

STUDENTS PARTICIPATION AND CONSTRAINTS TO INTRAMURAL SPORTS

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ABSTRACT

This study aimed to investigate the college students participation and the different constraints that hinder their involvement to school intramurals programs in the University of Eastern Philippines. Findings revealed that majority of the respondents were females who came from the age bracket of 18-20, and were freshmen students from the College of Education, College of Arts and Communication and the College of Science and seventy one point twenty seven percent (71.27%) stayed in the campus. Information about the activity was obtained by the students from the school bulletin boards. Majority of the respondent who experienced intramural sports participated in basketball badminton and volleyball while those who never participated were willing to try and preferred sports such as badminton, volleyball and basketball. However, there were constraints that hindered their participation wherein structural constraints got the highest mean of three point twenty seven (3.27).

Keywords

participation, intramural sports, constraints

Introduction

Participation in intramural sports is an opportunity for all students to compete against their schoolmates in various sports. It encourages school wide involvement of students in sports activities as extra class program during school days.

Intramurals are defined as “those activities carried out which all the participants are members of the particular institution” (Colgate, 1978).

Lindsey et al. (2009) defined campus intramural sports as a service provided to offer students an opportunity to physically participate in fitness and sport activities.

Intramurals is the most popular recreational activity in the school campus which provides students the chance to further develop, improve and practice their skills learned in the regular class program.

It is no secret that active involvement in sports and fitness is of vital importance to anyone seeking long lasting health and longevity. In their most ideal form, intramural sport programs focus on promotion of healthy lifestyle and development, not wins and losses (Sturts and Ross, 2013).

In the Philippines, the school of Physical Education and Sports Development Act of 1969 created programs which included a program of intramurals and inter-unit athletic competition within schools.

Furthermore, Article XIV Section 19 (1) and (2) of the 1987 Philippine Constitution mandates that: The state shall promote physical education and encourage sports programs, league competitions, amateur sports, including training for international competitions, to foster self-discipline,

teamwork, and excellence for the development of a healthy and alert citizenry.

All educational institutions shall undertake regular sports activities throughout the country in cooperation with athletic clubs and other sectors.

In relation to the mandate of the Philippine Constitution, Colleges and Universities all over the country offer a wide variety of intramural sports as a way to encourage participation, teamwork and collaboration among students. Geminiano (2016) mentioned that intramurals programs allow students to develop psychomotor skills and fine-tune motor skills, promotes camaraderie and rapport and value sportsmanship. In a study of Hall-Yanessa and Forrester (as cited by Moffit, 2010), they found that students who participated in club sports indicated higher levels of satisfaction with their collegiate experience as opposed to those who did not participate.

Despite the positive effects of participation to intramural sports many students still do not engaged in the activity. The non-participation is due to some constraints which prevent an individual from participating and enjoying the intramural sports. Therefore, these constraints inhibit students from reaping the benefits of participation (Masmanidis, Gargalianos and Kosta, 2009). According to Crawford et. al. (1991) there are three factors which constrain students from engaging in sport and recreation activities. Constraints begin at the individual (interpersonal) level, moving towards social functioning (interpersonal) and the (structural) factors

in the environment over which a person has no control (Crawford et al., 1991).

Hence this research is an attempt to study the extent of students participation to intramural sports. Specifically, it determined the profile of the respondents, find out the sports participated and their sports preferences. Moreover, it tried to identify the different constraints that prevent the respondents from joining the sports activities.

Methodology

This study was conducted in the University of Eastern Philippines main campus during its actual intramural sports competition on October 2019.

The sample population of the study was composed of college students officially enrolled during the first semester of school year 2019-2020. The respondents were selected using random sampling technique. Four hundred (400) survey questionnaires were distributed however, only 362 instruments with complete answers were retrieved.

Descriptive statistics like frequency counts, percentages and mean were used to analyze the data.

Results and Discussion

The study had a total of 362 respondents and a majority of them came from age bracket of 18-20 with 206 or 56.90%, this was followed by those who belong to the age bracket of 21-23 with 102 or 28.18%. Forty (40) or 11.05% belong to the age bracket of 24-26 and only 14 or 3.87% were 27-29 years old.

In terms of sex 208 or 57.46% were female while 154 or 42.54% were male. This

implied that there were more female students than male in the university.

When it comes to year level, 184 or 50.83% were freshmen students, 90 or 24.86% were sophomore, 48 or 13.26% were junior and 40 or 11.05% were senior students. This means that majority of the respondents were freshmen who were around and witnessed the intramural sports.

College of Education, College of Arts and Communication and College of Science had 90 or 24.86%, 88 or 24.31% and 86 or 23.76% respectively. It was followed by College of Business Administration with 54 or 14.42%, College of Engineering and College of Veterinary Medicine both with 14 or 3.87%, College of Agriculture Fisheries and Natural Resources with 12 or 3.31% and College of Nursing Allied Health and Sciences with 4 or 1.10 percent.

Two hundred fifty eight (258) or 71.27% were staying in the campus and 104 or 28.73% were staying in their residences outside the campus. This means that respondents from for places of different municipalities rented boarding houses in the campus while students from nearby barangays and municipalities were commuters.

Table 1. Presents the profile of the respondents under study like age, sex, year level, college and residence.

Table I Profile of the Respondents

Profile	Frequency	Percentage (%)
Age		
18-20	206	56.90
21-23	102	28.18
24-26	40	11.05

27-30	14	3.87
Sex		
Male	154	42.54
Female	208	57.46
Year Level		
Freshmen	184	50.83
Sophomore	90	24.86
Junior	48	13.26
Senior	40	11.05
College		
CAFNR	12	3.31
CAC	88	24.31
CBA	54	14.92
CE	14	3.87
COED	90	24.86
CNAHS	4	1.10
CS	86	23.76
CVM	14	3.87
Residence		
Staying in campus	258	71.27
Outside the campus	104	28.73

n=362

The information about the intramural sports was obtained by the students from the bulletin boards with 102 or 28.18%, classmates and friends with 78 or 21.55%, teachers with 68 or 18.78%, student organization 64 or 17.68%, social media 34 or 9.39% and student center with 16 or 4.42 percent. This means that students checked their bulletin boards where important announcements were posted.

In terms of participation in the intramural sports as an athlete, 78 or 21.55% participated, 254 or 70.16 never participated but willing to try, and 30 or 8.29% showed no interest in participation.

Table 2. Intramural Participation of the Respondents

Participation	Frequency	Percentage
Participated	78	21.55
Never Participated, would like to	254	70.16
No interest of Participation	30	8.29
TOTAL	362	100

The different sports that were participated by the respondents were basketball with 20 or 25.64%, badminton with 17 or 21.79%, volleyball with 8 or 10.26%, soccer with 6 or 7.69%, dance sport and athletics both with 5 or 6.41%, softball with 4 or 5.13%, taekwondo, swimming and baseball got 3 or 3.85 respectively, chess with 2 or 2.56%, and table tennis and sepak takraw both with 1 or 1.28 percent.

This finding is similar to that of Ayan (2013) who reported that the most favorite sport of the study group was basketball, whether in both open and closed areas. Volleyball and football were the second and third favorite sports respectively.

Likewise, the study of Danzu and Wahab (2009) revealed that soccer, track and field, basketball and table tennis were the major intramural sports of choice among the students.

Table 3. Sports Participated by the Respondents

Sports	Frequency	Percentage %
Basketball	20	25.64
Badminton	17	21.79
Volleyball	8	10.26
Soccer	6	7.69
Dancesport	5	6.41
Athletics	5	6.41

Softball	4	5.13
Taekwondo	3	3.85
Swimming	3	3.85
Baseball	3	3.85
Chess	2	2.56
Table Tennis	1	1.28
Sepak Takraw	1	1.28
TOTAL	78	100

Respondents of the study who never participated in intramural sports were asked to identify sports that they would see themselves participating. Likewise, students who participated already were also asked the same and check all their choices.

Badminton received the most interest on sports preferences with 87 followed by volleyball with 75, basketball 57, dancesports 36, taekwondo 33, swimming 32, table tennis 28, soccer 27, baseball 22, chess 19, beach volleyball and softball both with 17, athletics 16, futsal 13, sepak takraw 10 and lawn tennis 4. It is worth noting that badminton ranked number one on students preferences because it is played indoor so the students can enjoy the game in a more compared with other sports.

Table 4 Sports Preferences of the Respondents

SPORTS	FRE- QUENC Y	PRECEN T-AGE %	RAN K
Badminto n	87	31.07	1
Volleybal l	75	26.78	2
Basketbal l	57	20.36	3
Dance	36	12.86	4

sports			
Taekwon do	33	11.78	5
Swimming	32	11.43	6
Table Tennis	28	10	7
Soccer	27	9.62	8
Baseball	22	7.86	9
Chess	19	6.78	10
Beach Volleyball	17	6.07	11.5
Softball	17	6.07	11.5
Athletics	16	5.71	13
Futsal	13	4.64	14
Sepak Takraw	10	3.57	15
Lawn Tennis	4	1.43	16

n=280 (multiple answers)

Table 5 shows the interpersonal constraints that hinder the participation of respondents in intramural sports. “Have too many obligations”, “do not have proper equipment” and “No companion to participate with me” were the top three constraints which generated weighted mean of 3.70, 3.53 and 3.37 respectively.

This finding was supported by Hashim (2012) that students are more constrained by having few or no partner to participate with in sport and recreation.

The study of Hoe (2007) likewise found out that female students attempting to partake in sport and recreation are more constrained by a lack of partners in comparison to their male counterparts.

It was also revealed in the study of Mirsafian (2014) that hungarian students

lack of partner for engaging in sports affected their participation.

Table 5 Interpersonal Constraints to Intramural Participation

Statements	Weighted Mean	Interpretation
Have too many obligations	3.70	Constraints
Do not have proper equipment	3.53	Constraints
No companion to participate with me	3.37	Constraints
Do not have enough money	3.34	Constraints
My friends do not have enough time for participating	3.29	Constraints
Might lose face if they failed people’s expectations	3.27	Constraints
Do not have transportation	3.24	Constraints
Might lose face if they made mistakes	3.22	Constraints
Do not have skills	3.12	Constraints
Do not like intramurals	2.30	Neutral
MEAN	3.24	Constraints

Table 6 shows the intrapersonal constraints that hinder the participation of respondents in intramural sports. The top three statements were “I am too shy to

Participate” “Activities are too competitive” and “Fear of failure”.

This finding is similar to the study of Shifman et al. (2011) where international students indicated “participation makes me self-conscious”, “I lack the skill to participate”, and “I am too shy to participate” as the intrapersonal constraints that most affected their intramural sport participation.

Yetgin (2014) found out that feeling tired and fear of being injured lead to non-participation in sport and recreation among Turkish university students.

Table 6 Intrapersonal Constraints to Intramural Participation

Statement	Weighted Mean	Interpretation
I am too shy to participate	3.41	Constraints
Activities are too competitive	3.38	Constraints
Fear of failure	3.36	Constraints
Feel uncomfortable participating	3.29	Constraints
Fear of injury	3.25	Constraints
Participation makes me feel conscious	3.12	Constraints
I lack the skill to participate	3.09	Constraints
I am not motivated	3.08	Constraints
I want to stay home and rest	3.07	Constraints
Fear of violence	3.05	Constraints
Don't have will to	2.93	Neutral

participate		
Activities are dominated by specific gender	2.91	Neutral
MEAN	3.16	Constraints

Structural constraints are external factors that intervene between sports and recreation activity preference in an environment (Shifman et. al. 2011)

The findings of this study revealed that lack of time because of other obligations, lack of time due to work and studies and inability to manage time were the top three structural constraints.

This findings was supported by Halforty and Radder (2012) who reported that students at Nelson Mandela Metropolitan University (NMMU), sport and recreation participation was constrained by time and scheduling as students were too busy with their academic work. Halforty and Radder further suggested that university students should be taught time management skills to overcome these structural constraints.

Mthokozisi (2017) also found out that not having enough time due to heavy academic workload was the leading structural constraints affecting sport and recreation participation.

Additionally, the study conducted by Young et al. (2007) indicated that the highest mean rating observed for both international and domestic students was: “Studying takes up too much of my time”(Structural) and “My work takes up too much time”(Structural).

Based on the findings of different studies it can be implied that students had a hard time when it comes to time management which hindered their participation to intramural sports.

Table 7 Structural Constraints to Intramural Participation

Statements	Weighted Mean	Interpretation
Lack of time because of other obligations	3.67	Constraints
Lack of time due to work and studies	3.58	Constraints
Inability to manage time	3.45	Constraints
Lack of facilities	3.38	Constraints
Intimidation from higher year grade	3.30	Constraints
Lack of money for food	3.28	Constraints
Facilities are too crowded	3.24	Constraints
Intimidation from varsity athletes	3.22	Constraints
Lack of transportation	3.15	Constraints
Lack of information about intramurals	3.05	Constraints
Physically unable to participate	2.97	Neutral
I do not know how to participate	2.96	Neutral
MEAN	3.27	Constraints

Conclusions

Based on the findings of the study, the following conclusions were drawn:

A majority of the respondents were female, they came from age bracket of 18-20, freshmen, from the College of Education. Most of the respondents stayed in the school campus since students came from different towns. They obtained information about intramurals from the school bulletin boards.

Seventy point sixteen percent (70.16%) of the respondents never participated in sports activities but willing to try. Most of those who joined in the intramurals participated in basketball while those who never participated preferred badminton of given the chance to join.

In terms of Interpersonal constraints having too many obligations got the highest weighted mean. Having no proper equipment and no companion to participate also constraints students participation. This is due to the fact that for intrapersonal constraints “I am too shy to participate” ranked one as constraints. Time is the common hindrance for structural constraints. Students lack of time due to work, school, family and unable to manage their time top them all. If time management will be addressed more students will participate in the intramural sports program.

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