshoes	261	114	58	25	74
Roller Skating	72	84	133	181	62
Shuffleboard	153	155	110	43	71
Soccer	176	114	101	73	62
Softball	68	61	109	256	38
Speed-a-way*	18	12	31	26	.
Speedball*	46	25	9	6	.
Swimming	10	22	63	395	42
Table Tennis	78	114	165	111	64
Tennis	59	84	156	175	58
Trampoline*	110	20	29	31	.
Tumbling and Gymnastics	91	90	112	150	99
Volleyball	39	60	182	218	33

*Activities listed by the students in some schools in the spaces provided on the questionnaire for activities not listed.

The activities indicated by the largest number of students as being of slight interest to them and listed according to rank of frequency were: shuffleboard, archery, golf, and soccer. Shuffleboard was available for participation to 195 students in two of the six schools, archery was offered for participation to 287 students in three of the six schools, golf was provided for participation to 189 students in two of the six schools, and soccer was offered for participation to 257 students in three of the six schools.

More than 55 percent of the students participating in the present study indicated either no or only slight interest in fencing, field hockey, horseshoes, and shuffleboard. Of these four activities, field hockey and shuffleboard were the only activities included in some of the intramural programs.

Moderate interest was revealed most frequently in the activities of badminton, volleyball, basketball, and table tennis, in that order. Badminton, volleyball, and basketball were provided for participation to 532 students in all six of the schools, whereas table tennis was provided for participation to 195 students in only two of the six schools.

The largest number of students evidenced a great interest in the activities of swimming, softball, bowling, and volleyball, respectively. Swimming and bowling were not

available in any of the six schools, whereas softball and volleyball were provided for participation to 532 students in all six of the schools.

Of those respondents indicating their degree of interest in activities, 75 percent or more of them indicated either moderate or great interest in the activities of badminton, swimming, and volleyball. Swimming was the only one of these three activities not provided in the intramural program of any school, and all six schools provided opportunities for participation in badminton and volleyball.

Intramural Activity Additions Desired

The 532 respondents to the questionnaire used in the present study were given an opportunity to indicate the activities they most desired to have included in the intramural program to supplement those activities already provided. The number and percentages of the students desiring each activity not included in their intramural program appears on Table 6, page 61. The greatest percentages of the students, 70 percent and 57 percent, respectively, desired swimming and bowling, and these two activities were not included in any of the six programs surveyed in the present study. The respondents further indicated that 35 percent of them desired roller skating, which was not offered in any of the intramural programs, and 25 percent of them desired tumbling and gymnastics, which was offered in only one of the intramural

programs. Less than 16 percent of the students desired to have any of the other activities included in their intramural program.

TABLE 6

ACTIVITIES STUDENTS INDICATED THEY MOST DESIRED
TO HAVE ADDED TO THE INTRAMURAL PROGRAMS

Activities	Number of Students With No Opportunity to Participate	Number of Students Desiring the Activity	Percentages* of Students Desiring the Activity
Archery	245	26	11
Bowling	532	304	57
Dancing**	...	2	...
Fencing	532	90	15
Field Hockey	272	8	3
Golf	343	29	8
Horseback Riding**	...	31	...
Horseshoes	532	19	3
Ice Skating**	...	6	...
Judo**	...	1	...
Modern Dance**	...	1	...
Polo**	...	1	...
Roller Skating	532	187	35
Shuffleboard	335	22	6
Soccer	348	16	4
Swimming	532	375	70

TABLE 6--Continued

Activities	Number of Students with No Opportunity to Participate	Number of Students Desiring the Activity	Percentages* of Students Desiring the Activity
Table Tennis	337	31	9
Tennis	195	14	7
Track**	...	3	...
Tumbling and Gymnastics	437	112	25

*Percentages are based on the number of students desiring the activity divided by the number of students with no opportunity to participate in the activity.

**Activities listed by the students in addition to those included on the original questionnaire.

Administrative Practices for Conducting Intramural Programs

The investigator believed that certain information concerning the administrative practices of the intramural programs conducted during the academic year of 1959-1960 would be of value in the interpretation of the data received from the 532 students completing questionnaires for the present study.

In the six schools participating in the present study, approximately three to six weeks were devoted to each activity provided in the intramural program, and nearly all

programs were closely related to the instructional physical education program of activities. Archery, tennis, and trampoline in School F and field hockey and volleyball in School E were the only activities not coinciding with the instructional physical education program. Because of the large number of students participating in all the intramural activities provided in School F and the very small number of students participating in the intramural activities of School E, the investigator was unable to determine the effect of the intramural activities coinciding or not coinciding with the instructional physical education program of activities.

All of the intramural programs were conducted after the regular school day. This may have been the major cause of a small number of participants in most of the intramural activities since a large number of the students completing the questionnaire used in the present study indicated that their major reasons for not participating in the intramural activities were a result of being needed at home after school or the difficulty in arranging for transportation home if they stayed late after school. Three of the six schools provided intramural activities one day per week and one school had a large number of participants in all activities whereas the other two schools had a relatively small number of participants in all activities. The school providing intramural

activities two days per week also had a small number of participants in all intramural activities. Of the two schools providing intramural activities three days per week, one school had a small number of participants and one school had a large number of participants in their intramural activities. This would seem to indicate that the number of days per week the intramural activities were provided had little or no effect on the number of the students participating in the intramural activities.

With one exception, teams for intramural competition were formed from the instructional physical education periods. Two of the schools did not separate the freshmen, sophomores, juniors, and seniors for competition in activities, while the other four schools provided competition according to the student's educational classification. It may be of some significance that the two schools not forming intramural teams according to the educational classifications of freshmen, sophomores, juniors, and seniors also had the smallest number of participants in the activities provided in their intramural programs. These two schools were also the only schools using "round robin" tournaments instead of "elimination" type tournaments.

Five of the six schools used a combination of students and teachers as officials for competition, whereas one school indicated only students were used as officials. A smaller

number of students participated in the intramural program of the school using students only as officials than participated in the intramural programs of the schools using a combination of students and teachers as officials. The data seemed to indicate that the assistance of teachers as officials in the intramural program promoted greater student participation, but the investigator realized that a definite statement based on such limited information might not be valid.

Although the investigator had believed that the information concerning the administrative practices followed in the conduction of the intramural programs in the high schools would be of value in the interpretation of the data compiled from the student questionnaires, she was unable to make any definite associations from such limited information.

Recommendations for the Improvement of Intramural Programs

The recommendations for the improvement of the intramural programs of the high schools in Phoenix, Arizona, were based on the findings of the present study. The investigator hesitated to make many recommendations without further study, but she believed that, even though the data compiled in the present study was limited, certain recommendations were justifiable. The recommendations are:

1. A time other than after the regular school day should be provided for students to participate in intramural

activities.

2. Provisions should be made for students to participate in swimming, bowling, and roller skating.

3. The intramural program should not conflict with either clubs or other school activities.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Recreation has become a vital part of the life of the people living in the mid-twentieth century because of the greatly increased number of leisure hours available to them. Some recreational activities can be learned by participating in an intramural program. Providing an intramural program is one way that the school can partially fulfill its objective of education for the "worthy use of leisure time."

The major purposes of intramural sports are "to promote leisure education, to enrich social competence, to develop group loyalties, and to provide healthful exercise."¹ Intramurals for college men developed as a result of the interest of students in sports' competition. As the interests of the students expanded and as the number of the students participating in intramural activities increased, Athletic Associations were formed to organize and control the intramural program.

Competitive intramural activities for college women began in the middle 1800's and were either under the control

¹Williams and Brownell, op. cit., p. 194.

of the department of physical education or an Athletic Association. Prior to the establishment of regulations and standards for competition among college women by the National Section on Women's Athletics in the American Physical Education Association (now the Division of Girls' and Women's Sports in the American Association for Health, Physical Education, and Recreation), athletic contests for women demanded great physical stamina and endurance. By the middle 1920's, however, the development of skill became the main purpose for participation and superceded the desire for competition in the athletic activities for women.

Intramurals for high school students began about 1925, and seemed to provide a suitable solution to the problem of sports' competition for girls. In spite of having to overcome such problems as gaining recognition by the school administration and securing the use of facilities for the conduction of the program, only a few high schools currently have no provision for sports' activities for girls.

Opportunities for the development of interest, skill, and knowledge in varied recreational activities; social development; and teacher-student counseling are only a few of the values which may result from a diversified program of intramural activities. If these values are to be achieved, the program of intramural activities must provide opportunities for participation in both team sports and in individual and dual sports.

The review of literature, concerned with and related to intramural programs and presented in Chapter II, revealed no studies that were identical to the present study.

The present study was undertaken to gain an insight into and an understanding of the intramural participation and interests of girls enrolled in physical education in the high schools of Phoenix, Arizona, during the academic year of 1959-1960.

The purposes of this study were:

1. To determine the percentages of the 532 high school girls enrolled in physical education classes who participated in intramural activities.
2. To determine the intramural activities most frequently participated in by the high school girls during the academic year of 1959-1960.
3. To determine the reasons indicated by the 532 high school girls enrolled in physical education classes for participating or not participating in the intramural programs.
4. To determine the degrees of interest of the 532 high school girls for certain activities.
5. To determine the activities preferred by the 532 high schools but which were not included in the intramural programs.
6. To make, if necessary, recommendations for the improvement of the intramural programs in the six high schools

in Phoenix, Arizona.

The present study was limited to data received from questionnaires completed by 532 girls enrolled in physical education classes in six high schools in Phoenix, Arizona, during the academic year of 1959-1960 and to information received by means of a questionnaire completed by the intramural sponsor of each of the high schools.

Both documentary and human sources of data were utilized in the completion of the present study. The documentary sources included pamphlets, periodicals, professional books, reports, and theses. The human sources consisted of members of the faculty of the College of Health, Physical Education, and Recreation of Texas Woman's University, Denton, Texas; twelve students and the physical education teacher of Denton High School, Denton, Texas; the principals, the chairmen of the department of girls' physical education, and the sponsors of the girls' intramural program of the high schools in Phoenix, Arizona; and selected students enrolled in physical education in the high schools in Phoenix, Arizona.

The procedures followed in the development of the present study, as described in Chapter III, included: a thorough survey of literature related to intramural programs; permission to conduct the present study; determination of a method of selecting the respondents; construction and

administration of the questionnaires; tabulation and treatment of the data; summary and conclusions of the findings; recommendations for the improvement of the high school intramural programs of the schools in Phoenix, Arizona; and recommendations for further related studies.

A questionnaire was constructed to determine the intramural activities in which the high school students participated and their major reasons for participating or not participating, the degrees of interest they professed for certain activities, and the activities they most desired to have added to their intramural programs. A questionnaire for intramural sponsors was constructed to determine certain administrative practices concerning the conduction of the intramural program in each high school. Revisions, suggested by a committee of experts, were incorporated before the trial questionnaires were administered to a group of twelve students and one teacher to determine the clarity and length of time needed to complete the questionnaires. Minor changes were made and the questionnaires were mailed to the department of physical education chairmen of the high schools in Phoenix, Arizona, to be administered to approximately 100 students in each school and including freshmen, sophomores, juniors, and seniors.

The data from 532 student questionnaires and six intramural sponsor questionnaires were tabulated and analyzed.

and the findings were reported in Chapter IV. The significant findings were summarized; conclusions were drawn; and recommendations were made for further study.

Summary of Findings

The greatest percentages of the 532 students enrolled in six high schools in Phoenix, Arizona, participated in the intramural team sports of volleyball, softball, and basketball, respectively, and badminton was the most popular individual and dual activity in which the students participated. A large percentage of the students participated in the activities of speed-a-way and trampoline, but these activities were provided in only one school.

The most frequent reason indicated by the students for participating in intramural activities was "I have fun playing." "I enjoy the competition" was slightly more popular than "I want to increase my skill in the activity" as a major reason for participating in intramural activities. Those students indicating reasons for not participating in intramurals most often gave the reason "I am needed at home" as being the cause of their non-participation in intramural activities. This reason was followed closely by "I need the time to study," and the third most popular reason among the students for not participating in intramurals was "I would not have a way home if I stayed late after school."

The students were asked to indicate their degree of interest in both the activities included in their intramural program and in the activities listed on the questionnaire which were not included in their intramural program. The 532 students indicated the least interest in horseshoes and fencing while their greatest interest was in the activities of swimming, softball, bowling, and volleyball.

Fencing, field hockey, horseshoes, and shuffleboard were rated as being of no or only slight interest to more than 55 percent of the respondents, whereas more than 75 percent of the students professed either moderate or great interest in badminton, swimming, and volleyball.

Of the activities not provided in the intramural programs of the high schools, swimming, bowling, and roller skating, respectively, were most frequently indicated by the students as being the activities they would like to have added to their intramural program.

The questionnaire concerning the administrative practices followed in the conduction of the intramural programs in the six high schools participating in the present study, which were completed by the intramural sponsor of each school, showed that some administrative practices were apparently, but not definitely, significantly related to the number of students participating in the intramural activities.

The major reasons for not participating in intramural

activities seemed to indicate that more students might have participated if the intramural program were conducted at a time other than after the regular school day.

The two schools which did not form intramural teams according to the educational classifications of freshman, sophomore, junior, or senior, had fewer students participating in the intramural activities than did the schools forming teams according to the educational classifications. These two schools also conducted "round robin" tournaments, whereas the other schools conducted "elimination" tournaments.

The school using students only as officials had the smallest number of participants in the activities provided in the intramural program, which would seem to indicate that the use of teachers as officials for the intramural activities promoted greater participation among the students.

On the basis of the data obtained in the present study, the investigator believed that the intramural programs of the high schools in Phoenix, Arizona, could be improved by providing intramural activities at a time other than after the regular school day and by adding swimming, bowling, and roller skating to the intramural program.

Conclusions

The conclusions made by the investigator from the findings reported in the present study were:

1. A small percentage of students participated in intramural activities in the high schools in Phoenix, Arizona.

2. The students in the high schools in Phoenix, Arizona, participated most often in team sports.

3. Enjoyment of playing seemed to be the major reason for the participation of students in the intramural activities.

4. The indication that a large number of the students were needed at home after school seemed to be the major cause of the small percentage of participation in the intramural activities in the high schools in Phoenix, Arizona.

5. The students professed great interest in swimming, softball, bowling, and volleyball.

6. Most of the students professed either moderate or great interest in badminton, swimming, and volleyball.

7. The students professed no interest in horseshoes, field hockey, fencing, soccer, and golf.

8. More than half of the students professed either no or only slight interest in fencing, field hockey, horseshoes, and shuffleboard.

9. Swimming, bowling, and roller skating were most frequently desired by the students as activities they would like to have added to their intramural program.

Recommendations for Further Studies

The investigator recommends that further studies should be conducted to determine additional information concerning intramurals.

1. A study of the intramural participation and interests of 700 high school girls not enrolled in physical education classes in the seven high schools in Phoenix, Arizona.
2. A comparison of the reasons why students enrolled in physical education and students not enrolled in physical education do not participate in intramural activities.
3. A more comprehensive study of the effects of administrative practices on student participation in intramural activities.
4. A study of the recreational activities of girls after graduation from the high schools in Phoenix, Arizona.

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APPENDIX

INTRAMURAL CHECKLIST FOR HIGH SCHOOL GIRLS

The purpose of this checklist is to determine:

1. Your reasons for participating in intramurals
2. Your reasons for not participating in intramurals
3. Your degree of interest in certain activities
4. Activities you would like to have included in the intramural program

Because of the nature of this checklist, it will not be necessary for the investigator to know your name. It is VERY IMPORTANT that you consider the statements carefully and answer as TRUTHFULLY and as ACCURATELY as possible.

I. PLEASE SUPPLY THE FOLLOWING INFORMATION:

Name of School _____

Circle your classification: Freshman Sophomore Junior Senior

II. DEFINITION OF TERMS:

- A. Intramurals: Those recreational sports activities concluded with tournament competition among student groups which are sponsored by the physical education department. These activities DO NOT include the physical education class or groups such as dance, badminton, and tennis clubs.
- B. Participant: A player in any intramural activity. (Officials are NOT considered participants.)

First: Draw a line through all activities not included in your school's intramural program.

Third: On lines 2-15, check (✓) the THREE (3) major reasons why you have participated or definitely plan to participate in each activity which you checked on line 1. If there is any reason or reasons which are not listed, write them in the space provided under "Others" at the bottom of the page and check (✓) the activity or activities to which they apply.

[illegible]

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DIRECTIONS:

First: Draw a line through all activities not included in your school's intramural program.

Second: On line 1, check (✓) each intramural activity in which you have not participated or definitely DO NOT plan to participate during the 1959-1960 intramural program. If there are any activities in your school's intramural program which are not listed, write them under the "Others" column at the right of "Volleyball."

Third: On lines 2-25, check (✓) the THREE (3) major reasons why you have not participated or definitely do not plan to participate in each activity which you checked on line 1. If there is any reason or reasons which are not listed, write them in the space provided under "Others" at the bottom of the page and check (✓) the activity or activities to which they apply.

[illegible]

DIRECTIONS:

Please answer each question by writing a brief answer or by placing a check (✓) in the appropriate space.

- A. Which activities included in the intramural program are offered at a time of year which DOES NOT correspond with the instructional physical education program:

- B. If teams are formed according to educational classifications, (Fresh. Soph. Jr. Sr.) with whom do they compete?

With students of the same classification

With students of all classifications

Freshmen vs. sophomores

Juniors vs. seniors

Other: (please explain)

- C. When is the intramural program conducted?

Time of day _____

Days of week _____

- D. Are "single elimination," "double elimination," or "round robin" tournaments used for all intramural competition? YES _____ NO _____

If "NO" list the activity and the type of tournament used.

ACTIVITY

TYPE OF TOURNAMENT

If you wish to have a copy of this questionnaire, and/or the student questionnaire, and/or a summary of the results, the desired material will be sent to you on request.