

TO ASSESS THE INTEREST LEVEL FOR AN INTRAMURAL SPORTS PROGRAM  
AT ALLAN HANCOCK COLLEGE

A Senior Project

presented to

the Faculty of the Recreation, Parks, & Tourism Administration Department

California Polytechnic State University, San Luis Obispo

In Partial Fulfillment

of the Requirements for the Degree

Bachelor of Science

by

Elysha McLain

June, 2011

© 2011 Elysha McLain

## ABSTRACT

TO ASSESS THE INTEREST LEVEL FOR AN INTRAMURAL SPORTS PROGRAM

AT ALLAN HANCOCK COLLEGE

ELYSHA MCLAIN

JUNE, 2011

Participation in intramural sports have been known to reduce stress levels, build self confidence, improve leadership skills, and promote good sportsmanship. This study examined the interest level for a potential intramural sports program at Allan Hancock College (AHC). Other factors such as the time of day, activity, and the financial obligation students and faculty were willing to pay for participation were analyzed. In the spring of 2011, a self-administered questionnaire was administered to AHC students and faculty. Participants indicated a high level of interest for intramural sports. Almost half of the sample population indicated a desire to pay \$25 a semester per team participation in intramural sports. The findings may assist administration at AHC to develop steps necessary for the implementation of an intramural sports program.

Keywords: intramural sports, participation, club teams, community college

## TABLE OF CONTENTS

	PAGE
ABSTRACT.....	ii
TABLE OF CONTENTS.....	iii
LIST OF TABLES .....	v
Chapter 1 INTRODUCTION AND REVIEW OF LITERATURE.....	1
Background of Study .....	1
Review of Literature .....	3
Intramural sports .....	4
Benefits of participation in intramural sports .....	5
Summary .....	7
Purpose of the Study .....	8
Research Questions.....	8
Delimitations.....	8
Limitations .....	9
Assumptions.....	9
Definition of Terms .....	10
Chapter 2 METHODS AND PROCEDURES.....	11
Description of Subjects.....	11
Description of Instrument .....	11
Description of Procedures.....	13
Method of Data Analysis .....	14
Chapter 3 PRESENTATION OF THE RESULTS.....	15

Subject Demographics .....	15
Interest Level for Intramural Sports.....	16
Potential Intramural Sport Programs .....	16
Schedule of Participation .....	17
Time Frame for Participation.....	18
Financial Obligation .....	19
Extracurricular Activities.....	20
Summary.....	20
Chapter 4 DISCUSSION AND CONCLUSIONS.....	22
Summary.....	22
Discussion.....	24
Conclusions.....	25
Recommendations.....	26
REFERENCES .....	27
APPENDIXES .....	30
Appendix A. Questionnaire .....	31
Appendix B. Informed Consent Form .....	33

## LIST OF TABLES

	PAGE
Table 1: Subjects by Classification According to Frequency and Percentage.....	276
Table 2: Potential Intramural Sports Programs According to Frequency and Percentage .....	27
Table 3: Scheduling of Participation According to days of the Week According to Frequency and Percentage .....	27
Table 4: Time Frame for Participation According to Frequency and Percentage .....	27
Table 5: Financial Obligation According to Frequency and Percentage .....	20

## Chapter 1

### INTRODUCTION AND REVIEW OF LITERATURE

#### Background of Study

Intramural sports are recreational sports organized within college or university settings involving club teams that compete regularly. These organized recreational sports are used to promote wellness among college students, while also allowing those who do not compete at an elite level, an opportunity to be active. 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. Rothwell and Theodore defined intramurals as "those activities carried out under the auspices of a particular institution and in which all the participants are members of the particular institution" (Colgate, 1978, p. 46, as cited in Rothwell & Theodore). Today, intramural tournaments are still organized within a specific community or municipal area between teams of equivalent age or athletic ability. Sporting events range from traditional five-man basketball to floor hockey, from ultimate Frisbee to inner tube water polo.

The activities associated with intramural sporting events provide college students with an outlet when dealing with stress. Intramural sports also give college students a chance to socially interact with peers. College 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” (p. 63). Kane and Rouse also stated that the age range of 18-24 year olds enrolled in college grew from 26% to 36%. Astin (1993, as cited in Lindsey & Sessoms, 2006) admits that students who are involved in intramural sports are not only more satisfied with their college experience but also tend to achieve better grades, persist in college, and have greater chances of implementing career objectives. Colleges are aware of this and strive to offer programs that increase student interaction and provide athletic opportunities. For example, Fulton-Montgomery Community College (2008) is a community college catering to its students and their needs and wants. Fulton-Montgomery was named NJCAA college of the month and shares their long standing tradition of having a competitive athletic program. Along with a campus community that helps build in many retention efforts to help students achieve on and off the field. Intramurals are offered regardless of sex, age, or ability level. The activities are designed to be competitive but at the same time stress the importance of good sportsmanship. In 2004, Forrester and Beggs claimed “facilitating positive experiences that provide opportunities to develop self-confidence should be a major goal of all campus recreational sports programs” (p. 13).

Allan Hancock College is a public community college serving the Central Coast of California. The main campus is located in Santa Maria, California (Allan Hancock College, 2010). There are satellite campuses located in various towns up and down the central coast. Approximately 11,000 students enrolled in the 2011 winter semester with more than 98% of its students coming from the local area (Allan Hancock College, 2010). Each semester, Allan Hancock College scholar-athletes are named to the Western State

Conference all academic team for maintaining top grades while competing on intercollegiate athletic teams.

Though Allan Hancock College has a very good intercollegiate athletics program, they currently offer no sporting activities for those students who do not compete at the collegiate level. Lindsey, Sessoms, and Willis (2009) stated that campus recreational sports are services provided to offer students an opportunity to participate in a sport and fitness activity. Since Allan Hancock College does not offer recreational sports, students have no opportunity to participate in extracurricular activities that fall within their financial abilities. Many of these students were once outstanding athletes in high school and now are at a loss for maintaining their athletic abilities once in college. This study is meant to assess the interest level in an intramural sports program among the Allan Hancock College community. Both students and faculty will benefit from this study and with the information obtained steps shall be made to implement a potential intramural sports program that will not only be available to Allan Hancock College students but the community as well.

### Review of Literature

Research for this review of literature was conducted at Robert E. Kennedy Library on the campus of California Polytechnic State University, San Luis Obispo. In addition to PolyCat, the following online databases were also utilized: Academic Search Elite, ERIC, SPORTDiscus, EBSCOhost, PsychINFO, PolyCat, Google Scholar, and a Master Thesis: The Impact of Student Recreation Centers on Social Belonging and

Retention. This review of literature is organized into the two following topic areas:  
intramural sports and the benefits of participation in intramural sports.

Intramural sports. Students at the college and university level have been known to feel more satisfied with their college experience when participating in recreation programs such as intramurals. Rothwell and Theodore (2006) suggested that intramurals have been a part of college life since the earliest days of American higher education and are present in most colleges and universities throughout the United States. In a study by Hall-Yanessa and Forrester (as cited in 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. Mathner, Martin, Tatum, and Chouti (2010) stated that “sport holds a position of importance in American society” (p. 119). In 2009, Lindsey et al. defined campus intramural sports as a service provided to offer students an opportunity to physically participate in fitness and sport activities. Another important aspect of intramurals and the relationship it has with college students is the time commitment from students themselves. Moffit also affirmed that as the student’s level of commitment to campus recreation increases, their satisfaction with their campus experience increases.

Intramural sports programs commonly enforce standards of moral conduct such as good sportsmanship and positive reinforcement. Students must agree to abide by rules or face the consequences of penalties (Rothwell & Theodore, 2006). Debatable sportsmanship situations may involve penalties against the offending team. Disagreements with moral conduct standards forces individuals to analyze their personal values and beliefs when participating in intramural sports. Rothwell and Theodore also

suggest that actual participation in intramurals provides opportunities for such attitudes to be publicly affirmed, whether negative or positive.

For many years, collegiate recreational sport administrators have known that student participation in recreational sport and fitness participation directly contributes to the learning and development of college students (Belch, Gebel, & Mass, 2001). In a study of college student use of time, Wade (1991) found that 39% of the students who were studied participated in intramural sports. Wade also confirmed that an important and critical component of retention for students was their feeling of belonging to a community (as cited in Belch, Gebel, & Mass, 2001). Intramural sports create a way for college students to feel a sense of belonging. They also create a sense of community when they are in some cases geographically located far from what they know. They have a chance of interacting with peers while demonstrating common values and beliefs. This constructs not only a better environment to study in, but a better environment to live in as well. Research in participation in team sports shows that when students were taught moral principles, such as leadership and conflict resolution, positive sportsmanship behaviors were present (Mathner, Martin, Tatum, & Chouti, 2010).

Benefits of participation in intramural sports. According to the National Intramural-Recreational Sports (NIRSA) report, students value intramural sports as an important component of campus recreation. The information combined sections of the 2002 Kerr and Downs research Report (K-D) which in 2004, NIRSA confirmed, but were not surprised, “that participation in recreational sport programs and activities is a key determinant of college satisfaction, success, recruitment, and retention” (p. 5). The study also examined the buying power of recreational sports participants. This information is

priceless to providers of recreational sports equipment and services who attend and actually present at trade shows (NIRSA, 2004).

Participants benefit from intramural sports by improving their emotional well-being while reducing stress and surrounding themselves by others with similar interests (NIRSA, 2004). NIRSA suggested that participants build self-confidence and character while recreational sports programs in general promotes diversity, teaches team building, and improves their individual leadership skills. Increased retention rates are commonly noted (Astin, 1997).

The majority of research on intramural and recreational sports participants has concentrated on participants' personality characteristics, college satisfaction, academic achievement, attrition rates, and recruitment (NIRSA, 2004). The range of personalities may be difficult to measure but certain individual traits may be helpful to consider such as sociability, confidence, home satisfaction, and social relationships. Though recreational sports research in general is limited, current research combines many positive similarities about the qualities of participants and benefits of actual participation (NIRSA, 2004).

In the NIRSA (2004) study, college students were presented with a list of 12 statements about potential benefits of recreational sports. The highest rated response was that recreational sports "improves their overall emotional well-being" (p. 62). Coming in second was stress reduction and that participation helped with handling their work load at college. Some may believe that participation in sports is a way of promoting good health by being physically active. Weiss, Larsen, and Baker (1996) suggested that participation

in healthy behavior among college students directly and indirectly effect social influences and social attachments.

Another benefit to students who participate in recreational sports is the social belonging to the university or college. Henderson (2010) suggested that for years recreational sports professionals have claimed that student participation in recreational sports positively contributes to their social development. Belch, Gebel, and Mass (2001) declared that intramurals opens up an essential path for student interaction which can turn into the stronger development of social skills, integration into the university, and an even higher retention rate among students who participate often in these activities. Artinger, Clapham, Forrester, Hunt, Meigs, Milord, and Sampson (2006) provided information to help claim that intramural sports might contribute to the integration with in the overall university.

Summary. This review of literature covered two topics: intramural sports, and benefits of participation in intramural sports. Intramural sports are a service provided by a college or university to allow students a chance to participate in sports and fitness activities. Many studies have been done and conclusions have been made about the benefits of intramural sports to students. Benefits may include social belonging, improving overall emotional well being, and increased retention rates. Although the range of personalities may be difficult to measure, individual traits such as sociability, confidence, home satisfaction, and social relationships may be helpful to consider.

### Purpose of the Study

The purpose of this study was to assess the interest level in an intramural sports program among the Allan Hancock College community.

### Research Questions

This study attempted to answer the following research questions:

1. What is the interest level among Allan Hancock College faculty/staff for an intramural sports program?
2. What is the interest level among the Allan Hancock College student population for an intramural sports program?
3. What extracurricular activities are students and faculty/staff currently participating in on campus at Allan Hancock College?
4. What are the preferred activities from students and faculty/staff?
5. What time of day, frequency, and price are students willing to pay for intramurals?

### Delimitations

This study was delimited to the following parameters:

1. Information on interest in intramural sports program was gathered from Allan Hancock College students, faculty, and staff.
2. Interest level, financial ability, other extracurricular activities, and time commitment to participate in intramurals were analyzed.
3. The data were collected during the spring of 2011 on the Allan Hancock Campus in Santa Maria, California.

4. Information for this study was gathered using a self-administered questionnaire.

### Limitations

This study was limited by the following factors:

1. Due to the sampling methods, the sample may not represent the entire population.
2. Due to the times of classes selected to participate, the sample may not represent the entire population.
3. The instrument for this study was not tested for validity or reliability.

### Assumptions

This study was based on the following assumptions:

1. It was assumed that the population had some interest in a potential intramural sports program.
2. It was assumed that the subjects would be present in class on the day selected for data collection.
3. It was assumed that students that were enrolled in multiple recreation courses during spring 2011 only completed the questionnaire once.
4. It was assumed that the subjects would answer honestly and truthfully.
5. It was assumed that the instrument was easy to understand and complete.

## Definition of Terms

The following terms are defined as used in this study:

Campus recreational sports. a service provided to offer students an opportunity to participate in a sport and fitness activities (Lindsey, Sessoms, & Willis, 2009)

Intramural programs. programs designed to create a schedule in which teams compete against each other over the course of one quarter or semester

Intramural sports. extracurricular activities organized by an institution involving a sport with participants

## Chapter 2

### METHODS AND PROCEDURES

The purpose of this study was to assess the interest level in an intramural sports program among the Allan Hancock College (AHC) community. The following sections describe the subjects, the instrument, the procedures, and the method of data analysis.

#### Description of Subjects

The population for this study were students who attended AHC in the spring semester of 2011, as well as, faculty and staff. This includes individuals ages 18 and older, both male and female. This population covers a variety of students in one of the 12 academic departments. The subjects were chosen by purposive sampling. The students and faculty were related directly to the field of study by either teaching or being enrolled in the recreation courses offered by AHC. Faculty and staff in the physical education office were also part of this study.

#### Description of Instrument

The instrument used to measure the variables for this study was a self-administered questionnaire. The questionnaire was formatted by the researcher to answer research questions that gave insight as to assess the interest level of students and faculty/staff for an intramural sports program among the Allan Hancock College community. The directions on the questionnaire thanked participants for participating

and asked participants to fill out the following questions to assess interest for a potential intramural sports program at Allan Hancock College (see Appendix A).

The first item on the questionnaire asked respondents to classify themselves as a student or faculty/staff. Participants were then asked their interest in an intramural sports program on campus, using a 5-point Likert-type scale (1= not interested at all, 5= very interested). Item three asked what sports participants would want to participate in if they were offered by AHC. Participants had options to select from including: 3-on-3 basketball, flag football, tennis, softball, baseball, dodge ball, indoor volleyball, badminton, 9-on-9 soccer, and other. By selecting other participants were able to suggest a sport that did not appear on the questionnaire.

Item four on the questionnaire asked which time frame, according to the time of day, participants would most like to participate in those sports: mornings (8am-11am), noon (12-2pm), afternoon (3pm-6pm), and evening (7pm-10pm). Item five asked participants to indicate the days they would like to participate in intramural sports. They were instructed to check all that apply with choices of each single day of the week, Sunday through Saturday. Item six asked the participants to select their most desired amount to pay to participate in intramurals per team.

The final item asked if they were current participants in any of the extracurricular activities currently offered by Allan Hancock College. This was followed with a partially opened-ended question of “if yes, please check” with options being: associated student body government (ASBG), campus clubs, intercollegiate athletic teams, or other. The participant may check all that apply.

This instrument was accompanied by an Informed Consent letter which was reviewed and approved by Cal Poly's Human Subjects Committee (see Appendix B). Permission to conduct human subjects research was approved by Dean Bennie of Allan Hancock College. The purpose of the informed consent letter was to advise the participants of the minimal risk that were involved with participation in this study.

### Description of Procedures

This study was conducted using a purposive sampling method. Students, faculty, and staff associated with the Recreation Management Program at Allan Hancock College during the spring semester in April, were asked and encouraged to participate in this study to gain insight on their interest for a potential intramural sports program on campus. Courses in which data were collected included: REC 101 Introduction to Recreation Management, REC 103 Leadership in Recreation Services, and REC 107 Recreation Sports Programming. All courses were offered Tuesday and Thursday in building N room 11. The researcher aimed to administer the questionnaire to all faculty and staff working in the physical education office on the same day of data collection for selected recreation courses. A copy of the Informed Consent letter was available to any of the participants to read upon request. Respondents were given as much time as needed to complete the questionnaire and asked to complete it truthfully and to the best of their ability. Permission from instructors was given to the researcher through e-mail, phone, or verbal consent upon request. Instructors responded with a yes or no to distribute the questionnaire at the end of their class period and were also asked to participate in the

study. Faculty and staff in the physical education office were asked verbally to participate and given as much time as needed to complete the questionnaire.

### Method of Data Analysis

After data collection, each questionnaire was numbered and placed in a binder. The raw data were entered into Microsoft Excel. The results from item number one distinguished participants from being students or faculty/staff and this question was analyzed using frequency and percentage. The results from item two were analyzed using means and standard deviation based on the indicated interest level which answered research questions one and two. Data collected receiving a 4 or higher (on a 1 to 5 scale) indicated a high interest level for the intramural sports program. Item two also answered research questions one and two. All other data collected were analyzed using frequency and percentages. Research questions three through five were answered with the instrument items three through seven using a frequency and percentage analysis. Each of the items regarding research question number five, pertaining to the time of day, frequency of participation, and price participants were willing to pay to take part in intramurals, received quantitative values when coding the data. Open-ended questions were themed according to like responses of activities and were analyzed using frequencies and percentages.

## Chapter 3

### PRESENTATION OF THE RESULTS

The purpose of this study was to measure the interest level for an intramural sports program among the Allan Hancock College (AHC) community. The self-administered questionnaire was distributed during an administrative meeting consisting of seven full-time AHC staff, and three Recreation Management courses offered by AHC during the spring semester. Of the total sample population of 92 participants, 60 were returned completed, which indicates a 65% response rate. The following sections present the findings from the study: subject demographics, interest level for intramural sports, potential intramural sport programs, schedule of participation, time frame for participation, financial obligation, extracurricular activities, and summary.

#### Subject Demographics

Of the seven questionnaires administered during the staff meeting consisting of physical education theory instructors teaching a variety of activity classes, all seven were returned yielding a 100% return rate. However staff participation only represented 11.67% (n=7) of the entire sample population. Out of the 85 full-time recreation students sampled 53 were returned completed, representing 62.35% (n=53) of the recreation student population.

Table 1  
Subjects by Classification According to Frequency and Percentages

Classification	<i>f</i>	%
Faculty/Staff	7	11.67
Recreation Students	53	88.33
Total	60	100

Interest Level for Intramural Sports

Participants were presented with a scale of 1-5 which represented their interest level for participation in intramural sports with 1 being not interested and 5 being very interested. Out of the total 60 questionnaires collected, the mean interest level was 3.85 on the 5 point likert-type scale with a standard deviation of 1.27.

Potential Intramural Sport Programs

Participants in the study were asked to identify intramural sports that they could see themselves participating in if they were offered by AHC. Participants were encouraged to check all that apply which as a result preceded no total percentage amount. Dodge ball received the most interest by popular demand with 51.67% (n=31) of the population offering to participate in this potential intramural program. Three on three basketball assumed 43.33% (n=26) of the sample population's interest. Soccer received 31.67% (n=19) of the sample populations interest. Tennis and softball programs were also contending with a competitive interest representing 26.67% (n=16) of the sample

population. Responses for option other included swimming and skateboarding. For a detailed tabulation of results for potential intramural sports programs according to frequency and percentage, see table 2.

Table 2  
Potential Intramural Sports Programs According to Frequency and Percentage

Sport Classification	<i>f</i>	%
3 on 3 Basketball	26	43.33
Dodge Ball	31	51.67
Flag Football	13	21.67
Indoor Volleyball	13	21.67
Tennis	16	26.67
Badminton	12	20.00
Softball	16	26.67
9 on 9 Soccer	19	31.67
Baseball	11	18.33
Other	10	16.67

Schedule of Participation

Participants were asked to identify their preferred schedule of participation in intramural sports according to days of the week. They were encouraged to check all that apply resulting in no total percentage amount. Of the seven days of the week, Thursday was in the highest demand for participation representing 66.67% (n=40) of the sample population. Friday was determined the second most desirable day of the week to participate in intramural sports with 61.67% (n=37) of the sample population showing

interest. It was determined that Monday and Wednesday were also desired by the majority of the sample population who were willing to commit time to participate representing respectively 51.67% (n=31) and 53.33% (n=32). For a display of data organized into frequencies and percentages from Sunday to Saturday, see table 3.

Table 3  
Schedule of Participation According to days of the Week According to Frequency and Percentage

Day	<i>F</i>	<i>%</i>
Sunday	10	16.67
Monday	31	51.67
Tuesday	27	45.00
Wednesday	32	53.33
Thursday	40	66.67
Friday	37	61.67
Saturday	19	31.67

Time Frame for Participation

Participants were asked to indicate the time of day most preferred for participation which ended up being the evening hours, specifically 7 p.m. to 10 p.m., with 46.67% (n=28) of the population wishing to participate in that time frame. Participants were asked to check all that apply which resulted in no total percentages. The afternoon hours of 3 p.m. to 6 p.m. were most desired by 40% (n=24) of the sample population. For a

complete illustration of preferred times according to frequencies and percentages, see table 4.

Table 4  
Time Frame for Participation According to Frequency and Percentage

Time Frame	<i>f</i>	%
Morning	15	25.00
Noon	15	25.00
Afternoon	24	40.00
Evening	28	46.67

#### Financial Obligation

The price per team that participants in the study were willing to pay to participate each semester on intramurals represented the least expensive option with 41.67% (n=25) of the sample population choosing the \$25 per team expense. For the cost of \$50 per team, 40% (n=24) of the population were willing to pay that expense for participation over the duration of the semester. See table 5 for more results on financial obligation.

Table 5  
Financial Obligation According to Frequency and Percentage

Cost per Team	<i>f</i>	%
\$25	25	41.67
\$50	24	40.00
\$75	3	5.00
\$100	8	13.33
Total	60	100.00

Extracurricular Activities

Participants indicated to be currently participating in extracurricular activities on campus, this represented less than half of the population sampled, 36.67% (n=22). These activities ranged from intercollegiate athletic teams to campus clubs.

Summary

The results of this study were that there was a high interest level for an intramural sports program at Allan Hancock College. The days of the week to potentially participate that were most popular was Thursday and Friday. As for the time of day participants were willing to participate, afternoons, and evenings were most desired. For the price of participation the study produced an overwhelming popularity from participants to commit to paying \$25-\$50 per team over the course of a semester to participate in intramural sports. Of the population sampled about a third admitted to be currently participating in extracurricular activities already offered by AHC ranging from campus clubs to

intercollegiate athletic teams. A more detailed summary and discussion of these findings will be presented in Chapter 4.

## Chapter 4

### DISCUSSION AND CONCLUSIONS

Intramurals sports play an enormous role in the college experience. Not only does participation in intramural sports reduce stress, but it improves the individuals overall social well-being. This study assessed the interest level and measured other responsibilities associated with participation in intramural sports, such as time commitment, frequency of participation, and financial obligation. This concluding chapter will include the following: summary of the study, a discussion of the findings including limitations, conclusions based on research questions, and recommendations for Allan Hancock College and future research.

#### Summary

Colleges and universities that create recreationally competitive environments help to promote wellness among college students while also allowing those who do not compete at an elite level an opportunity to be active and socially interact with others. Recreational professionals claim that student participation in recreational sports positively contributes to their social development (Henderson, 2010). College life involves more than just academic achievement; it is a time when young people begin to define their independence. Activities associated with intramural sporting events provide college students with an outlet when dealing with everyday stress. Allan Hancock College (AHC) serves the Central Coast of California with 98 percent of its students coming from the local area. AHC offers intercollegiate athletic teams but currently has no intramural sports program for students who do not compete at the collegiate level.

Students have no opportunity to participate in extracurricular activities that fall within their financial capabilities and allow them to maintain athletic abilities.

This study was conducted through purposive sampling using a self-administered questionnaire formatted by the researcher to answer research questions that gave insight as to assess the interest level of students and faculty/staff for an intramural sports program at AHC. The data was tabulated by frequency, percentage, mean, and standard deviation using Microsoft Excel. Data were collected during the spring semester during the second week of April at AHC following a full time staff and coaching meeting and three Recreation Management courses.

Of the seven questionnaires administered during the staff meeting, all seven were returned. Of the 85 full-time recreation students sampled 53 were returned completed. Key results included a high interest for intramural sports among the AHC community. In addition, time of participation, frequency of play, and financial obligations were also taken into consideration. The findings of this study illustrate interest levels among the AHC community for a potential intramural sports program. The results reveal a high interest for participation in intramural sports from students and faculty/staff. Results for time commitments for participation from student's reveals moderate commitments such as only afternoon and evening hours desired for participation. Results for financial obligations revealed low cost commitments for team participation. The results for frequency of participation appear to be most desired during the weekdays as opposed to the weekends. These results can be applied to the AHC administration for implementation of an intramural sports program.

## Discussion

The study examines interest levels, frequency of play, time commitments, and financial obligations participants were willing to allocate in order to participate in intramural sports. The general consensus was that the subjects had a high interest level but were only willing to spend the least amount for team participation. If the program is implemented, the success of it relies heavily on the student body for support. Due to current budgets, student management participation and involvement was at a high demand. Fees will be necessary, as well as the need for student involvement with the program in order to ensure its development and overall achievement. Funding could potentially be the biggest challenge in the success of the program which means the support and volunteer effort of student involvement is crucial. Management of the program may be difficult due to conflicting schedule preferences.

The findings were not consistent with the research because benefits of participation were not analyzed in this study. However the importance of having an intramural sports program still exists at AHC. Intramural sports was researched, as well as the benefits of participation. The information gained from the review of literature would benefit the community of AHC to have an intramural sports program.

Participation in an intramural sports program would enhance the satisfaction associated with the college experience. Bringing intramural sports into the lives of the AHC community would enhance the college experience by providing social interaction and team building opportunities. Potential benefits among the AHC community may include a decrease of stress due to recreationally competitive environments created by intramural sports programs.

Participation in intramural sports programs enforces standards of moral conduct such as good sportsmanship and positive reinforcements which would carry over into adulthood. These ethics will aide in career development and assist in enriching family values. The physical and social skills acquired through participation in intramurals at the college level will progress into civic community sport recreation leagues.

The limitations of the study played a key role in the outcomes. Due to the sampling methods, the entire population of AHC was not represented in this study. The sample population of faculty and staff were limited to full time coaches and health education teachers, which did not have represented the entire population of faculty and staff at AHC. A larger sample of the population would be beneficial to capture a more accurate representation among the community of AHC.

This project has presented and analyzed information regarding the interest level for an intramural sports program at AHC. Before an intramural sports program is implemented factors that must be taken into consideration is cost versus benefit to determine the overall significance of the program. These details provide vital information to take into account when deciding to implement such a program at AHC.

### Conclusions

Based on the findings of this study, the following conclusions are drawn:

1. There is a high interest level among AHC faculty/staff for an intramural sports program.
2. There is a high interest level among AHC student population for an intramural sports program.

3. Popular extracurricular activities faculty/staff and students currently participate in consist of campus clubs and intercollegiate athletics.
4. Activities that showed the most interest were dodge ball, 3 on 3 basketball, soccer, softball, and tennis.
5. The sample population desired to participate in the afternoon and evening hours of the day, were willing to compete on all days of the week excluding Tuesday, and would pay \$25-\$50 for team participation per semester.

### Recommendations

Based on the conclusions of this study, the following recommendations are made:

1. Establish plans for implementation of an intramural sports program at AHC.
2. Conduct further research on student involvement and commitments for student management of the program to help with costs for facilities.
3. Future research should examine interest levels from all students and faculty.
4. Future research should examine programs and management of current intramurals offered at other community colleges.

## REFERENCES

## REFERENCES

- Allan Hancock College. (2010, July 28). *News and information*. Retrieved from <http://hancockcollege.edu>
- Artinger, L., Clapham, L., Forrester, S. A., Hunt, C., Meigs, M., Milord, N., & Sampson, B. (2006). The social benefits of intramural sports. *NASPA Journal*, 43(1), 69-86. Retrieved from <http://journals.naspa.org>
- Astin, A. W. (1997). *Four critical years: Effects of college on beliefs, attitudes, and knowledge*. San Francisco, CA: Jossey-Bass.
- Belch, H. A., Gebel, M., & Mass, G. M. (2001). Relationship between student recreation complex use, academic performance, and persistence of first-time freshmen. *NASPA Journal*, 38(2), 254-268. Retrieved from <http://Journals.naspa.org>
- Forrester, S., & Beggs, B. (2004). Gender and self-esteem in intramural sports. *Physical & Health Education Journal*, 70(4), 12-19. Retrieved from EBSCOhost.
- Fulton-Montgomery Community College: Futures made here. (2008). *NJCAA Review*, 60(4), 12-13. Retrieved from <http://www.njcaa.org>
- Henderson, B. C. (2010). *The impact of student recreation centers on social belonging and retention*. (Masters thesis) Texas Tech University. Lubbock, TX. Retrieved from <http://dspace.lib.ttu.edu/etd>
- 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>
- Lindsey, R., & Sessoms, E. (2006). Assessment of a campus recreation program on student recruitment, retention, and frequency of participation across certain demographic variables. *Recreational Sports Journal*, 30(1), 30-39. Retrieved from <http://www.nirsa.org>

- Lindsey, R., Sessoms, E., & Willis, G. (2009). Impact of campus recreational sports facilities and programs on recruitment and retention among African American students: a pilot study. *Recreational Sports Journal*, 33(1), 25-34. Retrieved from <http://www.nirsa.org>
- Mathner, R. P., Martin, C. L., Tatum, S. A., & Chouti, D. (2010). The effects of a sportsmanship education program on the behavior of college intramural sports participants. *Recreational Sports Journal*, 34(2), 119-128. Retrieved from <http://www.nirsa.org>
- Marsh, H. W., & Kleitman, S. (2003). School athletic participation: Mostly gain with little pain. *Journal of Sport & Exercise Psychology*, 25(2), 205-228. Retrieved from <http://journals.humankinetics.com/jsep>
- Moffitt, J. (2010). Recreating retention. *Recreational Sports Journal*, 34(1), 24-33. Retrieved from <http://www.nirsa.org>
- National Intramural-Recreational Sports Association (U.S.). (2004). *The value of recreational sports in higher education*. Champaign, IL: Human Kinetics.
- Rothwell, E., & Theodore, P. (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>
- Wade, B. K., (1991, April). *A profile of the real world of undergraduate students and how they spend discretionary time*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL. Retrieved from ERIC
- Weiss, G. L., Larsen, D. L., & Baker, W. K., (1996). The development of health protective behaviors among college students. *Journal of Behavioral Medicine*, 19(2). doi: 10.1007/bf01857604

## APPENDIXES

Appendix A

Questionnaire



## Want to play Intramural Sports?

*Intramural sports are used to promote wellness among college students while giving them an opportunity to be active while in a recreationally competitive environment. Thank you for participating in my senior project at Cal Poly please take a few minutes to fill out the following questions to assess your interest for a potential intramural sports program at Allan Hancock College! It will take less than 5 minutes. Your answers are completely anonymous.*

1.) Are you a  Student?  Faculty/Staff?

2.) What is your interest level in intramural sports on a scale from 1–5 with 1 being not interested and 5 being very interested? *(Please circle your interest level)*

Not interested      1      2      3      4      5      Very interested

3.) What sports would you want to participate in if they were offered by AHC? *(Please check all that apply)*

- 3x3 Basketball     Flag Football     Tennis     Softball     Baseball
- Dodge Ball     Indoor Volleyball     Badminton     9:9 Soccer
- Other: \_\_\_\_\_

4.) Which time frame will you most likely participate in these sports? *(Please check all that apply)*

**Morning**(8am-11am)     **Noon**(12-2pm)     **Afternoon**(3pm-6pm)     **Evening**(7pm-10pm)

5.) Which days of the week would you most likely see yourself participating in intramural sports? *(Please check all that apply)*

Sunday     Monday     Tuesday     Wednesday     Thursday     Friday     Saturday

6.) What would you be willing to pay per semester to participate in these intramurals per season? *(Please check most desirable amount)*

\$25/Team     \$50/Team     \$75/Team     \$100/Team

7.) Do you currently participate in any of the current extracurricular activities offered by AHC? *(Please check all that apply)*

Yes     No

If yes, please check:

- Associated Student Body Government (ASBG)
- Campus Clubs
- Intercollegiate Athletic Teams
- Other: \_\_\_\_\_

Thank you for your time!

Appendix B  
Informed Consent Letter

## INFORMED CONSENT TO PARTICIPATE IN INTRAMURAL SPORTS PROGRAM QUESTIONNAIRE.

Senior project research on intramural sports is being conducted by Elysha McLain in the Department of Recreation, Parks, and Tourism Administration at Cal Poly, San Luis Obispo, under the direct supervision of Dr. Marni Goldenberg. The purpose of the study is to assess the interest level of students and administration at Allan Hancock College for an intramural sports program.

You are being asked to take part in this study by completing the attached/enclosed questionnaire. For participation you are only being asked to fill out one questionnaire that will be administered in your classroom or place of work. Your participation will take approximately 5 minutes to complete the survey. Please be aware that you are not required to participate in this research and you may discontinue your participation at any time without penalty. You may also omit any items on the questionnaire you prefer not to answer.

There are no risks anticipated with participation in this study. Your responses will be provided anonymously to protect your privacy. Potential benefits associated with the study include the information needed to gain the knowledge necessary for a potential intramural sports program at Allan Hancock College.

If you have questions regarding this study or would like to be informed of the results when the study is completed, please feel free to contact Elysha J. McLain at (805) 588-9609. If you have concerns regarding the manner in which the study is conducted, you may contact Dr. Steve Davis, Chair of the Cal Poly Human Subjects Committee, at 805-756-2754, [sdavis@calpoly.edu](mailto:sdavis@calpoly.edu), or Dr. Susan Opava, Dean of Research and Graduate Programs, at 805-756-1508, [sopava@calpoly.edu](mailto:sopava@calpoly.edu).

If you agree to voluntarily participate in this research project as described, please indicate your agreement by completing and returning the attached questionnaire. Please retain this consent cover form for your reference, and thank you for your participation in this research.