A SURVEY OF INTRAMURAL SPORTS PROGRAMS FOR
HIGH SCHOOL STUDENTS IN THE FOUR LARGEST
METROPOLITAN SCHOOL DISTRICTS IN TEXAS

THESIS

Presented to the Graduate Council of the
North Texas State University in Partial
Fulfillment of the Requirements

For the Degree of

MASTER OF SCIENCE

By

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The purposes of this study were to determine whether intramural sports programs are available to senior high school students in the four largest metropolitan school districts in Texas and to determine reasons why schools may not offer intramural programs.

Questionnaires were mailed to eighty-four high schools in the Dallas, Fort Worth, Houston, and San Antonio Independent School Districts. Data obtained from this survey revealed that a majority of the responding schools do not sponsor intramural sports programs for their students.

The factors cited most often as the reasons for not sponsoring intramural programs were lack of facilities, inadequate number of personnel, lack of transportation, and conflict with interscholastic sports.
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CHAPTER I

INTRODUCTION

Intramural sports programs have been part of American society for many years. Activities of this nature began in colleges and universities in the 1800's as indicated by Mueller (6, p. 17) in his statement, "In 1859 at Yale, boating clubs competed intramurally and subsequently served as the basis for interclass crews." Mueller (6, p. 18) further indicated that intramural activities appeared in the high schools around 1925 to 1930. Hyatt (2, p. 12) reported that intramural activities offer high school students opportunities to develop socially, mentally, emotionally, and physically, as well as to acquire many lifetime sports and recreational skills. Kleindienst and Weston (4, p. 33) stated that intramural activities should "bring refreshment and satisfaction to the participant during his leisure hours."

Many public school systems are offering intramural programs for their students. According to Beeman and Humphrey (1, p. 2), "At the present time intramural programs are becoming more firmly entrenched each year in the schools of America." It is not always possible, however, for all schools to provide these programs for a variety of reasons. One of these reasons is lack of qualified leadership and personnel. Mueller (6, p. 37) stated that "The success of
intramurals can never rise above the quality of its leadership." He feels there is a lack of properly trained intramural leadership in our public schools. Many times the responsibility of administering the intramural program falls on the physical education instructors or the coaches, and often they do not have the time or the background to conduct a good program. Mueller (6) also indicated that specific courses regarding the administration of intramurals should be offered for all physical education majors in colleges.

A second reason why schools have problems providing intramural programs is conflicts with interscholastic sports in scheduling facilities and time periods for intramurals. Means (5, p. 75) indicated, "Time allotment looms large in the administrative planning of an adequate intramural-recreational program in every school, regardless of size." Hyatt (2, p. 59) pointed out that "The ideal time is after school hours, but conflicts with varsity sports often arise." Many times there are limited facilities available for sports activities and interscholastic sports receive first priority. Hyatt (2) further indicated that since intramural sports provide activities to a large number of students at all skill levels, extra cooperation in scheduling is necessary between athletics and intramurals so that the largest number of students can participate.

Another reason schools find it difficult to provide intramural programs is insufficient funding. Hyatt
(2, p. 247) stated, "The budget problem is a real one for the majority of directors, and the financial area receives a great deal of time and interest from concerned administrators." According to Peterson (7, p. 202), "The most desirable approach to financing a program is a specific allocation from the school board." This way the program director knows exactly how much he or she has to operate with for the school year. If a specific budget is not provided for intramurals, fund raising projects can sometimes help raise the needed money.

Educators are interested in the present status of intramural programming in the public school systems. Means (5, p. vii) stated that "It has been heartening in recent years to observe that school administrators all over the nation are strengthening their demands to provide more wisely planned school recreation." Therefore, it is important at this time to determine the extent of present intramural programs being conducted in various school systems and programming problems that are being encountered.

Statement of the Problem

This study was designed to determine whether intramural sports programs are available to senior high school students in the four largest metropolitan school districts in Texas and to determine reasons why schools may not offer intramural programs.
Purposes of the Study

The purposes of this study were as follows:

1. To determine whether intramural sports programs are available to senior high school students in the four largest metropolitan school districts in Texas;

2. To determine reasons why schools may not offer intramural sports programs;

3. To obtain information concerning specific programming areas such as the number of students involved in intramurals, the number of hours per week programs are conducted, and problems that are encountered by schools offering programs;

4. To obtain information concerning program personnel, program financing, activities offered, and the availability of facilities in schools indicating that they do offer these programs.

Definition of Terms

The following definitions were used in this study.

1. Intramural Sports.--Intramural sports is defined as supervised team, individual or dual sport activities in which students from the same school participate (3, p. 188).

2. Four Largest Metropolitan School Districts in Texas (operational).--The four largest metropolitan school districts in Texas are defined as school districts with an average daily attendance figure of 59,000 or more students. These include the Dallas, Fort Worth, Houston, and San Antonio Independent School Districts.
3. Physical Education Teacher (operational).--Physical education teacher is defined as an individual who teaches physical activities included in the physical education curriculum at the school being surveyed.

4. Coach-Teacher (operational).--Coach-teacher is defined as an individual who teaches any course included in the respective school's curriculum, and coaches one or more sports at the school being surveyed.

Delimitations

The delimitations of this study were as follows.

1. Only four school districts were selected from all of the school districts in Texas.

2. This study was delimited to the senior high schools in the Dallas, Fort Worth, Houston, and San Antonio Independent School Districts.

Significance of the Study

The data from this survey were used to determine the present status of intramural programming in the high schools responding to the survey. This information may also be used to determine ways in which personnel at a university could help in continuing, improving, or providing for intramural sports programming in secondary schools. Schools indicating that they successfully offer intramural programs could serve as models for schools that do not offer programs at the present time. In addition, information was obtained concerning the professional preparation of those who direct the intramural sports programs.
CHAPTER BIBLIOGRAPHY


CHAPTER II

REVIEW OF THE LITERATURE

A review of the literature indicated that intramural sports are becoming an integral part of many school systems throughout the United States. According to Murphy, et al. (25), America is becoming a society of leisure time, and Americans need to learn to use this leisure time constructively. They (25, p. 7) stated that "In large measure, the individual's self-concept is based upon, and reinforced by, the activities he pursues during his leisure." Anderson (2) indicated that for years intramurals have taken a back seat to interscholastic sports, but that this is all changing. Students would rather participate than watch, and a good intramural program can fulfill this need for many students. Anderson further indicated that the time is right now for intramural sports to become an integral part of school programs.

Historically, intramurals were participated in to have fun, with low level competition included. Voltmer, et al. (29, p. 1) stated that "American and Americans have thrived on competition, and friendly competition is the backbone of the whole intramural program." They stressed, however, that this competition should be fun and enjoyable more than anything else. Means (22) indicated that campus groups at
various colleges began organizing this friendly competition into structured programs which grew in popularity. In regard to this, Beeman and Humphrey (3) stated that fraternities, since they are permanent in nature, began to take charge of organizing and conducting intramurals at their colleges. Later on, the colleges began to organize actual intramural departments with a director.

Another area that provided for the growth of intramural programs according to Mueller and Mitchell (24) was the return of war veterans to schools. The veterans were anxious to continue the organized sports competition they had taken part in during their military service. As was stated in the Naval Aviation Physical Training Manual (28), many aspects of the military sports program could be and were adapted to a peace time intramural program. The large number of these veterans interested in intramurals helped the college programs grow considerably.

General education in America today should include educational pursuits for the body as well as the mind. Kleindienst and Weston (17, p. 13) stated, "Recreation in schools and colleges, as found in the programs of intramurals and recreation, has inherent educational values which can transform the mental, physical, emotional, and social qualities of an individual to approach more closely the ideal of the educated man." According to Beeman and Humphrey (3), educational institutions are obligated to provide intramural
activities which enrich student opportunities and experiences. Kidd, et al. (16) wrote a position paper for the Physical Education Division of the American Alliance for Health, Physical Education and Recreation in which they recommended intramural sports be provided for all students with competition as equal as possible. They further recommended that financing for these programs and additional personnel should be provided by local boards of education. Rokosz (27, p. 13) said, "The best and most consistent means of financing a program is through a standard budget, which utilizes funds from student fees or the regular operating funds of the institution."

A report in 1955 by the American Association for Health, Physical Education, and Recreation (1, pp. 2-3) indicated that participation in intramurals contribute to student's well-being in four different areas. These four areas are "The development of an environment in which sound principles of living function; The enrichment of the individual's personality; The contribution to improved health and safety standards; and, The social gains made possible through participation."

Leavitt and Price (18) pointed out that the whole child goes to school and is affected by all of his daily experiences both inside and outside class. They feel intramurals increase the individual's physical, social, and emotional
growth. The student is free to participate voluntarily which helps him or her develop a positive attitude toward the program.

Mitchell (23) also emphasized that sports seem to have a universal appeal to all ages, and school age children enjoy participating in intramural sports and engaging in friendly competition with their fellow students. Hyatt (14, p. 58) stated that, "The objective of an intramural program at the senior high school level is to provide a wide variety of activities, so as to encourage mass participation in team and individual sports." Mitchell further stated that rules have been modified in many sports to fit the intramural program so that more students can be involved in an activity.

According to Bucher (5), the objectives of these intramural activities should include areas of health, skill, social development and recreation. Development in these four areas is essential for the child's total well-being. A National Intramural Sports Task Force (26) also set areas of objectives which are similar to Bucher's objectives. The Task Force further indicated a need for qualified leadership and good student workers.

Matthews (21) offered some good ideas on ways that high schools can get some assistance in planning, promoting, and administering their intramural programs. He suggested requiring all physical education majors and minors in college to take a complete course in intramural administration. He
further suggested taking surveys to determine the needs of the high school intramural programs and placing student teachers in the schools to help start new programs. Thus, there would be some trained personnel to deal with specific problems.

The number of students actually involved, the extent and type of programming, facilities, and budgeting for intramural programs in schools are factors of interest to educators all across the country. In further surveying the literature, studies pertaining to various aspects of intramural sports were found.

A study was done by Maas (19) pertaining to intramural sports activities in Iowa high schools. Maas found that, overall, intramural sports programs have decreased over the past sixteen years mainly due to conflict with interscholastic sports, lack of facilities, and lack of time.

DeNike (8) also did a study of several aspects on intramural programming in high schools. He discovered that a vast majority of the programs were conducted by the physical education department with physical education department funds, and that facilities were shared with physical education and athletics.

Other studies by Cox (7) and Brient (4) indicated good programs were being offered to students whenever possible; however, facilities, budgeting, and conflicts with athletics were again major problems encountered. Jordan (15) surveyed
intramural sports programs for boys in Georgia high schools and basically found them adequate. Based on his findings, he made some suggestions regarding having better prepared program directors, broader program content, and more and better facilities.

Specifically in Texas, Hewatt (11) studied girls' intramural programs in selected Texas high schools. She found in her study that most schools did provide a program and that both team and individual sports were offered. She also found an increased interest in intramural sport activities in these schools which served as an incentive in programming.

Hyatt (13) believes successful intramural programs can be provided by the schools. He feels schools with good programs can serve as models for the schools that do not have programs. Hyatt reported the results of an N.I.S.C. (AAHPER) survey of high schools in the United States. The intramural programs described are varied, and most are designed for all of the students, not just a select few. In addition to the above report, the Health, Education, and Welfare's Title IX Regulation (9, p. 24128) states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. . . ."

Hyatt (12, p. 39) stressed the importance of evaluation of intramural programming in his statement, "The areas of
planning, staffing, budgeting, facilities, maintenance, awards, policies, special events, and a whole range of administrative details should be covered in an evaluation process." He concluded that both administrators and students want to know how a program is progressing throughout the school year.

Guidelines for evaluating intramural programs were also given by Gerou (10) and Matthews (20). They recommended the use of questionnaires, discussions, interviews, and generally talking with the participants to learn everything possible about how the program is progressing. Gerou (10, p. 240) indicated, "Such interaction will also generate interest among the participants if they see you are sincerely interested in meeting their needs." Matthews (20, p. 30) concurred when he said, "The purpose of evaluation is to insure that the existing program is meeting the needs of boys and girls."

Information pertaining to intramural programs can be obtained from school administrators using the survey technique. According to Clarke and Clarke (6, p. 102), "The purpose of the broad survey is to obtain responses and reactions from a large number of individuals who could not be interviewed personally within a short period of time and without considerable expense." Clarke and Clarke (6, p. 103) further indicated that the main element of the survey is the questionnaire, and stated that "The investigator should take great care in developing an instrument that will assure an adequate reply and will result in meaningful data."
CHAPTER BIBLIOGRAPHY


CHAPTER III

PROCEDURES

A review of the literature in the areas of questionnaire construction and public high school intramural programming was conducted. Information from those studies was utilized in the present investigation to construct a questionnaire and administer it to the senior high school administrators in the Dallas, Fort Worth, Houston, and San Antonio Independent School Districts in Texas.

To obtain information concerning intramural sports programming in the selected secondary schools, the investigator employed the questionnaire technique. According to Hyatt (1, p. 43), "The major research technique employed to obtain data on the present status of programs has been the survey questionnaire, which has been used on a variety of subjects, including administrative patterns, financing, and rules and regulations of sports clubs."

Description of Sample

The questionnaire was mailed to the principals of the public senior high schools in the Dallas, Fort Worth, Houston, and San Antonio Independent School Districts during the spring semester of 1978. It was accompanied by a cover letter (Appendix A) in which the principal was requested to fill out
the questionnaire if his or her school does not offer an intramural program. If the school does offer an intramural program, the principal was asked to forward the questionnaire to the program administrator, or administrators, who were requested to fill out the survey. A stamped, self-addressed envelope was included for the respondent's convenience in returning the questionnaire as soon as possible. Three weeks after the original mailing of the questionnaire, a postcard reminder was sent to the principal of those schools that had not responded. At the end of the sixth week a letter reminder and a second copy of the questionnaire were sent to the schools that had not yet responded. School addresses were taken from the Texas School Directory (4).

Development of the Instrument

A questionnaire (Appendix B) was constructed following models of similar studies surveying intramural programs in Iowa (3) and Georgia (2) high schools. The questionnaire consisted of three parts. The first part contained general information such as the name of school, name and position of respondent, and whether intramural sports programs are sponsored for boys and girls. The second and third parts were completed if the school indicated that they did sponsor intramural sports programs. The second part concerned specific areas of the program, such as the number of students involved in intramurals, hours per week the programs are operated, specific problem areas of the program, and how many
years the program has been operating. The third part concerned the organization and administration of the program. It included questions regarding directing, financing, and programming activities.

Analysis of the Data

Responses of the survey were presented in comparison tables. In Part I tables were constructed regarding total school enrollment, whether the responding schools sponsor intramural programs for boys and girls, and reasons indicated by the responding schools for not sponsoring intramural programs. In Part II the number of boys and girls involved in intramural programs and problems encountered by schools conducting intramural programs were indicated in tables. In Part III tables were designed to indicate who serves as program director, methods of financing intramural sports programs, what activities are offered in the program, and what facilities are available for intramural programming.
CHAPTER BIBLIOGRAPHY


CHAPTER IV

ANALYSIS OF THE DATA

Findings of the Study

The analysis of the data collected from fifty-one public senior high schools in the Dallas, Fort Worth, and Houston Independent School Districts concerning intramural sports programming is presented in this chapter. The questionnaire technique was used to obtain this information.

Questionnaires were mailed to the principals of eighty-four public senior high schools in the Dallas, Fort Worth, Houston, and San Antonio Independent School Districts. The San Antonio Independent School District declined to participate in this study, and, therefore, the total number of questionnaires considered in the investigation was reduced to seventy-six. Fifty-one completed questionnaires were returned. Thirty-six of the questionnaires were returned by administrators, fourteen were returned by teachers, and one respondent did not indicate his position. The fifty-one completed questionnaires represented a sixty-seven percent rate of return.

Total school enrollment of the fifty-one responding schools ranged from 80 students to 4500 students. Table I indicates categories of total school enrollment and the percent of responding schools in each (Table I, p. 22).
As indicated in Table I, enrollment in the responding schools is quite varied. More than one half of the total enrollment occurs between 1000 and 2500 students.

Forty-one of the fifty-one responding schools indicated that they do not sponsor intramural programs for boys or girls. Eight schools indicated that they sponsor programs for both boys and girls, and two schools indicated that they sponsor an intramural program for boys only. Nine of the
responding schools indicated that they offer co-recreational sports programs where boys and girls participate together. Table II presents the number of schools sponsoring or not sponsoring intramural programs for their students based on total school enrollment.

**TABLE II**

<table>
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<th>Total School Enrollment</th>
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Ten of the responding schools indicated that they did sponsor intramural programs for their students. Forty-one
schools, however, indicated that they did not sponsor intramural programs. Two of these forty-one schools failed to indicate the reasons for their not sponsoring an intramural program. Table III presents the reasons indicated by the thirty-nine schools for not sponsoring intramural programs.

**TABLE III**

REASONS INDICATED FOR NOT SPONSORING INTRAMURAL PROGRAMS FOR BOYS AND GIRLS (N=39)

<table>
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<tr>
<th></th>
<th>Lack of Facilities</th>
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<th>Other Reasons</th>
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<td>Diamond Hill Jarvis</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

...
The reason cited most often by the responding schools for not sponsoring intramural programs for their students was lack of facilities. Inadequate personnel and other reasons, such as lack of transportation, were listed next. Additional reasons listed for not sponsoring intramural sports programs...
were conflict with interscholastic sports, insufficient student interest, insufficient time, and lack of finances.

Ten of the fifty-one responding schools indicated that they did sponsor intramural programs for their students. The following data presented is based on these ten schools. Eight of these ten schools listed the number of boys and girls involved in their programs, as depicted in Table IV.

**TABLE IV**

**NUMBER OF BOYS AND GIRLS INVOLVED IN INTRAMURALS BASED ON TOTAL SCHOOL ENROLLMENT (N=8)**

<table>
<thead>
<tr>
<th>Number of Boys Involved</th>
<th>Number of Girls Involved</th>
<th>Total</th>
<th>Total School Enrollment</th>
<th>Percent of Students Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>450</td>
<td>450</td>
<td>900</td>
<td>1120</td>
<td>80</td>
</tr>
<tr>
<td>450</td>
<td>450</td>
<td>900</td>
<td>2300</td>
<td>39</td>
</tr>
<tr>
<td>200</td>
<td>200</td>
<td>400</td>
<td>2000</td>
<td>20</td>
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<tr>
<td>400</td>
<td>95</td>
<td>495</td>
<td>4500</td>
<td>11</td>
</tr>
<tr>
<td>175</td>
<td>0</td>
<td>175</td>
<td>1652</td>
<td>11</td>
</tr>
<tr>
<td>80</td>
<td>50</td>
<td>130</td>
<td>1500</td>
<td>9</td>
</tr>
<tr>
<td>64</td>
<td>64</td>
<td>128</td>
<td>1400</td>
<td>9</td>
</tr>
<tr>
<td>20</td>
<td>20</td>
<td>40</td>
<td>800</td>
<td>5</td>
</tr>
</tbody>
</table>

Only one school reported a large student participation with an eighty percent student involvement. In most of the schools conducting intramural programs a small percentage of the student population is involved in the activities.
Thirty-three percent of the ten schools indicated that their students who participated before and after school in intramural activities were transported to and from school by buses. The total number of hours intramural programs were conducted for students varied greatly ranging from one hour to twenty hours per week.

The ten schools sponsoring intramural programs for their students cited several problems that they encountered conducting their programs. This information is presented in Table V (p. 28).

As noted in Table V, the major problem areas indicated by the responding schools were 1) not enough time allotted for intramurals, 2) lack of finances, and 3) a conflict in scheduling facilities. None of the schools indicated that organizing the competitive units was a problem or that they lacked professional leadership for their programs.

Eight of the ten schools sponsoring intramural programs indicated the length of time their program has been available for their students. Programs for boys in these schools have been operating from one to thirteen years. Programs for girls have been in operation from one to twenty years.

The ten schools offering intramural programs for their students were asked to indicate who serves as the director of their program. Table VI presents information regarding program directors (Table VI, p. 29).
| TABLE V |
| PROBLEMS ENCOUNTERED BY SCHOOLS CONDUCTING INTRAMURAL PROGRAMS (N=10) |

<table>
<thead>
<tr>
<th></th>
<th>Not Enough Time Allotted</th>
<th>Lack of Finances</th>
<th>Conflict in School Facilities</th>
<th>Most of the Students Based</th>
<th>Not Enough Students Taking Part</th>
<th>Providing the Activities That Students Want</th>
<th>Other Reasons</th>
<th>Not Enough Student Interest</th>
<th>Lack of Faculty Assistance</th>
<th>Organization of Competitive Units</th>
<th>Professional Leadership Lacking</th>
</tr>
</thead>
<tbody>
<tr>
<td>DALLAS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Management</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Professions</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Skyline</td>
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<td>X</td>
<td>X</td>
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<td>X</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HOUSTON</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Austin</td>
<td>X</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Madison</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reagan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Sterling</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Waltrip</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Washington</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5</strong></td>
<td><strong>5</strong></td>
<td><strong>5</strong></td>
<td><strong>2</strong></td>
<td><strong>2</strong></td>
<td><strong>2</strong></td>
<td><strong>2</strong></td>
<td><strong>2</strong></td>
<td><strong>1</strong></td>
<td><strong>1</strong></td>
<td></td>
</tr>
</tbody>
</table>
### TABLE VI

PERSONS SERVING AS DIRECTOR OF INTRAMURAL SPORTS PROGRAMS (N=10)

<table>
<thead>
<tr>
<th>Who Serves as Director</th>
<th>Number of Schools</th>
<th>Percent of Directors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education Teacher</td>
<td>7</td>
<td>41</td>
</tr>
<tr>
<td>Coach/Teacher</td>
<td>5</td>
<td>29</td>
</tr>
<tr>
<td>Interested Teacher</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>Various Other Individuals</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Principal</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Student</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Several of the responding schools indicated that they had more than one director for their program. The majority of the directors of the intramural programs are physical education teachers. Coach/teachers serve as program directors in five of the responding schools, and an interested teacher serves as director in three of the schools.

Additional information concerning these intramural program directors was also obtained. The intramural sports program directors in the majority of the responding schools are male physical education teachers and male coach/teachers. Interested female teachers serve as directors in three of the
schools, and one male principal also serves as director. Eight of the directors have a Master's Degree in Physical Education or another field, and the remainder have a Bachelor's Degree in Physical Education or another field. Five of the directors indicated that they also serve as a coach in their school system, with only two of them indicating that they received any extra compensation for their coaching duties. The directors in eight of the ten schools stated that they felt that they had received adequate professional preparation to direct a high school intramural program.

One of the ten schools sponsoring intramural programs for their students indicated that they had an intramural sports advisory committee to help make decisions concerning the program. Their advisory committee is made-up of physical education administrators chosen by the Physical Education Department and the intramural director. The main purpose of this committee is to establish policies and regulations for the program.

Ten schools sponsoring intramural programs indicated that a person or persons supervised the intramural activities at the site. In eight of the schools a physical education teacher supervised the programs. A classroom teacher, principal, or fellow student supervises the activities in two of the schools and an assistant principal supervises in one of the school programs.
Forty percent of the schools sponsoring programs specified that they used a student-manager leadership system to aid in the organization and administration of the activities. Some of the functions listed that the managers perform are: 1) team leadership; 2) administering specific sports; 3) recruiting and training officials; and 4) serving as officials and time keepers.

Four of the ten schools conducting intramural programs specified that they had an intramural budget for the school year. These school budgets were listed as follows: $30; $200; $300; and $1200. Table VII contains information on how all ten schools finance their programs.

TABLE VII

METHODS OF FINANCING INTRAMURAL SPORTS PROGRAMS (N=10)

<table>
<thead>
<tr>
<th>Method of Financing</th>
<th>Number of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Various Other Methods</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education Budget</td>
<td>4</td>
</tr>
<tr>
<td>General Budget Funds</td>
<td>1</td>
</tr>
<tr>
<td>Student Activity Fees</td>
<td>1</td>
</tr>
<tr>
<td>Interscholastic Athletic Budget</td>
<td>0</td>
</tr>
<tr>
<td>Separate Intramural Budget</td>
<td>0</td>
</tr>
</tbody>
</table>

Four of the responding schools receive most of their program financing from the physical education budget. Five
of the ten schools indicated that they received finances for
their intramural programs from other sources such as grants,
department funds, or contributions.

Eight of the ten schools sponsoring programs specified
that they did not require a medical examination for their
participating students. Two schools indicated that they re-
quired the students to take the regular school examination
before participating in intramurals. Nine of the schools
noted that their participating students were not covered by
insurance. One school indicated that their students were
covered by insurance financed by both the school and the
student.

The ten schools sponsoring intramural programs indicated
the activities offered in their programs. Table VIII pre-
sents information pertaining to the number of schools offering
various activities (Table VIII, p. 33).

The activities offered most often for boys in the re-
sponding schools were basketball (seven schools), volleyball
(six schools), track and field (four schools), and badminton
(four schools). For girls, badminton (four schools), basket-
ball (four schools), and volleyball (four schools), were
offered the most frequently. Badminton was part of the pro-
gram in five of the schools for co-recreational activities
with softball (four schools), volleyball (four schools), and
table tennis (three schools) offered the next most often.

The various facilities available for conducting the
intramural activities were also indicated. Table IX contains
TABLE VIII

ACTIVITIES OFFERED IN THE INTRAMURAL PROGRAM AND
THE NUMBER OF SCHOOLS OFFERING THEM (N=10)

<table>
<thead>
<tr>
<th>Activities</th>
<th>Boys</th>
<th>Girls</th>
<th>Co-Rec</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archery</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Badminton</td>
<td>4</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Baseball</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Basketball</td>
<td>7</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>Bowling</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Flag Football</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Free-throw Shooting</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Golf</td>
<td>-</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Soccer</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Softball</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Swimming</td>
<td>1</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Table Tennis</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Tennis</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Track and Field</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Volleyball</td>
<td>6</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Other Activities</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

information regarding these facilities and the number of
schools having them available for their programs (Table IX,
p. 34).
Seven of the schools have a boy's gymnasium and tennis courts. Six schools have baseball and softball diamonds, and five schools have a girl's gymnasium and football fields.

The facility scheduling problem encountered most often by the responding schools was conflict with boy's athletic teams, with six of the schools indicating this as a problem. Five of the schools indicated that they had conflicts with girl's athletic teams and also that there were not enough
facilities available. Three schools indicated that they had facility conflicts with special events at their school, and two schools encountered other facility scheduling problems.

Discussion of the Findings

Administrators and teachers in fifty-one public senior high schools within the Dallas, Fort Worth, and Houston Independent School Districts, completed questionnaires concerning the status of intramural sports programs at their respective schools. The San Antonio Independent School District declined to participate in this study. Their school district requires that all research projects be reviewed by their District Research Committee which consists of school administrators and teachers. This committee reviewed the proposed research project and recommended the district not participate at this time. They indicated that similar information was available from the Health, Education, and Welfare Office in Dallas.

Eight of the responding schools indicated that they conducted intramural programs for both boys and girls, two schools indicated that they conducted intramural programs for boys only, and nine schools indicated that they sponsored co-recreational sports programs where boys and girls participate together.

Forty-one of the fifty-one responding schools indicated that they did not sponsor an intramural program for their students. The reason cited most often by the responding
schools for not sponsoring intramural programs for their students was lack of facilities. An inadequate number of personnel, lack of transportation, conflict with interscholastic sports, insufficient student interest, insufficient time, and lack of finances were also cited as reasons for not sponsoring intramural programs. These problems are typical of the problems discovered by Brient (2), Cox (4), and Maas (9) in their studies.

Ten of the fifty-one responding schools indicated that they do sponsor intramural sports programs for their students. A brief description of these ten intramural sports programs are contained in Appendix E. One of these ten schools reported a large student participation in the intramural program with eighty percent of their students involved. Most of the schools indicated that a small percentage of their students were involved in intramurals. This is unfortunate as several educators (1, 3, 6, 7, 8) have emphasized the values that students may derive from participating in the intramural program. These values include 1) educational values; 2) physical, emotional and social qualities; 3) enrichment of personality; and 4) improved health and safety standards.

The responding schools indicated problems that they encountered conducting their intramural programs which may account for the small percentage of students participating. The major problems indicated were 1) not enough time allotted for intramurals; 2) lack of finances; and 3) conflicts in scheduling facilities.
The director of the intramural program in seven of the responding schools offering intramural programs is the physical education teacher. DeNike (5) discovered similar information in his study of high school intramurals, as he reported that a majority of the programs he surveyed were conducted by the Physical Education Department. Other persons serving as intramural directors were coach/teacher, interested teacher, and a principal. Eight of the ten schools reported that a physical education teacher planned and supervised the intramural activities.

Four of the responding schools indicated that they received financing for their intramural program from the physical education budget. Five schools indicated that they received financing from other sources such as grants, department funds, or contributions.

A variety of activities were reported being offered by the responding schools. The activities offered most often for boys and girls were 1) basketball; 2) volleyball; and 3) badminton. The co-recreational activities offered most often were 1) softball; 2) volleyball; and 3) table tennis. Facilities available for conducting intramural activities in many of the schools were 1) boy's and girl's gymnasium; 2) tennis courts; 3) baseball and softball diamonds; and 4) football fields.

Problems were cited by the responding schools in regard to the scheduling of facilities. The major facility scheduling problems indicated were conflicts with the boy's and
girl's athletic teams and lack of facilities. These problems were also discovered by Maas (9) in his study of high school intramurals.

Summary

Questionnaires were mailed to the principals of eighty-four public senior high schools in the Dallas, Fort Worth, Houston, and San Antonio Independent School Districts. The total number of questionnaires considered in the investigation was reduced to seventy-six as the San Antonio Independent School District declined to participate in the study. Fifty-one completed questionnaires were returned for a sixty-seven percent rate of return.

Ten of the fifty-one responding schools indicated that they did sponsor intramural programs for their students. Forty-one of the responding schools indicated that they did not sponsor intramural programs for their students. The major reasons cited by these forty-one schools for not sponsoring intramural programs were 1) lack of facilities; 2) inadequate personnel; and 3) other reasons, such as lack of transportation for the students. The major problems indicated by the ten schools sponsoring programs were 1) not enough time allotted for intramurals; 2) lack of finances; and 3) conflict in scheduling facilities.
CHAPTER BIBLIOGRAPHY


CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purposes of this study were 1) to determine whether intramural sports programs are available to senior high school students in the four largest metropolitan school districts in Texas; 2) to determine reasons why schools may not offer intramural sports programs; 3) to obtain information concerning specific programming areas such as the number of students involved in intramurals, the number of hours per week programs are conducted, and problems that are encountered by schools offering programs; and 4) to obtain information concerning program personnel, program financing, activities offered, and the availability of facilities in schools indicating that they do offer these programs.

Summary

The questionnaire was constructed following models of similar studies surveying intramural programs in Iowa (2) and Georgia (1) high schools. The questionnaire consisted of three parts. The first part contained general information such as name of school, name and position of respondent, and whether intramural sports programs are sponsored for boys and girls. The second and third part were completed if the school indicated that they did sponsor intramural sports.
programs. The second part concerned specific areas of the program, such as the number of students involved in intramurals, hours per week the programs are operated, specific problem areas of the program, and how many years the program has been operating. The third part concerned the organization and administration of the program. It included questions regarding directing, financing, and programming activities.

Questionnaires were mailed to principals of eighty-four public senior high schools in the Dallas, Fort Worth, Houston, and San Antonio Independent School Districts. The San Antonio Independent School District declined to participate in this study and, therefore, the total number of questionnaires considered in the investigation was reduced to seventy-six. Fifty-one completed questionnaires were returned. Thirty-six of the questionnaires were returned by administrators, fourteen were returned by teachers, and one respondent did not indicate his position. The fifty-one completed questionnaires represented a sixty-seven percent rate of return.

Findings

The following are the results of the present investigation.

1. Forty-one of the fifty-one responding schools indicated that they did not sponsor an intramural program for their students.

2. Nineteen of the forty-one responding schools indicated that they did not sponsor intramural programs for
their students because of lack of facilities. This factor was cited most often as the reason for not sponsoring intramural programs.

3. Other major reasons for not sponsoring intramural programs cited by the forty-one responding schools were: 1) an inadequate number of personnel (eighteen schools); 2) various other reasons, such as lack of transportation (eighteen schools); 3) conflict with interscholastic sports (seventeen schools); 4) insufficient student interest (twelve schools); 5) insufficient time (ten schools); and 6) lack of finances (seven schools).

4. Ten of the fifty-one responding schools indicated that they do sponsor intramural sports programs for their students.

5. The major problems encountered by these ten schools in conducting intramural programs were: 1) not enough time allotted for intramurals; 2) lack of finances; and 3) conflicts in scheduling facilities.

6. The director of the intramural program in seven of the ten responding schools offering programs is the physical education teacher.

7. Four of the ten responding schools offering programs indicated that they received financing for their intramural program from the physical education budget. Five schools indicated that they received financing from other sources, such as grants, department funds, or contributions.
8. Activities offered most often in the intramural programs of the responding schools for boys and girls were: 1) basketball; 2) volleyball; and 3) badminton. The co-recreational activities offered most often were: 1) softball; 2) volleyball; and 3) table tennis.

9. Facilities available for conducting intramural activities in many of the responding schools were: 1) boy's gymnasium and tennis courts (seven schools); 2) softball and baseball diamonds (six schools); and 3) football fields and girl's gymnasium (five schools).

10. The major facility scheduling problems cited by the responding schools conducting intramural programs were conflicts with boy's and girl's athletic teams and lack of facilities.

Conclusions

Based on the analysis of the data for this study, the following conclusions were drawn.

1. A majority of the public senior high schools responding to this investigation do not place a high priority on providing intramural sports programs for their students.

2. School administrators are apparently unwilling to attempt to overcome problems in facility scheduling and lack of student interest in an effort to provide an intramural program for their students.

3. It appears that physical education teachers are the only school personnel interested enough in the intramural program to administer and direct the program.
4. Conflicts in availability or scheduling of facilities, as well as lack of facilities, are problems apparently severe enough to cause school administrators to fail to provide intramural programming for their students.

Recommendations

The following recommendations are offered.

1. A comparative study of intramural sports programs in elementary schools, secondary schools, and institutions of higher education in Texas should be conducted by the Texas Education Agency; Texas Association for Health, Physical Education, and Recreation; Texas Recreation and Parks Society; or the Texas Association of School Administrators in order to determine the status of intramural sports in the state of Texas. Analysis should be conducted regarding recent legislation and various population groups.

2. A replication of this study should be conducted in the future to determine if changes occur in the status of intramural programs in the Dallas, Fort Worth, and Houston Independent School Districts.

3. Case studies on the ten schools offering intramural programs should be conducted.

4. Permission to conduct a survey in a school district should be obtained from the chief executive officer of the school district prior to the investigation.
CHAPTER BIBLIOGRAPHY


March 8, 1978

Dear Principal:

I am interested in determining the present status of intramural programming, facilities, budget, and administration in senior high schools. I hope that you will assist me in surveying the status of senior high school intramural sports programs in Texas. You can do this by completing the enclosed questionnaire.

If your school does not offer an intramural program, please complete questions 1 through 5 of the enclosed questionnaire and return it in the enclosed, self-addressed, stamped envelope. If your school does offer an intramural program, please forward the questionnaire to the program administrator so that he or she may complete it. If your school conducts separate intramural programs for boys and girls, with separate directors, I am enclosing a second questionnaire so that each director may complete a copy. It will take approximately 10 to 15 minutes to complete the questionnaire. Please return the completed questionnaire at your earliest convenience in the return envelope.

If you would like to receive a copy of the survey results, please indicate this in the area specified on the questionnaire. Thank you in advance for your assistance and cooperation in this project.

Sincerely yours,

Diane Miller

Diane Miller
Graduate Student
North Texas State University

D. C. Bailey, Associate Professor and Director
Recreational Sports
North Texas State University
APPENDIX B

QUESTIONNAIRE

A SURVEY OF INTRAMURAL SPORTS PROGRAMS

In this study, intramural sports is defined as supervised team, individual or group sport activities in which students from the same school participate or compete.

Please respond to each question with an (X) or by writing in a specific response.

Part I - General Information

1. Name of school____________________________________
2. Name of person responding__________________________
3. Position of person responding________________________
4. School enrollment: Boys_____ Girls_____ Total_____
5. Does your school sponsor an intramural program?
   For Boys_____ For Girls_____ None_______
   If the answer is "none," indicate the reason or reasons (check as many as apply):
   a. Lack of facilities______ d. Inadequate personnel_______
   b. Lack of finances________ e. Insufficient interest________
   c. Insufficient student time________ f. Conflict with interscholastic sports_____
   g. Others (please specify)____

NOTE: If the answer to question 5 is "none," please return the questionnaire in the self-addressed, stamped envelope enclosed. If your school does sponsor an intramural program, please fill out the remainder of the questionnaire and return it. Thank you.

Part II - Specific Information Concerning Your School Intramural Sports Program

1. Indicate the number of different students involved in intramural sports: Boys_____ Girls_____
2. Does your intramural program include co-rec intramural sports where boys and girls participate together? Yes_______ No_______
3. Are the students who participate before and after school in intramural activities transported to and from school by buses? Yes_______ No_______

4. Indicate the total number of hours per week that your intramural program is conducted______________.

5. Please indicate the items below that are problems in your program (check as many as apply):
   a. Not enough time allotted__________
   b. Not enough student interest__________
   c. Most of the students bused__________
   d. Professional leadership lacking______
   e. Lack of finances__________
   f. Not enough students taking part__________
   g. Providing the activities that students want__________
   h. Lack of faculty assistance__________
   i. Organization of competitive units__________
   j. Conflict in scheduling facilities__________

6. How long has your intramural program been available for boys_______, girls_______?

Part III - Intramural Program Administration and Organization

1. Who serves as the director of your intramural sports program?
   a. Principal_______
   b. Assistant Principal_______
   c. Physical Education Teacher_______
   d. Coach-Teacher_______
   e. Interested Teacher_______
   f. Student_______
   g. Other (please specify)_______

1a. Please check all appropriate responses:

<table>
<thead>
<tr>
<th>Program Director</th>
<th>SEX</th>
<th>HIGHEST DEGREE ATTAINED</th>
<th>Amount of Extra Coaches</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>Bach</td>
</tr>
<tr>
<td>Principal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Principal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education Teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coach-Teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interested Teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1b. Do you feel that you received adequate professional preparation in your degree program to direct a high school intramural program? Yes_______ No_______
2. Is there an intramural sports advisory committee that makes decisions (policies, rules, regulations) concerning the program? Yes ______ No ______
If "yes," what is the make-up of this committee? (check as many as apply):
   a. Faculty only ______ b. Students only ______
   c. Faculty and students ______ d. Others (please specify) ______

2a. How are the members of the intramural sports advisory committee chosen?
   Students:
   a. Selected by vote of homeroom ______
   b. Selected by faculty members ______
   c. Selected by virtue of position held in school organization ______
   d. Others (please specify) ______
   Faculty:
   a. Selected by principal ______
   b. Selected by intramural director ______
   c. Selected by students ______
   d. Others (please specify) ______

3. What are the functions of the intramural advisory committee? (check as many as apply):
   a. Establish policies and regulations for the program ______
   b. Act as an advisory body only ______
   c. Decide eligibility ______
   d. Decide protest situations ______
   e. Chair disciplinary action hearings ______
   f. Other (please specify) ______

4. Who supervises (sees that games start on time, are conducted properly) the intramural contests at the site and time they are played? (check as many as apply):
   a. Physical education teachers ______
   b. Classroom teachers ______
   c. Principal ______
   d. Assistant principal ______
   e. Fellow ______
   f. Others (please specify) ______

5. Is a student manager leadership system used to aid in the organization and administration of the intramural program? Yes ______ No ______
   If "yes," what functions do these managers perform? (check as many as apply):
   a. Individual team leadership ______
   b. Aid administration of specific sports ______
   c. Recruit and train fellow students as officials ______
   d. Assist the intramural director in overall program administration ______
   e. Others (please specify) ______

6. What is the total intramural sports program budget, excluding salaries, for this year?
   a. For boys ______
   b. For girls ______
   c. For co-rec ______
   d. Total ______
7. How is the intramural program financed? (check as many as apply):
   a. Physical education budget
   b. Interscholastic athletic budget
   c. Student activity fees
   d. Separate intramural budget
   e. General budget funds
   f. Others (please specify)

7a. What type of medical examination is required for intramural participants?  
   a. no exam
   b. regular school exam
   c. special intramural exam

7b. Are students who participate in intramural sports covered by insurance?  
   a. students
   b. school
   c. both
   d. others (please specify)

8. In the chart below, please check, in the appropriate column or columns, the intramural sport activities offered in your program.

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>BOYS</th>
<th>GIRLS</th>
<th>CO-REC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archery</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Badminton</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseball</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basketball</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bowling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cross Country</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Football, Flag</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Football, Touch</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Free-throw shooting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Golf</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handball</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Horseshoes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paddleball</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Racquetball</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Roller skating</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soccer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Softball</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speedball</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Swimming</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Table tennis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tennis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Track &amp; field</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volleyball</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wrestling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others (please specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
9. In the chart below, please check what facilities are available for your intramural program, and please indicate the time periods that these facilities are available for intramurals.

<table>
<thead>
<tr>
<th>FACILITIES</th>
<th>TIMES AVAILABLE FOR INTRAMURALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archery range</td>
<td></td>
</tr>
<tr>
<td>Bowling lanes</td>
<td></td>
</tr>
<tr>
<td>Boy's gym</td>
<td></td>
</tr>
<tr>
<td>Girl's gym</td>
<td></td>
</tr>
<tr>
<td>Golf course</td>
<td></td>
</tr>
<tr>
<td>Football fields</td>
<td></td>
</tr>
<tr>
<td>Soccer fields</td>
<td></td>
</tr>
<tr>
<td>Softball &amp; Baseball diamonds</td>
<td></td>
</tr>
<tr>
<td>Horseshoe pits</td>
<td></td>
</tr>
<tr>
<td>Racquetball &amp; Handball courts</td>
<td></td>
</tr>
<tr>
<td>Tennis courts</td>
<td></td>
</tr>
<tr>
<td>Track</td>
<td></td>
</tr>
<tr>
<td>Roller skating rink</td>
<td></td>
</tr>
<tr>
<td>Swimming pool</td>
<td></td>
</tr>
<tr>
<td>Others (please specify)</td>
<td></td>
</tr>
</tbody>
</table>

10. What facility scheduling problems do you encounter? (check as many as apply):
   a. Conflict with boy's athletic teams
   b. Conflict with girl's athletic teams
   c. Conflict with boy's physical education classes
   d. Conflict with girl's physical education classes
   e. Not enough facilities available
   f. Conflict with special events (i.e. pep rallies, school assemblies)
   g. Others (please specify)

Would you like to receive a copy of the survey results?
Yes_______ No_______

Please use this space for comments:
March 31, 1978

Dear Principal:

About three weeks ago a questionnaire surveying the status of intramural sports in senior high schools was mailed to you with the request that you or the intramural program director fill it out and return it to me at your earliest convenience.

At this time, I have not received the questionnaire from your school. Please complete the questionnaire and return it if you have not already done so. Your assistance and cooperation in this project is greatly appreciated.

Sincerely yours,

Diane Miller

Diane Miller
Graduate Student
North Texas State University
2206 Stella #10
Denton, Texas 76201
April 21, 1978

Dear Principal:

About one month ago you were sent a questionnaire surveying the status of high school intramural sports programs in Texas. I know that this is a busy time for you, but your assistance in this investigation is of vital importance.

Enclosed is a second copy of the questionnaire. I would appreciate your completing the questionnaire and returning it in the enclosed, self-addressed, stamped envelope at your earliest convenience.

If your questionnaire has already been mailed, please disregard this request. Thank you for your time and cooperation in this research study.

Sincerely,

Diane Miller
Graduate Student
North Texas State University
2206 Stella #10
Denton, Texas 76201
APPENDIX E

DESCRIPTION OF THE TEN INTRAMURAL PROGRAMS

The ten schools that indicated they sponsor intramural programs for their students have similar programming problems. Conflicts in scheduling facilities, lack of finances, and insufficient time allotted for intramurals were common problems in these schools. Physical education teachers conducted the intramural programs in seven of these ten schools.

The Business Management High School in Dallas conducted an intramural program with the principal and an interested teacher serving as directors. Nine percent of the students enrolled in this school participated in the intramural program. The program received financing from a grant from the YMCA. Activities that were offered for boys and girls and that were also offered in the co-recreational program include badminton, basketball, bowling, softball, table tennis, tennis, and volleyball. Facilities available for conducting these activities were bowling lanes, boy's and girl's gymnasiums, and tennis courts.

The Health Professions High School in Dallas sponsored an intramural program that is conducted by a coach-teacher. Five percent of the student body were involved in the intramural program. Financing for this program came from the physical education budget and general budget funds. Activities
offered for boys and girls were basketball, swimming, table tennis, and volleyball. These activities were conducted in a nearby YWCA.

Skyline High School in Dallas sponsored an intramural program that is directed by a physical education teacher. Eleven percent of the total school enrollment were participants in the intramural program. Student activity fees provided the financing for the program. Co-recreational softball was the activity conducted at this school and the facilities available were football and soccer fields, and softball and baseball diamonds.

Sunset High School in Dallas provided an intramural program for boys. A physical education teacher and coach-teacher were the directors of the program. The program was financed through student fees. Activities offered for the boys were baseball, basketball, soccer, softball, track and field, volleyball, and weight-training. These activities were conducted in the boy's gymnasium, football fields, and softball and baseball diamonds.

The intramural program at Austin High School in Houston is directed by a physical education teacher. Twenty percent of the students enrolled in the school participated in the intramural program. Financing for the program was received from the physical education budget. Activities that were offered for boys and girls and also in the co-recreational program include archery, badminton, table tennis, track and
field, and volleyball. Facilities available for these activities were an archery range, girl's gymnasium, and a track.

Madison High School in Houston sponsored an intramural program which is conducted by a physical education teacher, coach-teacher, and an interested teacher. The program received financing from the physical education budget. Activities offered for boys and girls were archery, badminton, basketball, bowling, and volleyball. Bowling lanes, boy's and girl's gymnasiums, football fields, softball and baseball diamonds, and tennis courts were the facilities available for these activities.

The intramural program in Reagan High School in Houston is conducted by a coach-teacher and an interested teacher. Eighty percent of the student enrollment were involved in the intramural program. The program received funding from department funds. Badminton, softball, table tennis, tennis, and volleyball were offered in the co-recreational program. A girl's gymnasium, softball and baseball diamonds, and tennis courts were facilities available for this program.

Ross Sterling High School in Houston sponsored an intramural program for its boys and girls that is directed by a physical education teacher. Nine percent of the student body participated in intramural programs at this school. Financing is received from the physical education budget. Badminton was the activity offered for boys, girls, and also
in the co-recreational program. A gymnasium was available for conducting the badminton activities.

The intramural program at Waltrip High School in Houston is directed by a physical education teacher and a coach-teacher. Thirty-nine percent of the students enrolled were participants in the intramural program. Program financing was received through the physical education budget. Co-recreational activities offered were archery, badminton, bowling, softball, and volleyball. Basketball and flag football were also offered for boys. An archery range, bowling lanes, boy’s and girl’s gymnasiums, football fields, and softball and baseball diamonds were available for the above activities.

Washington High School in Houston offered an intramural program for boys that is conducted by a physical education teacher. Eleven percent of the total student enrollment were involved in the program. Student fees were used for financing the program. The activities offered for the boys were basketball, free-throw shooting, softball, track and field, and volleyball. A boy’s gymnasium, football fields, softball and baseball diamonds, tennis courts, and a swimming pool were available for their intramural activities.
BIBLIOGRAPHY

Books


Matthews, David O., Intramurals for the Junior High School, Athletic Institute, 1964.


V-Five Association of America, Intramural Programs, Revised Edition, Anapolis, Maryland, United States Naval Institute, 1950.


Articles


Publications of Learned Organizations


Public Documents


Unpublished Materials

