



**NATIONAL OPEN UNIVERSITY  
OF NIGERIA**

**COURSE CODE:-KHE105**

**COURSE TITLE:-  
Organization and Administration of Intramural Sports**

National Open University of Nigeria Plot 91, Cadastral Zone, Nnamdi Azikwe Express  
Way, Jabi Abuja

**B.Sc(Ed) Human Kinetics**

**COURSE CODE:-KHE105**

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Organization and Administration of Intramural Sports**

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## **INTRODUCTION**

Organization and Administration of Intramural Sports is one of the numerous ways of developing and improving individuals. Intramural sports among other things is expected to also; serve as a stress reliever, develop new friendships, create leadership opportunities, improve exercise levels, make schools more interesting, teach how to win and lose in a sportsman-like manner, create greater loyalty to the school and make available valuable information that would not have been received in a regular course.

The Nigeria national sport policy recommended grassroots sport as a way to develop sport in Nigeria and school sport is an integral part of it. The activities associated with intramural sporting events provide school students with an outlet when dealing with stress. Intramural sports also give school students a chance to socially interact with peers.

## **WHAT YOU WILL LEARN IN THIS COURSE**

This course guide tells you briefly what to expect from reading this material. The material you require and how you can successfully work through this course are discussed. It suggests some general guidelines for the amount of time you may wish to spend in each unit of course, your tutor-marked assignments and evaluation of the course.

## **COURSE AIMS**

The aim of this course is to provide you with an understanding and appreciation of the meaning of intramural sport, its benefits and the relevance in the development of students' lives.

## **COURSE OBJECTIVES**

In addition to the above aims, this course has 10 units with specific objectives of each unit defined. These are always included in the beginning of a unit. You are advised to read them carefully before you start reading through the unit. You may wish to refer to them as you go through the unit and/or at the end of the unit to ascertain the level of your progress, and to make sure that you have done what you are required to do in the unit.

On successful completion of this course, you should be able to do;

1. Define intramural sports
2. Appreciate history of Intramural sports
3. Define of extramural Sports
4. Identify factors influencing intramural sport
5. Benefit of intramural sport
6. Identify the challenges of Challenges of Intramural Sports
7. Identify the challenges of Intramural Sports
8. Understand the workings of the interplay of Facilities, Equipment and Supplies for Organization and Administration of Intramural Sports

## **WORKING THROUGH THE COURSE**

In order to complete this course successfully, you are required to read the study the study units, read the reference books, and any other material provided by NOUN. You are also required to spend a lot of time to study the content of this material. Do your tutor-marked assignments and consult your facilitator where necessary.

## **STUDY UNITS**

There are 10 study units in this course. They are as follows:

### **Module 1**

- Unit 1: Introduction to intramural sports
- Unit 2: Introduction to Intramural and Extramural Sport
- Unit 3: Factors influencing intramural sport and Benefit of intramural sport
- Unit 4: Challenges of Intramural Sports

### **Module 2**

- Unit 1: Organization of Intramural Sports
- Unit 2: Administration of Intramural Sports
- Unit 3: Facilities, Equipment and Supplies for Organization and Administration of Intramural Sports

### **Module 3**

- Unit 1: Introduction Financial aspect of Intramural sport
- Unit 2: Budgeting
- Unit 3: Accounting Decision
- Unit 4: Consolidation

## **COURSE MATERIALS**

You will be provided with the following

- Course Guide
- Study Units

In addition, you are required to consult the recorded textbooks and do your assignment

## **ASSESSMENT**

There are two aspects to the assessment of the course. These are the tutor-marked assessment and the final end of the semester examination. In attending to the assignments, you are required to draw from your knowledge and techniques gathered from the course. The assignment must be submitted to your tutor for assessment, in accordance with the deadline given to you.

## **FINAL EXAMINATION AND GRADING**

The final examination for this course will be three hour duration. It will have a value of 70% of the overall marks. The examination will consist of questions which reflect the type of self-test, activities and TMAs

## **COURSE MARKING**

The following tables lay out how the actual course marking is broken down.

<b>Assignment</b>	<b>Marks</b>
Assignment 1-15	Fifteen assignments @ 5 each = 30% of each mark
Final exam total	70% overall course mark 100% of course mark

## **COURSE OVERVIEW**

An overview of Organization and Administration of Intramural Sports explores the challenges and factors that can aid the development of school sports, the budgeting and finance aspect of it will also be treated. The concept of accounting in administration and Organization of intramural sports are key integral part of the course.

This table brings together the units and number of hours you should take to complete to complete them and the assignment that follow them.

Unit	Title of Work	Hours	Assignment
	Course Guide		
<b>Module 1</b>			
1	Introduction to intramural sports	3	Assignment 1
2	Introduction to Intramural and Extramural Sport	3	Assignment 2
3	Factors influencing intramural sport and Benefit of intramural sport	3	Assignment 3

4	Challenges of Intramural Sports	3	Assignment 4
<b>Module 2</b>			
1	Organization of Intramural Sports		Assignment 5
2	Administration of Intramural Sports	3	Assignment 6
3	Facilities, Equipment and Supplies for Organization and Administration of Intramural Sports	3	Assignment 7
<b>Module 3</b>			
1	Introduction Financial aspect of Intramural sport	3	Assignment 8
2	Budgeting	3	Assignment 9
3	Accounting Decision	3	Assignment 10

### **Portfolio**

A portfolio has been created for you tagged “**My Portfolio**”. With the use of Microsoft Word, state the knowledge you gained in every Module and in not more than three sentences explain how you were able to apply the knowledge to solve problems or challenges in your context or how you intend to apply the knowledge. Use this Table format:

#### **Application of Knowledge Gained**

Module	Topic	Knowledge Gained	Application of Knowledge Gained

You may be required to present your portfolio to a constituted panel.

### **Assignments**

Take the assignment and click on the submission button to submit. The assignment will be scored, and you will receive a feedback.

### **Examination**

Finally, the examination will help to test the cognitive domain. The test items will be mostly application, and evaluation test items that will lead to creation of new knowledge/idea

### **HOW TO GET THE MOST FROM THIS COURSE**

In distance learning, study units replace the University. This is one of the great advantages of distance learning; you can read and study through specially designed study materials at your own disposals at your own pace and at a time and at a place that suits you best. Think of it as reading the lecturer instead of listening to the lecturer. In the same way that a lecturer might set you some readings to do, the study unit tells you when to read your set books or other materials, when to undertake practical work. Just as a lecturer can give you an in-class exercise, your study unit provide for you an exercise to do at an appropriate point. Each of the study units follows a common format. The first item is an introduction to the main matter of the unit and how a particular unit is

integrated with other unit and the course as a whole. Next is a set of learning objectives. These objectives allow you to know what you should be able to do by the time you have completed the unit. This learning objectives are meant to guide your study. The moment a unit is finished, you must go back and check whether you have achieved the objectives or not.

If you make a habit of doing this, you will greatly improve your chances of passing the course. The main body of the unit guides you through the require reading from the other sources. This will usually be either from your set book or from a reading section. Self-tests are interspersed throughout the units and answer are given at the end of each of the test. Working through this self-tests will help you to achieve your objectives of the unit and prepare you for the assignment and examination. You should do each self- test as it comes to it in the study units. There will also be numerous examples given in the study units, work through these also when you come to them too. The following is practical strategy for working through the course. If you run into any problem, get in touch with your tutor. Remember that your tutor's job is to help you. When you help, he will provide them.

- 1) Read this course guide thoroughly
- 2) Organize a study schedule. Refer to the course overview for more details. Note the time you are expected to spend on each unit and how the assignments relate to the unit. Important information e.g. details of your tutorials, and the date of the first day of semester is available from the NOUN. You need to gather together all this information in one place such as your diary or wall calendar. Whatever method you choose to use, you should decide on and write in your own dates for working on each unit.
- 3) Once you have created your own study, do everything possible to stay faithful. The major reasons students fail is that they get behind in their course work. If you get into difficulty with your schedule, please let your tutor know before it is too late for help.
- 4) Turn to unit one unit 1 and read the introduction and objectives for unit
- 5) Assemble the study materials, Information about what you need for a unit is given in the over view at the beginning of each. You will almost always need both the study unit you are working on and one of your set book on your desk at the same time.
- 6) Work through the unit. The content of the unit itself has been arranged to provide a sequence for you to follow. As you work through the unit, you will be instructed to read sections from your set book or other articles. Use the unit to guide your reading.
- 7) Keep an eye or ear on your television sets. Up-to-date course information will be continuously posted there.
- 8) Well, before the relevant due dates (about four weeks before the date), keep in mind that you will learn a lot by doing the assignment carefully. They have been design to help meet the objectives of the course and therefore will help you to pass the examination. Submit all assignments not later than the due date.
- 9) Review the objectives for each study unit to confirm that you have achieved them. If you feel unsure of any of them, consult your tutor.
- 10) When you are confident that you have achieve a unit's objective, you can then start on the next unit. Try to space your study so that you keep yourself on the schedule.
- 11) When you submitted an assignment to your tutor for marking, do not wait for its return before starting on the next unit. Keep up with your schedule. When the assignment is returned, pay particular attention to your tutor's comment both on the tutor-marked assignment form and also the written comment on the ordinary assignments. Consult your tutor as soon as possible if you any question or problem.

- 12) After completing the last unit, review the course and prepare yourself for the final examination. Check that you have achieved the unit's objective listed at the beginning of each unit and the course objectives listed in this course guide.

## **SUMMARY**

On successful completion of this course, you should be able to do;

1. Define intramural sports
2. Appreciate history of Intramural sports
3. Define of extramural Sports
4. Identify factors influencing intramural sport
5. Benefit of intramural sport
6. Identify the challenges of Challenges of Intramural Sports
7. Identify the challenges of Intramural Sports
8. Understand the workings of the interplay of Facilities, Equipment and Supplies for Organization and Administration of Intramural Sports

*We wish you success in your course*

# **MODULE 1: Introduction to Intramural Sports**

## **UNIT 1 (KHE105): Introduction**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 Introduction to intramural sports
- 4.0 Activities
- 5.0 Summary
- 6.0 Assignment
- 7.0 References for Further Reading

### **1.0 Introduction**

Intramural sports program were recreational sports organized within school, college and university settings involving club teams that compete regularly. These organized recreational sports program were used to promote wellness among school students, while also allowing those who do not compete at an elite level, an opportunity to be active.

### **2.0 OBJECTIVES**

At the end of this unit, you should be able to:

1. Know the meaning of intramural sport
2. History of intramural sport.
3. How intramural sports is being played

### **3.0 Main Content**

#### **3.1 Meaning of Intramural Sports**

Intramural sports are recreational sports organized within a particular institution, usually an educational institution.

#### **3.2 History of Intramural sports**

In 2003, Marsh and Kleitman suggested that athletic participation has shown an increase in commitment and identification to the participant's school. Elmer Mitchell is considered to be the father of intramural sports (Rothwell & Theodore, 2006). Rothwell and Theodore also indicated that he stated collegiate sports began with intramurals and extramural. The activities associated with intramural sporting events provide school students with an outlet when dealing with stress. Intramural sports also give school students a chance to socially interact with peers. School life involves more than just academic achievement; it is also a time when young people begin to define their independence and find themselves. Kane and Rouse (1999) suggested that community colleges have acquired a "central role in the nation's higher education system".

Young people attending school participate in some kind of organized intramural sport activity (Gardner, Roth & Brooks-Gunn et al., & Eccles, 2006). Organized sport activities may include intramural and extramural sport clubs, athletic opportunities, dance line or cheer teams, Scouts, drama or theater, youth groups, student council, and club sports. There is substantial interest in how teenagers are

spending their leisure time inside and outside the school day, and what types of activities are important to their development. There are studies that support either being involved, being over-involved, or not being involved at all in intramural and extracurricular activities and how participation can challenge what becomes of youth in the future based on participation in activities inside and outside the school day. According to Eccles (2003), children and adolescents in the United States spend more than half of their waking hours in leisure activities. Along with interest in how leisure time is being spent, researchers are questioning why there are high levels of disinterest, underachievement, disengagement, and increased amount of time youth spend in activities. Participation in activities has been linked to social and academic success, yet over-participation may be too stressful for young adults as it may consume too much of their free time.

In addition to that different opinions of what is considered an intramural and extra-curricular sport program. A few examples of activities inside and outside the school day may include pro-social activities such as dances, team sports, and performing arts, while in-school involvement activities may include intramurals and future success for those who participate. Research also indicated that both the type of intramural and extramural sport clubs. Different levels of activity involvement and participation may positively impact programs and level of participation may challenge the individuals'

development (Eccles, 2003). According to Gardner et al. (2008), theory and research on positive youth development emphasizes the transition of human development, and suggest that cultivating positive, supportive relationships with people and social institutions encourages healthy development. Considering this perspective, organized activities, such as intramural and extra-curricular sport program, can encourage healthy development because of the support and opportunities that are present compared to less positive after school options for teens.

#### **4.0 ACTIVITY I**

- i. Trace the History of Intramural sports and mention the name of Father of Intramural Sports
- ii. Explain the term 'intramural sports'

#### **5.0 SUMMARY**

In this unit, you have learnt about meaning of intramural sports. You also have learnt about the History of intramural sport.

#### **6.0 ASSIGNMENT**

- i. Discuss the benefits of intramural sports mentioned in the main content

#### **7.0 REFERENCES**

Gardner, M., Roth, J., & Brooks Gunn, I. (2008). Adolescents'

Participation in Organized Activities and Developmental Success 2  
and 8 Years after High School: Do Sponsorship, Duration, and  
Intensity Matter? *Developmental Psychology*, 44(3), 814-830.

Kane, T. J., & Rouse, C., E. (1999). The Community College: Educating  
Students at the Margin between College and Work. *The Journal of*

Economic Perspectives,13(1),63-84.Retrieved from

<http://www.jstor.org/stable/2647137>

Roth well, E., & Theodore. (2006). Intramurals and college student development: The role of intramurals on values clarification.

Recreational Sports Journal, 30(1), 46-52. Retrieved from

<http://www.nirsa.org>

Eccles,1. (2006). Is Extracurricular Participation Associated With

Beneficial Outcomes? Concurrent and Longitudinal Relations.

Developmental Psychology, 42(4), 698-713.

## **UNIT 2 (KHE105): Introduction to Intramural Sport**

1.0 Introduction

2.0 Objectives

3.0 Main Content

3.1 Definition of Sport

3.2 Definition of intramural Sports

3.3 Definition of extramural Sports

4.0 Activities

5.0 Summary

6.0 Assessment

7.0 References for Further Reading

### **1.0 Introduction**

This unit deals with definitions of required terms for this course such as sport, intramural sport and extramural sport

### **2.0 OBJECTIVES**

At the end of this unit, you should be able to define the following terms:

1. Sport
2. Intramural sport
3. Extramural sport

### **3.0 Main Content**

#### **3.1 Sport**

An activities involving physical exertion and skill in which an individual or team compete against another or others for entertainment. Sport also includes all form of competitive physical activities or games which through casual or organizes participant

#### **3.2 Intramural Sports**

Intramural sports are recreational sports organized within a particular institution, usually an educational institution. An

intramural sport is a sport played in an institution between the students of that particular institution, no outsider is allowed in intramural sports. Intramural sports programs provide students an opportunity to participate in variety of competition and recreational sport activities. Intramural Sport Program : means those conducted within one school district involving only those pupils enrolled in such school district and which are organized to serve the entire or Sport competition.

### **3.3 Extramural Sport**

Extramural Sport Program: means those game or other events which involve the participation of students from two or more school and which offer enriched opportunities for the selected and highly skilled individuals or Sport competition organized among preparatory schools in

### **4.0 ACTIVITY I**

- i. Explain the following terms
  - a) Sport
  - b) Intramural Spot
  - c) Extramural sport

### **5.0 SUMMARY**

In this unit, you have learnt about meaning of intramural sports, sport and extramural sports.

### **6.0 ASSIGNMENT**

- i. Discuss the different between intramural sports and extramural sport

## **UNIT 3 (KHE105): Factors influencing intramural sport and Benefit of intramural sport**

1.0 Introduction

2.0 Objectives

3.0 Main Content

3.1 Factors influencing intramural sport

3.2 Benefits of Intramural sport

- a. Stress reliever
- b. Developing new friendship
- c. It create leadership opportunity
- d. It improve exercise level

4.0 Activities

5.0 Summary

6.0 Assessment

7.0 References for Further Reading

### **1.0 Introduction**

This unit deals with those factors that influence organization of intramural sports, these factors make the organization easy and help in having successful program. It also deals will the benefits that can be derived from intramural sports.

### **2.0 OBJECTIVES**

At the end of this unit, you should be able to:

1. List and explain factors that influence intramural sports
2. List benefits of intramural sports
3. Explain the following terms

- a. Stress reliever
- b. Developing new friendship
- c. It create leadership opportunity
- d. It improve exercise level

### **3.0 MAIN CONTENT**

#### **3.1 Factors Influencing Intramural Sports in Schools**

According to Bucher and Koenig (1974), community and school factors influence intramural sport. Such factors include: economic, religious, political, climate, sociological and cultural backgrounds, and attitudes towards education, and pressure groups or community structures. Economic factors base on the financial status of the community; their willingness to support education, sports and physical activities study conditions at home, sources of revenue for education.

Proper faculties and adequate equipment are critical to the success of intramural sport program. Bucher (1967:596) suggest that the facility involved in intramural sport program are raised in various ways. Since, these programs have as many contribution to make to educational objective as other parts of the education program or more they should be financed out of board of education and central administration funds .Just as other phase of the program are financed. They should be included in the general physical education budget and supported through regular budget school income.

#### **3.2 Benefit of Intramural Sports**

According to Ladani (1986) intramural sports were primarily termed extracurricular activities. This implies that they are something voluntary for those who have time. With greater awareness and realization of the importance of physical education and sport, the term has now changed to co-curricular activities. This term therefore, refer to that phase of physical education a program designed to improve upon the skills and abilities of the student body but consists of voluntary participation in sports, games and other social activities. Sports program, according to Ladani (1986) deals with sporting life activities. Egbunike (1985) listed the following benefits that the students can derive from participating in intramural sport program activities.

- Stress reliever
- Developing new friendship
- It create leadership opportunity
- It improve exercise level
- Making schools more interesting
- Learning how to win and lose in a sportsman-like manner
- Creating greater loyalty to the school
- Giving something worthwhile to do in leisure time
- Promoting more friendly relations with teachers
- Developing the willingness to accept criticism from others
- Making available valuable information that would not have been received in a regular course.

For the successful attainment of these values, different institutions, the world over have started organizing intramural and extramural sport program. The organization and administration of intramural and extramural sport program differ from one country to the other. In some countries, it is conducted mainly by students, while in some others; it is conducted by a physical educator or advisor. Recreational intramural and extramural sports program help students to develop an interest in many sports and physical education activities. This interest and enthusiasm by adult provide the basis for many happy leisure youths.

**Stress reliever:** taking part in intramural sports relieve stress in school: exams, group project, classmate trouble, computer problems or anything that causes stress in college can be dealt with, with intramural sports. Intramural sports have a set schedule, participant practically forced to set free some of their normal day activities so as to focused on training and rigorous exercise help in reliving pains.

**Developing new friendship:** Intramural sports can be great way to meet students that participants may not otherwise run into on a normal. Engaging in Intramural sports help many student to meet different people in the schools premises, it help them to interact very well even with people in higher level.

**It creates leadership opportunity:** every team needs a team leader or rather a captain. Many students get opportunity to serve

as a leader in their various teams which prepare for future purpose.

**It improve exercise level of participant:** most college students would like to visit gym on regular basis but with Intramural sports a predetermined time already in the students schedule will improve their visit to the gym. Intramural sports is a great way to push athletes, most team player visit gym at same time, this will in encouraging them to do better because of others around

**Making schools more interesting:** the primary purpose any college is teaching in class to meet requirement, doing assignments, writing exams for good grades among others. All this activities get boring to student and at that time, they might need something to improve their moods, Intramural sports is one of them best extracurricular activities to do in other to improve mood and catch fun. Students can join different sports such football, basket ball, volleyball among others.

#### **4.0 ACTIVITY I**

- i. What are the factors that influence intramural sports?
- ii. List benefits of intramural sports

#### **5.0 SUMMARY**

In this unit, you have learnt about meaning of factors that influence intramural sports as well as benefits of intramural sports.

#### **6.0 ASSIGNMENT**

- i. Explain the following terms
  - a. Stress reliever
  - b. Developing new friendship

- c. It create leadership opportunity
- d. It improve exercise level

## **7.0 REFERENCES**

Bucher, C. A. (2000). Administration of Physical Education and Sports.(4<sup>th</sup>Ed)St.

Bucher, C.A. (1967).Administration of School and College health and Physical Education program (4<sup>th</sup> ed).Saint Louis.

Egbunike,C.(1985): Relation of Organization and Administration of Sports to Athletic Achieves in Nigerian University

Ladani, B. A. (1986): An Approach to Comparative Physical Education and Sports. Faith printers international, Congo, Zaria, Ahmadu Bello University, Zaria

## **UNIT 4 (KHE105): Challenges of Intramural Sports**

1.0 Introduction

2.0 Objectives

3.0 Main Content

3.1 challenges of intramural sport

4. Activities

5. Summary

6. Assessment

7. References for Further Reading

### **1.0 Introduction**

This unit deals with challenges that affect organization of intramural sports

### **2.0 OBJECTIVES**

At the end of this unit, you should be able to:

- 1 List Challenges of intramural sports
- 2 Explain the challenges of intramural sports

### **3.0 Main Content**

#### **3.1 Challenges of Intramural sports**

- The shortage of funding impacted the Intramural sport program
- Insufficient sports facilities and equipment for sport program in schools hindered the development of Intramural sport program
- Shortage of qualified personnel in PE negatively affected the Intramural port program
- Parents Problems

- Students interest

- **The shortage of funding impacted the Intramural sport program:** One of the main challenges of Intramural sports is fund. Many institution, college do not have enough fund to organize Intramural sports programs and many of them lack supports from Government, parents and even the teachers in the schools premises. Some PE teachers are not encouraging too, many of them embezzle funds that is meant for sport activities, some principal divert the funds to another project tagging sports to be waste of time.
- **Insufficient sports facilities and equipment for sport program in schools hindered the development of Intramural sport program:** this can also be trace back to funding, many institutions lack facilities not to talk of equipment that will encourage students to participate in Intramural sports. Lack or insufficient sports facilities and equipment will have always have great impact on the improvement of intramural sports programs in any given institution
- **Shortage of qualified personnel in PE negatively affected the Intramural port program:** Many PE teachers are not either not qualify of not good enough for the job, many are not interested in the sport activities, whichever one this

reasons with contribute negative to improvement of intramural sports programs in school

- **Parents Problems:** Many parents wants their children to focus on the academic part of the school and many of the sees participating in sport as wasting of time.
- **Students interest:** putting students together for different teams is another problem being face by intramural sports programs, some students are not interested especially when they are being encourage or supported by other subject teachers.

#### **4.0 ACTIVITY I**

- i. What are the challenges intramural sports?

#### **5.0 SUMMARY**

In this unit, you have learnt about challenges of intramural sports.

#### **6.0 ASSIGNMENT**

- i. Explain the following Challenges
  - The shortage of funding impacted the Intramural sport program
  - Insufficient sports facilities and equipment for sport program in schools hindered the development of Intramural sport program
  - Shortage of qualified personnel in PE negatively affected the Intramural port program
  - Parents Problems

- Students interest

## **2.6 REFERENCES**

Bucher, C. A. (2000). Administration of Physical Education and Sports.(4<sup>th</sup>Ed)St.

Bucher, C.A. (1967).Administration of School and College health and Physical Education program (4<sup>th</sup> ed).Saint Louis.

Eccles, J. (2003). Extracurricular Activities and Adolescent Development. Journal of Social Issues, 59(4), 865-889.

## **MODULES 2: Organization and Administration of Intramural Sports**

### **UNIT 1 (KHE105): Organization of Intramural Sports**

#### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 Organization to intramural sports
- 4.0 Activities
- 5.0 Summary
- 6.0 Assignment
- 7.0 References for Further Reading

#### **1.0 Introduction**

This unit deals with the organization of intramural sports as well as all the requirements to organized good intramural sports

#### **2.0 OBJECTIVES**

At the end of this unit, you should be able to:

1. explain how intramural sports can be organized, when it can be organized and why it is being organized

#### **3.0 Main Content**

##### **3.1 Organization of Intramural Sports**

The sport school environment consists of many sport organizations on several levels. Some schools consist of one coach with a team of 15 players competing for a trophy; some are larger organizations with many full-time staff members and many members.

Sports and Games programs in schools after classes are an extension of the Physical Education classes. Such activities provide an additional opportunity for participation and competition in sports

and other physical activities on a voluntary basis after school. The concept and tradition of intramural and inter-school sports competitions started in England in the 18th century. The competitions were held among elite English High Schools. The games were considered as indispensable in the development of character and manly qualities (McIntosh, 1968). Inter-school contests were an outgrowth of playing the games on an intramural basis. Girls' intramural and sports started much later than boys did (Bennet et al, 1983). Intramural activities include competitive sports and games among pupils in the school and informal educative sports participation of a recreational nature organized outside regular school class hours. Intramural programmes vary in organization and content. Teams may be organized on basis of grades, homeroom (house), class, or non-competitive. In many schools intra-mural activities supplement the Physical Education teaching programme. These activities are also used to prepare and select teams for inter-school competitions. Boys and girls often have their preferences for certain intramural and extramural sports. Different countries have different approaches to intramural and extramural sports but the administration and operation of these programmes depends upon the Physical Education teachers in the school. Physical Education teachers may or may not be paid extra for organizing games.

Sometimes teachers of other subjects rather than Physical Education are selected to help out in officiating, coaching or organizing of

teams (Andressen, et al., 1988). The leadership of sports captains keeps the sports programmes going throughout the year. The lack of adequate facilities, which are also shared with Physical Education, is a common problem. Intramural and extra-mural programmes require sizeable financial input and support from school administrators. Extra-mural activities involve teams from one school competing against those from another school. The level of organization of extra mural sports ranges from informal to highly organized interscholastic championships. Participants undergo a more serious selection process than in intra-murals. Extra-mural activities may receive popular attention and publicity outside school. They take place on weekdays or on weekends. Inter school competitions may be organized in several ways. The basic unit of organization is the school sports club or sports team.

Along with the Physical Education instructor, students themselves often play an active role in directing the club efforts. The various schools often belong to a district, provincial and or national organization such as the national school sports committee. School sports competitions are organized at local, district, provincial and national levels. There are respective schools sports organizations to organize the activities at these various levels. Some sports have competitions at senior and junior categories. Selection of members and competitors may be on the basis of age, height, weight and ability (Bennet et al, 1983).

Some educators perceive sports to encroach on the educational purposes of the school and make exorbitant demands upon the school financial resources, teaching time, and the student athletes' time and energy. The student with the potential for national and international competition may have to extend his/her schooling for an extra year or two to meet the needs of time for training and competing. Schools often honor outstanding athletes and offer incentives to them to compete and reward them for good performance (Bennet et al., 1983). However, sometimes extra-mural activities are promoted at the expense of the intra mural and the basic instructional physical education programme. The desire to win becomes the policy of winning at any cost and at the expense of educational and personal values. This often leads to the specialization of talent and the school in specific sport at the exclusion of developing other sports skills and the abilities of the learner that might be more useful in later life. This desire to win at all costs may lead to different forms for malpractices and unethical problems such as cheating, playing overage players. The ultimate intra-mural school sports competition is at the international level (Bennet et al, 1983). In addition to that according to Frost the intramural sport activity program arrangement for participation and competition should be done:

- To plan a tentative events calendar for the school year.

- To arrange schedule and tournaments to motivate, stimulate participant, and create maximum interest.
- To maintain and publicize current standings in intramural and extramural sport program (activity).
- To plan and develop attractive boards and displays (Frost: 1988:159).

#### **4.0 ACTIVITY**

- i. Intramural programmes vary in organization and content. What are the different criteria that can be used to organized intramural sport

#### **5.0 SUMMARY**

In this unit, students has learnt how intramural sports can be organized, when it can be organized and why it is being organized.

#### **6.0 ASSIGNMENT**

Explain how a teacher can organize an intramural sport among secondary school students

#### **7.0 REFERENCES**

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## **UNIT 2 (KHE105): Administration of Intramural Sports**

### **CONTENTS**

1.0 Introduction

2.0 Objectives

3.0 Main Content

7.1 Administration of intramural sports

4.0 Activities

5.0 Summary

6.0 Assignment

7.0 References for Further Reading

### **1.0 Introduction**

This unit deals with the administration of intramural sports as well as all planning, organizing, staffing, directing, coordinating, reporting and budgeting in a school

### **2.0 OBJECTIVES**

At the end of this unit, you should be able to:

1. How to plan, organize, staffing directing, coordinating, reporting and budget for intramural sport

### **3.0 Main Content**

#### **3.1 Administration of Intramural Sports**

Administration involves decision making and economically mobilizing an organization for optimal performance. According to Bucher (2000), administration involves the processes of planning, organizing, staffing, directing, coordinating, reporting and budgeting in an organization. The activities of an administrator of sport programs may include all of the above processes. However, in the school system, these responsibilities are shared among the State Universal Basic Education Board, the school and of course school

athletics. Sports administrative practices vary greatly according to forms of institutions. In many schools, the time table does not make room for participation in intramural and extramural sports activities. In most cases it is only the physical education students that are most often engaged in the intramural and extramural programs of the institutions. The other teachers in other departments do not make room for free evening that is, lesson-free evening for their students to participate in intramural activities.

Anejo (1987) observed that some teachers from other departments go as far as advising students strongly to face their studies and shun sports participation if they want to succeed in their academic work. Many students would not be uncertain to heed such advice. Worst still, is the lukewarm attitudes of some principals towards sports generally and specially toward students who sustain injuries during intramural activities. In some instance, such injured students were not catered for and were being asked to go to their parents to receive treatment. With this type of attitudes, most students are bound to develop negative attitudes toward intramural and extramural sport program (activities) of the school. Thus, administrative practices in most schools and colleges, do not give every student adequate opportunity of participation in intramural and extramural sports programs. Furthermore, administrative practice where games fees are collected and exclusively by the headmasters is bound to affect the smooth organization of intramural and extramural sports

programs in schools, as funds needed for the purchase of sports equipment and supplies might often be diverted to other aspects of the school programs at the detriment of sports programs. On the other hand, an administrative practice which is democratic, where an intramural sports committee which is constituted and charged with the responsibility of sports programs has access to sports funds, will enhance effective and efficient programs of intramural and extramural sports programs in schools and colleges.

#### **4.0 ACTIVITY I**

- i. What are the components under administration of intramural sports

#### **5.0 SUMMARY**

In this unit, students have learnt the impact of administration in creating a successful intramural sports program.

#### **1.0 ASSIGNMENT**

What are the problems faced by administrators of intramural sports

#### **2.6 REFERENCES**

Anejo, E. E. (1987): *Organization and Administration of Intramural Sports Programmes in selected Colleges of Education in the ten Northern States of Nigeria.*

## **UNIT 3 (KHE105): Facilities, Equipment and Supplies for Organization and Administration of Intramural Sports**

### **CONTENTS**

1.0 Introduction

2.0 Objectives

3.0 Main Content

3.1 Facilities, Equipment and Supplies for Organization and Administration of Intramural Sports

4.0 Activities

5.0 Summary

8.0 Assignment

9.0 References for Further Reading

### **1.0 Introduction**

This unit deals with the Facilities, Equipment and Supplies needed for Organization and Administration of Intramural Sports

### **2.0 OBJECTIVES**

At the end of this unit, you should be able to:

1. Know the facilities and equipment that are needed to organize and for administration of intramural sports

### **3.0 Main Content**

#### **3.1 Facilities, Equipment and Supplies for Organization and Administration of Intramural Sports**

For maximum achievement of the objective of the intramural sports programme in schools, it is absolutely necessary that the sports administrator should provide variety of activities. However, it can be understood that this wide variety of activities cannot be easily provided where the provision of facilities equipment and supplies is either tight or non-existent. The need for adequate supply of

facilities, equipment and supplies was stressed by Wilgoose (1979) who argued that – the society of sports facilities and supplies constitutes a big cog in the successful administration of schools sports in Ethiopia. Good sports programmes can function at full effectiveness only when they are supported with sufficient equipment in good conditions. Egbunike then submitted “if you take a survey of our school institutions in the State, you could hardly get a school that can boast of having the needed facilities for two or three different games to boost sports in the school. The popular game which is football in the world is losing popularity in our schools. Some schools are even not having one football field for those interested to play. The few lucky schools that are opportune to get one at all are left stranded s the only ball they have is out of use”. He suggested that at least, a school should boast of having two football pitches, two volleyball courts, two basketball courts and a set of table tennis equipment to keep sports reigning in the school. He concluded by explaining that the new policy on education put emphasis on physical education which is to embody in our secondary schools curriculum in order to improve sports and to enable students to have the mind for sound education. The author then wondered how these aims could be achieved without the necessary sports facilities. Students cannot show excellent performance in the sports programme without the facilities, equipment and supplies. Schools should provide more than one

soccer field for boys, one basketball court, one volleyball court, lawn tennis courts, badminton court, handball court, hockey field, cricket pitch, facilities for athletics and other varieties of sports. Indoor games facilities should also be provided. Equipment and supplies for team and individual sports, track and field, aquatics, dance, gymnastics and tumbling should also be included. Provision should be made for storage, repair and maintenance of these materials. The sports administrator should make adequate arrangements for marking, checking out, borrowing, care of repair and improvisation of sports equipment. Where some of these facilities and equipment do not exist in the schools but can be found in the community, arrangements should be made to enable the school to make use of such materials. In other words, school and community facilities should be planned and used to supplement and complement each other in meeting the need of the students and the community. "Community recreational programme conducted with a school facility should be under the provision of school personnel to ensure safety of students and the protection of the facilities, equipment and supplies." The existence of adequate facilities and equipment is of vital importance in the conduct of physical education recreational and athletics programme at every educational level.

Anejo (1987) stated that facilities and equipment are primary factors in determining the administrative feasibility of any sports

programme. For instance, the lack of a suitable swimming facility which the school can use makes it impossible to include swimming among the intramural activities. Students would have no practice space and no facility in which to conduct competition. In similar fashion, a school's inability to supply vaulting poles, hurdles, football, tennis rackets, etc will make it difficult to include them in their programme of intramural activities.

Ogunbiyi (1979) emphasized that: "The government which is responsible for the financial operation of schools should recognize physical education as a unique schools programme that needs special financial grants in addition to games fees that may be charged on each student (where it is applicable). The building of gymnasium must be regarded as a necessary part of the school's plans. A gymnasium with adequate equipment and facilities needs to be provided. This allows for indoor activities to be carried out." While commenting on the shortage of sporting facilities and equipment at the University of Lagos. Egunike (1985) Observed, I think people do not appreciate the importance of good sports facilities because good sports facilities breed good athletes." He explained further that the university did not win any gold medals in swimming as a result of lack of swimming facilities in the university. Egbunike appealed to the Federal Military Government during the opening/where ceremony of the sports equipment shop, the non-availability of sports equipment was regarded by most sports administrators and

organizers as a matter that had contributed immensely to the poor and slow development of sports in Nigeria. He opined that the government should regard sports facilities and equipment as very essential adding that unless sports facilities were made available at reduced costs, Nigeria would continue to dissipate fruitless energy in an attempt to compete squarely with most nations of the world.

Another observed factor which influences the organization and administration of Intramural and extramural sports programs in schools and colleges are the administrative practice or pattern of schools.

With particular reference to school sports, administrative practice here means what happens in the sports programs as a result of the activities and practices of those concerned with its administration.

#### **4.0 ACTIVITY I**

- i. What are the examples of facilities needed for organization and administration of intramural sports?

#### **5.0 SUMMARY**

In this unit, students has learnt facilities and equipment for organization and administration in creating a successful intramural sports program.

#### **6.0 ASSIGNMENT**

What are the examples of equipments needed for organization and administration of intramural sports?

## 7.0 REFERENCES

Anejo, E. E. (1987): *Organization and Administration of Intramural Sports Programmes in selected Colleges of Education in the ten Northern States of Nigeria.*

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## **MODULES 3: Financial aspect of Intramural sport**

### **UNIT 1 (KHE105): Introduction**

#### **CONTENTS**

1.0 Introduction

2.0 Objectives

3.0 Main Content

3.1 Introduction

3.2 Sources of funds

3.3 Ways of sourcing funds

4.0 Activities

5.0 Summary

6.0 Assignment

7.0 References for Further Reading

### **1.0 Introduction**

This unit will introduce the learner to financial aspect of intramural sports as well as different way a school can source for money in other to organized good intramural sports

### **2.0 OBJECTIVES**

At the end of this unit, you should be able to:

1. Discuss financial aspect of intramural sport
2. Explain sources of funds
3. Explain different ways of sourcing for funds in intramural sports

### **3.0 MAIN CONTENT**

#### **3.1 Financial aspect of Intramural sport**

Intramural sport programs finances are those contribute to the attainment of educational objectives; they should be financed out of the boards of education and administration centre funds, just as other phases of the program are financed. Horine:(185:292) suggest that it is good to have strong financial support for intramural. But may be possible to ask for funds, from the business community by having a

fast food chain sponsor part of program .For example, offering non-credit classes or lesson in unusual intra and extramural sport program/activity for fees, or best of all showing the administration facts and figures to generate to more fund. Bucher (2000) however lamented when he stated that it is a very pathetic situation to see that the money which was paid by students through some rigorous means is just spent by the principals on other projects which are totally unrelated to sports.

Many games masters / mistresses go down on their knees to beg for money to buy these sports equipment and supplies which students have paid for .mistress who would like to stand his / her ground on the demand for his money has always been regarded as a dissident element and such a teacher may be removed from the post or be transferred from that school”. Ethiopia should take on the same procedure if she wants sport to be developed in the secondary schools and should avoid paying lip services to the course of sports. He asserted that “there are several talented young boys and girls in the remote Ethiopia villages and institutions who can be sport lighted and give scientific training early on in their career. We should catch them young.

To achieve this objective, the National Sports Commission and state sports councils as a matter of priority, must invest much more money than they are doing in school sports in the areas of facilities, equipment, organizing school competitions and qualified personnel.”

The finance involved in intramural and extramural sports programs is raised in various ways. Bucher (2000) stated that: “because these programs have many contributions to make to educational objectives as other parts of education programs, they should be financed out of Board of Education and Central Administration funds as other phases of the programs are financed.” They should therefore be included in the physical education budget and supported through regularly budgeted school or college income alongside with other phases. There is another method of financing the programs of intramural and extramural sports that has proved satisfactory in some high schools and colleges. This plan incorporates the cost of running the programs in the regular activity fee that includes such students’ activities as dramatics, the inter-scholastic athletic programs, musicals and concerts. This allows for funds that are in proportion to the student enrolment and that can be anticipated in advance. Also, this method eliminates any additional charges to students.

Bucher (2000) stated that other methods that are used by some organizations include using money taken from athletic gate receipts, charging the spectators to see the games requiring an entry fee and special fund raising projects like athletics and other groups. Some of the arguments against such practices are that they create an over emphasis on gate receipts that they discourage spectators from attending there quire special project to raise money, which should not

be necessary for such a valuable phase of the program. However, such practices are still practicable and effective

### **3.2 Sources of funds**

Revenue production has become a budgetary necessity for the majority of the institution intramural sport programs (Jenkins 1988). Many schools have found that the methods which successfully funded programs ten years ago are not adequate to fund today's extensive and varied programming areas. Consequently, intramural sports professionals have had to develop alternative funding methods (Ostrander, 1988).

Revenue sources are varied and it is important to identify and evaluate those sources.

- Appropriated funds or "hard money" - Those funds set aside by legislatures for specific purposes. The expenditure of these funds is generally restricted and composed of tax allocated dollars, endowment money, and student fees.
- Nonappropriated funds or "soft money" - Those funds collected from sales and service activities sponsored by state Institutions, for example; lab and course fees or printing services. The Individual Institution generally creates any restrictions upon the expenditure of these funds.
- Auxiliary funds - Those revenues generated by auxiliary agencies within the university such as residence halls, student unions and food

services. Auxiliary enterprises are self-supporting and generate their own revenues to defray costs.

- Carry-over funds - Those monies not spent In the previous year that are transferred to the current fiscal year's budget.

### **3.3 Ways of sourcing for funds**

For schools and clubs to obtain more money for the club, they need to identify certain sources of funds. The two special funding sources often underutilized are special-event fundraising and commercial sponsorship.

#### **Special-event fundraising**

Special-event fundraising is distinguished from other sources of funds in that you provide with a product or service for which they are willing to pay. Many ways can be used to raise funds through special events that are fun and profitable

#### **Example of Special-event fundraising**

- Food sales
- Service sales- Clean up work
- Raffle and lotteries
- Social event-Parties
- Auction

#### **Requirement for conducting a successful fundraising event**

- Plan even that catch attention of large numbers of people
- Organize an effective event

- Select good time for the event
- Avoid program that have more expenses to profit

### **Commercial sponsorship**

Sponsorships are business agreement. A business is willing to pay you for the opportunity to communicate a message by being associate with your school or club. Sponsorship is an attractive means to communicate with potential customers. The school program as seen as contribution to society, public, and sponsoring these programs/events a company or sponsored may also be seen as contributing to general public

### **Developing a sponsorship plan to obtain a sponsorship**

- Identify the specific events or programs to be sponsored
- Identify potential sponsors
- Prepare the sponsorship proposal
- Contact potential sponsors
- Draw up a letter of agreement

#### **4.0 ACTIVITY I**

- Explain the meaning of source of funds
- What are the ways a school can source for funds

#### **5.0 SUMMARY**

In this unit, you have learnt about financial aspect of intramural sports as well as ways funds can be getting.

#### **6.0 ASSIGNMENT**

List stage swhen developing a sponsorship plan to obtain a sponsorship

## **7.0 REFERENCES**

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## **UNIT 2 (KHE105): Budgeting CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 Introduction
  - 3.2 Budgeting and intramural sports
  - 3.3 Different types of budgeting
- 4.0 Activities
- 5.0 Summary
- 6.0 Assignment
- 7.0 References for Further Reading

### **0.0 Introduction**

This unit will introduce the learner to budget of intramural sports as well as different types of budgets

### **2.0 OBJECTIVES**

At the end of this unit, you should be able to:

- Defined budget
- Mention and Explain different types of budget by different Authors

### **1.0 MAIN CONTENT**

#### **3.1 Introduction**

Budgeting is basically a financial plan by program managers for a set period of defined period. It is also an administrative activities required in any program for competitive sport. A management plan estimating anticipated income and expenses for a period of time for the program.

## **3.2 Budgeting and the Intramural-Recreational Sports Program**

The budget process may be viewed as a tool which provides a rational basis for making economic decisions (Boucher 1979). Others have described a budget as a financial plan for providing predetermined services for a specified time period (Hines 1974).

Whatever the approach, it is generally accepted that the budgeting process is vital to the success of any intramural sports program. Through budgets, managers learn of purchasing opportunities, determine problem-solving options, and manage ongoing activities (Karabetsos 1988).

"The major financial instrument used--or misused—by administrators is the budget" (Krause 1977). Since most decisions rendered by recreational sports directors are finance based, their competence in fiscal management is critical if intelligent decisions are to be made (Karabetsos 1988). Budgets are defined in many ways. They can be thought of as an expression of standards in measurable, quantitative terms (Hicks 1976) or, according to Rodney (1964), a financial plan used by management that forecasts the estimated income and expenditures of and organization for a given period of time. The complexity of intramural-recreational sports budgets tend to vary from institution to institution. They may reflect multi-million-naira expenditures with ambitious capital improvement plans and large

salary obligations or they may be rudimentary financial plans, projecting conservative needs with few or no plans for growth (Karabetsos 1988).

### **3.3 Four major types of budgets:**

1. **Object classification** - Proposed expenditures are broken down systematically by type or classification. In the IM-REC sports setting, typical classification used include: personnel operating expenses such as supplies, advertising, and memberships.
2. **Function classification** - Proposed expenditures are assigned to the specific departmental function they will serve. For example, three major functional areas may be defined as: administration, programs, and facilities.
3. **Fund classification** - In cases where revenues are drawn from a variety of sources and some of those funds are restricted to special uses, the expenditures are classified by the funds they are drawn from.
4. **Performance budgets** - Proposed expenditures are directed toward the accomplishment of specific measurable units of performance. Basically, it is a combination of object and function classification. Through program evaluation, units and costs are determined.  
  
The classification of budget types is based upon the manner in which the budget is prepared. Another way to identify different types of budgets is to look at the subjects they deal with.

**Reynolds (1976), outlines three major budget types :**

1. **Revenue budget** - This is the estimate of all income and the sources of that income.
2. **Operating budget** - The estimated expenditures and where those expenditures will be directed.
3. **Capital budget** - Estimates of expenditures for major improvements or purchases.

**Karabetsos (1988), proposed the following types of budgeting processes commonly used in intramural sports programs:**

1. **Incremental budget** - Increments, expressed in percentages, are used to establish each year's categorical request. The base amounts of each budget item remain the same with only the changes for the next fiscal year projected.
2. **Program budgets** - In this approach, budgets are designed so that large units of work, or special programs, are isolated, identified, and clearly presented. This technique is sometimes referred to by its acronym FPBES, for Planning, Programming, Budgeting, and Evaluation System.
3. **Zero-based budgets (ZBB)** - Budget information from the previous year is disregarded, and the present budget is built from the ground up.
4. **Formula budgets** - While formulas utilized in this technique vary widely, many are based on a cost-benefit analysis of the number of

units or, in the case of recreational sports programs, the number of participants in the program.

The budget process may be view as a tool which provides a rational basis for making economic decisions (Boucher 1979). Others have described a budget as a financial plan for providing predetermined services for a specified time period (Hines 1974).

Whatever the approach, it is generally accepted that the budgeting process is a vital to the success of any intramural sports program. Through budgets, managers learn of purchasing opportunities, determine problem-solving options, and manage ongoing activities (Karabetsos 1988).

#### **4.0 ACTIVITY**

- i. What is budget?
- ii. Mention four types of budget

#### **5.0 SUMMARY**

In this unit, you have learnt about budget, types of budget and different forms of budget by different authors

#### **6.0 ASSIGNMENT**

What are the types of budget by Karabetsos

#### **7.0 REFERENCES**

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## **UNIT 3 (KHE105): Accounting Decision CONTENTS**

1.0 Introduction

2.0 Objectives

3.0 Main Content

3.1 Introduction

3.2 Price Stages

4.0 Activities

5.0 Summary

6.0 Assignment

7.0 References for Further Reading

### **1.0 Introduction**

This unit deals with account decision and price stages of of intramural sports

### **2.0 OBJECTIVES**

At the end of this unit, you should be able to:

Discuss decision making in price given in intramural sports

### **2.0 MAIN CONTENT**

#### **3.1 Introduction**

Budgeting is basically a financial plan by program managers for assize of defined period. It is also an administrative activities required in any program for competitive sport. A management plan es

### **Accounting Decisions in the Intramural-Recreational Sports Program**

As mentioned earlier, most recreation programs and facilities (federal, state, and local) are feeling the pinch of limited tax which

has resulted in appropriations that are not keeping pace with the costs of operation.

Recreational sports programs must set appropriate policies when implementing a major fees and charges system (Jamieson 1985).

Among other things, it must be determined what proportion of costs the price is intended to recover (Crompton 1984). Pricing is defined as the ability to price products or services low enough that people will buy in volume sufficient for profit and high enough to maximize that profit (Ellis 1988).

### **3.2 The establishment of a price for intramural sports is presented as a three stage process by Crompton (1984):**

1. Stage 1 - The agency determines what proportion of the costs incurred in delivering a service should be recovered from direct pricing.
2. Stage 2 - The agency determines what the going rate is. A service's price has to be perceived as reasonable by potential client groups or they will either refuse to pay and/or will vigorously protest through the political process.
3. Stage 3 - The agency examines the appropriateness of varying the determined price for some user groups or use within some specific-context.

Before determining what percentage of the total budget the fees will comprise, the intramural-recreational sports administrator must know what the total costs of delivering the service are.

Generally, costs can be conceptualized as three types: fixed, variable, and

Semi-variable (Stoner 1978).

**Fixed costs** are those that are unaffected by the amount of work being performed by the intramural sports program. Expenditures such as insurance, facility rent, and full-time staff salaries accumulate in a stable and predictable manner with time.

**Variable costs:** on the other hand, vary directly with the quantity of work being performed. For example, the amount of sports equipment purchased each fiscal year will be directly proportional to the size of the intramural program. Some may view this as a semi-variable cost, which is the final expenditure category. These are costs that vary with the volume of work performed by not in a directly proportional way.

Semi-variable costs contain a mix of both fixed and variable elements(Stoner 1978).

The number of the intramural program's part-time referees will vary over the long term however, will rarely be based upon the day-to-day changes in the intramural sports program.

#### **4.0 ACTIVITY I**

- i. What are the price stage of intramural sports

#### **5.0 SUMMARY**

In this unit, you have learnt about decision on stages of price and different types of cost in intramural sports

#### **6.0 ASSIGNMENT**

List three different types of cost involve in intramural sports

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