THE OPTIMAL DELIVERY OF SPORT AND RECREATION FOR STUDENTS AT AN INNER-CITY UNIVERSITY IN GAUTENG PROVINCE

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DECLARATION

I declare that this thesis is my own unaided work. It is being submitted for the degree of Masters in Philosophy at the University of Johannesburg, Johannesburg. It has not been submitted before for any degree or examination in any other university.

Signature

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On this ……………………………. day of ……………………………2018.

ABSTRACT

Against the stark reality of an unstable political environment, student unrest and high levels of poverty, universities with multiple campuses are faced with challenges in delivering equitable services to all students. This research aims to describe the management and delivery of sport and recreation of an inner-city campus to its student population from a resource dependency perspective. This study adopted a descriptive approach with a multi-method design. This produced both qualitative and quantitative data sets that derived from questionnaires (n=333) and semi-structured interviews (n=11). The study provides valuable insight on sport management and delivery challenges faced by South African universities operating in resource poor environments. Dependencies and power relations are investigated to understand the organisational practice of university sport and recreation. The utilisation and management of resources is explored to understand how sport and recreation are delivered within a multi-campus university. Key findings of the study show that four resources (information, physical, human and financial) play a considerable role towards the optimal delivery of sport and recreation to the inner-city campus and university as a whole. The study identified challenges such as fragmented strategy, maladministration of operational processes, leadership, institutional culture, unproductive utilisation of resources, and defective communication to be detrimental to the efficient delivery of sport and recreation. The study also found instances of innovative strategies used by management and student leaders to overcome the challenges that deter optimal delivery of sport and recreation. Furthermore, the study identified structural constraints to be the dominant contributor to student non-participation in sport and recreation.

Key word: resources, inner-city, sport and recreation, sport management, dependency, power imbalances

DEDICATION

I dedicate this to my God and family,
my most valued blessings.

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- To Winford thank you all the heartfelt 'you can do this, you got this", when I really didn't think I did.

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NOMENCLATURE

ARTN: Attract, Retain/Transition and Nurturing

CHE: Council on Higher Education

CoJ: City of Johannesburg

ELG: Executive Leadership Group

HAEC: Humanities Academic Ethics Committee

HC: House Committee

HHDC: Humanities Higher Degrees Committees

HR: Human Resources

ICS: Information Communication Systems

IT: Information Technology

IS: Information Systems

MEC: Member of the Executive Committee

NF: National Federation

NIRISA: National Intramural and Recreational Sports Association

NSRP: National Sport and Recreation Plan

RDT: Resource Dependency Theory

SA: Student Affairs

SASCOC: South African Sport Confederation and Olympic Committee

SRC: Student Representative Council

SRSA: Sport and Recreation South Africa

UJ: University of Johannesburg

UKZN: University of Kwa-Zulu Natal

USSA: University Sport South Africa

UP: University of Pretoria

WITS: University of the Witwatersrand

VC: Vice Chancellor

CHAPTER ONE: BACKGROUND, PROBLEM STATEMENT, AIM, OBJECTIVES, MAIN RESEARCH QUESTION, DESIGN AND SCOPE

1.1   Introduction

Universities in South Africa have transitioned, from early 2000, through a difficult merger process that has caused many changes in the delivery of university services (Karodia, Shaikh & Soni, 2015; CHE, 2016). Access to resources has become increasingly challenging for universities which has affected their ability to deliver quality sport and recreation to diverse student populations (Mhlanga, 2008). A university's capacity to optimally deliver sport and recreation services depends on its resource capacity and other support provided by external strategic partners such as sponsors, among others. Some universities are better resourced with infrastructure, staff and finances than other universities which should lead to better sport and recreational service delivery to students. Other universities with less resources struggle to deliver sport and recreation services (Burnett, 2010b).

The university merger process has impacted the delivery of sport and recreation in South African public universities in various ways. Many of the university sport and recreation premerger organisational structures and operational processes were discontinued through the merger and socio-political demands. Government's national sport and recreation departments poor management of the changes in structure and process led to disarray and confusion that affected student-athlete development programmes (USSA, 2017a). In hindsight, it can be concluded that the deterioration of university sport and recreation (a delivery partner in the National Sport and Recreation Plan) has had indirect impact on national performance and outputs (SRSA, 2012b).

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Studies undertaken by various scholars have discovered numerous findings that have contributed to the body of knowledge on the management of South African universities delivery of sport and recreation. Among the research findings are constraints to participation, the seven-pillars of sport delivery, university typologies, wellness and socialisation of student-athletes, (Mharakurwa, 2016; Mugwedi & Mulibana, 2014; Peters, 2014; Van Rensburg, Surujlal & Dhurup, 2011; Burnett, 2010b, d, e; Singh & Jhalukpreya, 2006; Asihel, 2005; Burnett, 2003).

University sport and recreation exists within a network of other stakeholders in the South African sports sector. The university operates in an environment with other external stakeholders encompassing national sport federations, South African Sports Confederation and Olympic Committee (SASCOC) and Sport and Recreation South Africa (SRSA). The internal environment includes various departments such as sport departments, student affairs and student leadership (USSA, 2016). Both the external and internal environments influence the university's ability to optimally deliver sport and recreation.

This study explored the influences of both environments on the management and delivery of sport and recreation to students at an inner-city campus. The research was conducted on a campus situated in the inner-city area of Johannesburg which is negatively impacted by the various challenges that exist in its immediate location. Challenges such as poverty and declining socioeconomic standards, crime, limited space, among others (Mavuso, 2016). These challenges negatively impact the day to day management of the campus as well as the university's ability to deliver sport and recreation to its student population. Other external challenges include financial shortfalls that resulted from the 2015 student movement popularly known as #FeesMustFall which resulted in limited financial resources being allocated to sport and recreation. Internally, the delivery of sport and recreation on campus is influenced by complex behaviours of staff, students and student leadership.

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These behaviours negatively affect the consistency and sustainability of the programmes provided.

The Resource Dependency Theory (RDT) constituted the theoretical framework of the study and thus guided the exploration of the external and internal factors that affect the delivery of sport and recreation at the inner-city university campus. The abovementioned theory has three main themes: i) environmental effects on organisations, ii) organisational efforts to manage environmental constraints, and iii) environmental constraints affecting internal organisational dynamics (Pfeffer & Salancik, 2003). These themes gave perspective on the complexities related to managing delivery at an inner-city university campus utilising the available resources.

The purpose of the study was to describe the impact of resources dependency on the delivery of sport and recreation at an inner-city campus. The study also intended to provide insights and recommendations to university management on the current strategy for the delivery of sport and recreation by providing student opinions on the current university offerings.

1.2 Research question

The study is guided by the following research question: To what extent do management effectively utilise available resources to deliver sport and recreation to its student at the inner-city campus?

1.3 Aim and objectives

The study aims to describe the management and delivery of sport and recreation of an inner-city campus to its student population from a resource dependency perspective.

The above aim translated into the following objectives:

- To describe the role that institutions of higher learning play in the delivery of sport and recreation to their student constituency in the inner-city;
- To analyse and critically reflect on the management and delivery of sport and recreation at an inner-city campus; and
- To establish the perceived value of sport and recreation participation for the student population of an inner-city campus.

1.4   Methodology

This study adopted a descriptive approach with a multi-method design. This produced both qualitative and quantitative data sets that gave a comprehensive picture of contextual realities. This multi-method approach allows one to capture all the nuances of the diverse 'voices' generated by narratives that could contribute to new ways of knowing within different study fields (Smith & Sparkes, 2016).

Quantitative data was generated utilising questionnaires completed by a demographically representative sample of students. The questionnaires gathered data on the trends and practices related to the sport and recreation participation stemming from a deductive framework. Qualitative data provided descriptive narratives that gave insight into the lived experiences of management members interviewed at different institutional levels (Gratton & Jones, 2010). It suffices to note that qualitative methods are useful for the tracing of meanings.

1.5   Study population

The study population consists of two Gauteng public universities with campuses in the inner-city. One of the two universities was selected because

access was easily granted to the researcher, to conduct the study. The study sample was made up of two cohorts, namely students and management. The selected university, in 2016, had a combined student population of 51 698 full-time students. The total number of full-time students registered in 2016 at the inner-city campus was 12 194. A sample from the student population (n=333) completed the questionnaires.

The management cohort of the study population were members of the university involved in the management and delivery of sport and recreation at the university. This entails the Executive Leadership Group, made up of the Members of the Executive Committee (MEC), Executive Deans and Executive Directors. The level below the Executive Leadership Group is the Executive management, which comprises of Heads of Departments and Managers. The next level below that is middle management, which comprises of senior managers and below that is lower management, which has positions such as sport officers, residence managers, lecturers and internal league managers.

1.6 Sampling

Concerning students, the researcher used a random sampling technique to select students who attended full-time at the inner-city campus. The student sample had the following groups registered to attend at the inner-city university campus: day scholars[1], on- and off-campus resident students, undergraduate and postgraduate students, national and international students, different genders, races or ethnicities, different age groups, students from different socioeconomic backgrounds, as well as able-bodied and disabled students. The intended quota sample size was (n=600); however, only (n=333) responses were received, which comprises of three percent of the student population on the inner-city campus.

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[1]Day scholars are those students who attend lectures during the day and then go home. They do not live in any university accredited accommodation; they usually reside with family.

A purposive sampling technique was used for the selection of staff employed within the sport and recreation delivery department, student affairs as well as the Head of Departments in the Faculty of Health Science. The selected participants are linked to the description of management population mentioned in the section above. The purposive sampling technique allows the researcher to gather data from the particular subjects deemed appropriate for the study (Palinkas, Horwitz, Green, Wisdom, Duan & Hoagwood, 2015). For the management cohort, the researcher selected management staff from the university sport and recreation department, student affairs department, as well as department heads and managers under the Faculty of Health Sciences (n=3), middle management (n=2), and lower management (n=6). Their inclusion was because of their impact on sport and recreation delivery at the inner-city campus (Simonds & Christopher, 2013; Skille & Østerås, 2011). The total number of interviewees was (n=11).

1.7 Delimitations

The study focused on the management and delivery of sport and recreation to inner-city university students in the City of Johannesburg in the Gauteng Province. The Johannesburg inner-city accommodates various forms of institutions of higher learning which are not universities but these were not included into the study as they did not meet the requirements of the research design as they were not universities. This study focuses on one of the two universities with campuses in the inner-city of Johannesburg. While this institution has multiple campuses, the researcher intentionally excluded the other campuses that are located out of the inner-city. Student research participants were included if they registered at the inner-city campus, while staff participants were included if their role contributed toward the delivery of sport and recreation at the campus.

1.8 Limitations

The limitations relate to the procedures and challenges encountered during the data collection phase related to some students misplacing questionnaires, while others did not return them which significantly shrunk the final sample size of the study to 333 participants when compared to the 600 (45% more) that was desired. Another challenge encountered related to confidentiality. The study is critically reflective in nature and contains sensitive information, therefore the identity of the institution where the case study was conducted had to be concealed. The need to protect the identity of the institution had a limiting effect on the literature review and document analysis process as certain information that would reveal the identity of the organisation was left out.

The study was limited to investigating intra-departmental relationships as the researcher was constrained by resources and time and therefore could not engage external stakeholders who contribute to sport and recreation delivery at the university. However, management was asked questions regarding their external stakeholder relationships, which gave the researcher some insight on the relationships between the university and external stakeholders.

1.9 Concepts

1.9.1 Social and recreational sport

Social and recreational sport refers to sporting activities that participants are internally motivated to engage in. The social component encourages social cohesion among the participants, giving them a sense of belonging and community (SRSA, 2012a). Recreational participation is motivated by enjoyment attained through participation (Giardina & Donnelly, 2012;

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Mactavish & Schleien, 2000). While some participants may have slightly competitive tendencies, generally, they do not demonstrate the same levels of commitment, discipline, and the desire to win as competitive sport participants. In a university setting, social and recreational sport takes place through student organised events and informal or spontaneous games in sports codes such soccer, netball and other sports.

1.9.2 Competitive sport

Competitive sport in South African universities, is offered through the club structure. The objective of competitive sport is to develop and groom sport participants from entry level to becoming eligible for higher performance selection. Administrative support, frameworks, policies, and strategies reinforce club development in competitive sport and ensure the development of both athletes and the sport (SRSA, 2012a). In the university setting, competitive sport is provided by the sport and recreation delivery department who engage campus residence students to participate in various competitive platforms at intra and inter-university levels. Competitive sport is a time-consuming process that requires student-athletes to consistently commit to the development and improvement of their skills and talents so that they may compete at a higher level (Coakley & Burnett, 2014). From the university perspective, competitive sport is utilised as a marketing and brand building tool to increase the value and competitive advantage of the university to current and potential stakeholders (Serra, Blignaut, Abrahams, Bruce & Surujlal, 2014; Pate, Trost, Levin & Dowda, 2000).

1.9.3 High performance sport

High performance sport, inclusive of elite sport, is highly organised and competitive. It represents the top level of the sports development continuum at university (SRSA, 2012a). High performance participation at university level

is offered through the club structure, similar to competitive sport but is supported by expert sport-specific specialists. These experts include biokineticists, sport scientists and academic support nutritionists. In addition, high performance student-athletes also have access to specialised facilities (Serra, Blignaut, Abrahams, Bruce & Surujlal, 2014). Some of the platforms provided for participation in high performance sport within the South African context are Varsity Cup and Varsity Sport competitive games that are semi-professional, as well as international appearances (Du Toit, Durandt, Joshua, Masimla, & Lambert, 2012).

1.9.4 Value of sport and recreation within a university environment

The value of sport and recreation is mutually constructed by its participants and has multidimensional benefits (Dugan, Turman & Torrez, 2015). Students who participate in sport and recreation, on a social level, gain social learning and social cohesion benefits. These students may feel part of a community, and acclimatise to the university environment through engagement with other students (Glass, Gómez & Urzua, 2014; Williams & Johnson, 2011; Nelson, 2009). Other benefits include building meaningful relationships with other participants, physical health improvements, and acquiring life skills that can be transferred into adult life (Eime, Young, Harvey, Charity & Payne, 2013). Student-athletes also find value in the improvement of their athletic performance. Student-athletes benefit from multiple services such as bursaries, sponsorships, sport scientists, biokinetists, sport nutritionists, academic support and more (Höll, 2013).

From the university's perspective, it is generally thought that value in sport and recreation is gained through its ability to reduce incidences of risky student behaviour (Merkel, 2013). Value is also found in excellent sport and recreation performance by students, which is beneficial to university brand building, brand awareness, and increased marketability of the university (Lee, Miloch,

Kraft & Tatum, 2008; Pate, Trost, Levin & Dowda, 2000). Universities that have sport teams that have achieved sporting success are reported to have increased brand loyalty with students, spectators and other stakeholders who are affiliated with the university sport team (Kaynak, Salman & Tatoglu, 2008).

1.10 Structure of thesis

Chapter one entails the research question, aim and objectives, methodology, delimitation and limitations as well as a brief background on the study.

Chapter two is a literature review focused on the Resource Dependency Theory and organisational behaviour, principle and processes of sport management, South African university sport and recreation and the value found in sport and recreation participation.

Chapter three provides details on the research methodology, planning of the investigation, design and development of research methods, namely questionnaires and interviews. The data processes and procedures, data analysis and ethical considerations are also included in this chapter.

Chapter four contains the research results and chapter five entails the discussion centred around the research findings which relate to student and management perspectives.

Chapter six entails the concluding thoughts and reflections on results and research findings as well as recommendations for management practice and future studies.

1.11 Significance and envisaged output of the study

Institutions of higher learning are increasingly identified as social assets and drivers of innovation in education, learning and have the potential to bring about social change to communities. They are also seen as key role players in social transformation, economic growth and social inclusion. The enriching experiences provided by sport and recreation participation for students can be tools for community development for university students and their surrounding communities. However, the intricacies and challenges faced in university sport and recreation management and delivery are largely under-researched in South African society. Access to resources such as facilities and accessible sport and recreation participation opportunities for students in the inner-city is a challenge that needs to be addressed by institutions of higher learning. Addressing the issue may provide students with enriching and valuable formative experiences which could also meaningfully impact on the regeneration of the inner-city environment. This study is structured to address this gap in literature and provide meaningful insights on the optimal management and delivery of sport and recreation at resource dependent campuses.

1.12 Summary

This chapter introduced the study by giving the background, and by stating the problem, aim and objectives of the study. A brief overview of the methodological approach adopted by the researcher was provided to give more insight into the study. Delimitation and limitations were added to frame the parameters of this study. Fundamental concepts that relate to the case study were discussed to orientate the reader and the structure of the thesis was added to prepare the reader for the chapters that will follow.

CHAPTER TWO: RESOURCE DEPENDENCY AND PUBLIC UNIVERSITY SPORT AND RECREATION

2.1 Introduction

According to Van Rensburg, Surujlal and Dhurup, (2011) and Mandew, (2003), studies on university sport and recreation has increased since the early 2000's. The interest in university sport and recreation delivery is influenced by universities being positioned as vital stakeholders in the development of a healthy holistically developed society, as well as developing future professional athletes (Wang, 2017; Pope & Pope, 2009). With an increase in Non-Communicable Diseases (NCD) occurring in young people and the global population having a youth bulge, encouraging healthy lifestyle in youth (students) is seen as a preventative measure. The drive for healthy and active living is a preventative measure, particularly for those who come from a lower socioeconomic environment such as inner cities because they do not have the financial means to pay for private health care when confronted with ailing health (United Nations, 2017). As stated in chapter one, research on university sport and recreation has increased globally as well as locally (South Africa). Globally findings regarding constraints, ecological effects on participation, intrinsic and extrinsic motivations for student participation have guided an understanding of university student participation (Mirsafian, 2014; Glass, Gómez & Urzua, 2014; Gómez, 2002; Jackson, Crawford & Godbey,1993). Locally in South Africa, study findings such as Burnett's 7 pillars of sport and recreation delivery and the typology of university sport and recreation delivery, frame university sport and recreation (Burnett, 2010c). The 7 pillars are E objectives that university sport and recreation strive for while2 the typology relates to the different categories of public universities. However, there is a scarcity of research that addresses the strategic and operational management of university sport and recreational departments which have become resource dependent (Yu, 2016).

This chapter reviews literature that relates to the management of resources required for the delivery of sport and recreation in the inner-city of Johannesburg in the Gauteng Province and the resource dependencies that exist within the university sport and recreation environment. Furthermore, the literature review explores how resources are utilised and dependencies managed by organisations to deliver services and products such as sport and recreation. The study defines optimal delivery as the efficient and cohesive use of resources within university institutions which in turn allows for maximal delivery of sport and recreation for mass, competitive and high performance consumption (Shermon, 2012).

South Africa has a complex political history that has had long-lasting consequences on the living conditions of the average South African, particularly for those living in rural and inner-city areas. Universities are social and intellectual institutions that have undergone the socio-political transition into democratic transformation in the country (Chetty & Merrett, 2014). University sport and recreation as part of the university have also been exposed to socio-political transformation. Political, economic and social transformation have affected universities' ability to acquire the necessary resources for sport and recreation delivery to students (Burnett, 2010b; Karodia, Shaikh & Soni, 2015). Access to critical resources such as finance, information, physical and human resources have reduced because of budgetary constraints causing an increase in dependency on external and internal resource providers (Burnett, 2010e, USSA, 2017a). Due to the effects of the transformation process, university sport and recreation in South Africa has not developed at the same rate as its global counterparts which have had the benefit of resources, strategic partners and commercialised sport endeavours. In the USA organisations such as National Intramural and Recreational Sports Association have been formed to address student development through recreational sport (Blumenthal, 2009; NIRSA, 2018),

whilst the National Collegiate Athletic Association governs student-athlete participation and development (NCAA, 2018). China university sport has emerged as a new sporting power due to its reform of its management processes (FISU, 2018; Nielsen Sports, 2017; Wang, 2017). In the United Kingdom, Sport England has formed a strategic partnership with universities to increase regular participation, to keep students in sport when transitioning from school to university and to encourage and support the development of sport and recreation (Sport England, 2014b).

The resource dependency theory provides the theoretical framework to understand the management of resource dependency and the delivery of sport and recreation within the university sport and recreation environment in an inner-city university in Gauteng. Sport and recreation bodies at national, provincial and municipal levels form part of the primary resource providing network universities engage for resources. Therefore, they are touched on briefly in this chapter (USSA, 2017a, b; Monge & Contractor, 2001).

2.2 Theoretical framework

A theoretical framework measures or operationalises and explains how data will be analysed, interpreted, and explained (Gratton & Jones, 2010). The theoretical framework used in this study is underpinned by the Resource Dependency Theory (RDT), a theory that has revolutionised organisational practice (Nhema & Zinyama, 2016).

2.2.1 Resource dependency theory

The Resource Dependency Theory (RDT) focuses on organisational behaviour and survival in the environment in which the organisation operates. Relationships, networks, power dynamics, dependencies, uncertainty, resources and external influence are all included in RDT (Hillman, Withers, & Collins, 2009; Pfeffer & Salancik, 1978). The theory focuses on reducing uncertainty and unfavourable influences from external environments and strengthening external interorganisational networks as a strategy for organisational survival (Hillman, Withers & Collins, 2009). RDT has similarities with the systems theory in that both theories have considerations for power relations, conditions and influences that occur in the internal and external environments (Witcher & Sum Chau 2014; Pfeffer & Salancik, 1978). The difference between the two is that RDT provides survival strategies that organisations can implement in order to manage dependency and uncertainty.

RDT prescribes five survival strategies that organisations can utilise to ensure that there are enough resources to maintain an organisation's competitive edge. The survival strategies are mergers and acquisitions, joint ventures and other interorganisational relationships, boards of directors, political action, and executive succession (Pfeffer & Salancik, 1978). Although RDT is acclaimed because of its holistic approach to organisational ecology, there are scholars who have criticised the theory, highlighting its short falls. Casciaro and Piskorski (2005) comment on its lack of discrimination between power imbalance and mutual dependence. Its seen as having confounding normative prescriptions and theoretical predictions, ambiguity around its boundaries and empirical work, frequently being one-sided, and not engaging both organisations. Casciaro and Piskorski's (2005) criticism is compelling because it is mindful that every organisation is unique and the prescriptive approach of RDT can be misleading or ill-suited in certain instances. None the less, Davis and Cobb's (2010) work find the application of RDT is on the

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rise as global industries are facing economic, political and social crisis. The theory's perspectives and prescriptions assist in strategy formulation for resource dependent or powerless organisations (Comb, 2014; Pearce, 2011).

Globally RDT strategies have been utilised in various industries to build unique networks and partnerships that share resources to ensure organisational viability (Davis & Cobb, 2010). RDT is compressed into three main elements. The first element is the external environmental effects on an organisation, which relate to politics, economy and social environments. The second relates to the organisational efforts to manage environmental constraints, which relate to the survival strategies organisations apply when managing their resource dependencies. The last is how environmental constraints affect internal organisational dynamics, which relates to the operational management of resources (Pfeffer & Salancik, 2003). These elements provide insight into the generalisation of university sport and recreation as well as how and why resources are managed in a certain way to deliver sport and recreation (Burnett, 2010b).

As discussed above, RDT offers different strategic responses to minimise external environmental dependences. Strategies such as mergers or vertical integration, joint ventures, executive succession, interorganisational relationships and political action (Hillman, Withers & Collins, 2009; Pfeffer & Salancik, 2003). A survey of several university websites shows that university sport and recreation have utilised some of these strategies (NCAA, 2018; NIRISA, 2018; Sport England, 2014; University of Pretoria, 2017). South African public university sport and recreation departments, like other global public universities, are not autonomous. They exist within a network in which they are dependent on university management, government, corporate and the private sector for resources (USSA, 2017a). Although university sport is relatively dependent on its external stakeholders, it should implement

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strategies that assist in buffering and bridging influences from the external environment (DiPaola & Tschannen-Moran, 2005). These strategies allow university sport and recreation to adjust to changing environments, engage in meaningful alliances and steer towards the attainment of its goals. The ability to implement a strategy effectively is dependent on the resources available within an organisation (Nemati, Bhatti, Maqsal, Mansoor & Naveed, 2010). These resources include financial, information, physical and human resources (Burnett, 2010b; Wicker & Breuer, 2013). This study included sport management perspectives on strategic and operational management principles and practices as these determine how sport and recreation resources are utilised in universities (Masteralexis, Barr & Hums, 2012).

The resource dependency theoretical framework used in this study is a valuable tool in analysing how an inner-city campus' sport and recreation departments respond to uncertainties in its internal and external environments. RDT provides insights on how university sport and recreation appropriates strategies that allow it to minimise its dependencies and maintain or attain some level of independence (power) (Casciaro & Piskorski, 2005). For the purpose of this study the immediate external environment constitutes key sport and recreation stakeholders such as community and organisations surrounding the inner-city campus. Social, political and economic factors that have a direct and indirect influence on the internal environment are also included as part of the external environment (Burnett, 2010b & Mavuso, 2016). The internal environment consists of the strategic direction of the organisation and the operational processes put in place to ensure delivery occurs within the inner-city campus and the university as a whole.

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2.2.2 Resources

RDT emphasises efficient and strategic utilisation of resources for organisational success. Aura, Hassan, Osore, Musa, Morara & Uku (2015) and Sheppard (1995) defines resources as anything an organisation receives, which it then uses to create value for the organisation and adds to an organisation's competitive advantage. Information, financial, physical and human resources (HR) are the necessary tools for the management of resource dependency and achieving university sport and recreation success (Burnett, 2010b; Wicker & Breuer, 2013).

Each of these resources are interlinked and are exploited to create value for the organisation (Ifeoma, Ngozi & Scholarstica, 2015). Human resources require specific skills, to execute effective management of other resources such as finances , information which is knowledge needed to drive towards organisational objectives and physical resources which are facilities and equipment needed to meet organisational objectives (Surujlal, Hollander & Singh, 2003). Ravichandran and Lertwongsatien (2005), postulate that information systems (IS) are critical for organisations to be successful. IS, is the strategic positioning of information technology within the critical structure of resources to enable it to innovate new or improved capabilities.

Ravichandran and Lertwongsatien (2005) propose that the human resource is imperative to IS, without the technical and specialised knowledge from HR input, IS cannot meaningfully contribute to the competitive advantage of the organisation. When human resource managers lack technical skills (sport specific skills, operations management or business skills) and soft skills (leadership and interpersonal skills) to harness and retain staff in information, finance and physical resource related roles, performance and deliverables

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may reduce (Bill, 2009). For example, in a resource poor organisation, HR management must ensure that the available physical resources are managed by staff who understand how to maximally operationalise the use of the physical resources and think innovatively to overcome challenges (Rasmussen, 2009).

From the finance perspective, staff with financial acumen are essential to minimise and avoid organisational risk and failure. Without good financial management, the organisation may deplete its financial reserves and its ability to acquire or retain its human resources. Wicker and Breuer (2013) found that there is a relationship between organisational financial instability and poor human resource retention. The loss of skilled human resources leads to the organisation losing its competitive advantage, as it will no longer be able to produce the quality service or product (Barney, 2001; Wicker & Breuer, 2013). When an organisation's competitive advantage is compromised its dependencies and power relations are inherently affected. Dependency and power are further detailed in the following section.

2.2.3 Dependency and power

Dependency occurs when an organisation lacks the necessary resources to maintain its competitive advantage and therefore constantly relies on other organisations for resource support. Dependant organisations are often vulnerable to exploitation by other organisations as they do not possess adequate resources needed to sustain their organisation (Davis & Cobb, 2010). Though dependency can be managed through the manipulation of existing resources, loss of power or the ability to influence other's behaviour (Combe, 2014) may be detrimental to the survival of an organisation.

According to Witcher and Sum Chau (2014), organisations obtain power from five sources namely; coercion, reward, status, specialised skill as well as referent. Coercive power is attained through fear, while reward based power is obtained through compliance. Legitimate power is derived from status, expert power from specialised skills and referent power comes from ownership of valuable resources. Globally, university sport and recreation departments and entities have managed to manipulate their dependency and position themselves into a place of power through their expertise and referent. In a South African context, universities as delivery partners to SRSA's National Sport and Recreation Plan, have the potential and opportunity to manipulate their dependency to an extent (SRSA, 2012b). This reflects Pfeffer's (2003) claim that dependency and power are interrelated exchanges organisations go through, in some instances the organisation has the power, while in some it is the dependent entity. If not exploited however, this relationship may change as neither dependency nor power is a constant.

Organisations in which internal strategies, finances, information, physical and human resources do not work in cohesion, have a tendency towards poor interorganisational networks. Sheppard (1995), suggests that if the leadership or the organisation does not have the correct social capital or reputation in the external environment, the organisation will not be privy to pertinent information within the industry that will help maintain its competitive advantage. This then reduces the organisation's bargaining power within its external network which, in turn, increases the organisation's dependency on others (Pearce & Zahra, 1992). Davis and Cobb (2010) and Kelloway, Sivanathan, Francis & Barling (2005) also support the idea that poor leadership has an impact on dependency and power of an organisation.

However, RDT suggests that when resources are continuously accessible and strategically managed internally, and interorganisational networks are well

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maintained, the organisation can capitalise on market opportunities to minimise dependency and increase power. Pfeffer and Salancik's (1974) and Hillman, Withers & Collins, 2009 suggest that an organisation that has its resources cohesively working at optimal levels can increase its capabilities and become powerful enough to negotiate terms and conditions. Power could enable an organisation to engage in mutually beneficial partnerships that increase its competitive advantage. Being valued by the external environment elevates an organisation to a position of power, which can be used in future to cushion against unwanted external influence. University sport and recreation has built value through its development programmes for University Sport South African student-athletes who have become professional athletes and world champions such as Caster Semenya and Wayde van Niekerk (IAAF, 2016). A good reputation in the sport and recreation industry allows public university sport and recreation departments to develop strategic alignments with external organisations that are resourceful. Access to resourceful networks gives the organisation an advantage and assists in management activities such as market forecasting through information shared within networks (Emerson, 1962; Hillman, Withers & Collins, 2009; Länsiluoto, Järvenpää & Krumwiede, 2013).

Access to strategic relationships and resources empowers organisations to effectively manage power imbalances and any external disruption which may negatively impact organisational behaviour (Yilmaz & Flouris, 2017). However, a study by Länsiluoto, Järvenpää and Krumwiede (2013) which echoes Casciaro and Piskorski's (2005) critique of RDT prescriptiveness, found that access to resources and strategic relationships does not always translate to organisational success due to conflicting interest that may arise within relationships. Most conflict arises when parties involved have diverse objectives, which prevents synergy and mutually beneficial relationships. Internally, conflict is also inevitable as the institution has to accommodate a

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large population with diverse interests in the context of limited resources (Bush & Middlewood, 2008; Wicker & Breuer, 2013).

2.3   Management of sport

The management of sport in a university environment is primarily service orientated, focusing on planning, organising, leading and evaluating programmes that will meet the needs of its students, community and staff (Masteralexis, Barr & Hums, 2012). In order for university sport and recreation to actualise optimal sport and recreation delivery, Bill (2009) suggest operational and strategic management functions are put into place.

2.3.1 Strategic management

Traditional strategic management focuses predominantly on long term planning, however in the present dynamic global environment the future is no longer a static space. The strategic management function has to be adaptable, be cognisant of the external environment, and think innovatively to ensure sustainability. Strategic management attempts to create an advantageous future for an organisation by designing the organisational structure to have processes that ensure the organisation has adequate finance, physical, information and human resources to continue its growth in constantly changing environments (Witcher & Sum Chau, 2014). Based on the purpose and demands on strategic management, Teece, Pisano and Shuen (2008) affirm that 'dynamic capabilities' should be an added function in strategic management. Dynamic capabilities relate to a firm's ability to integrate, build upon and reconfigure internal and external resources and functional competences to deal with environments which are constantly evolving. In a university context, strategic management translates into creating process to

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ensure there are adequate resources and external networks available to enable the university sport and recreation department to maintain sport and recreation delivery. This function is typically the responsibility of executive and senior management.

Bill (2009) comprehensively packages the strategic management process into a three-part interlinked cycle, namely; strategic analysis, strategic formulation and strategic implementation. Strategic analysis considers micro (industry, markets, and competitors) and macro (political, social, environmental, legal and technological) environments. Findings from the strategic analysis inform strategy formulation which takes into consideration the organisation's vision, mission, objectives, philosophy and purpose and defines the direction of the organisation. Strategy implementation process includes the actions an organisation takes to ensure it achieves its objectives and moves towards its predetermined direction. Strategic leadership and change management are crucial for strategic implementation to be successful (Goetsch & Davis, 2014). Strategic implementation and operational management processes are interlinked in that operational management translates strategic objectives into incremental processes that lead to goals being achieved (Dess, Lumpkin, Eisner & McNamara, 2014).

2.3.2 Operational management

The purpose of operational management is to focus on transforming strategic objectives into the day-to-day running of an organisation, to achieve its long-term goals (Greasley, 2009). In the context of a university, operational management ensures that resources are utilised to successfully execute technical and administrative processes in daily, weekly, monthly scheduled activities that lead to the delivery of quality sport programmes to students. Bill (2009) comments that operational management is fundamentally a process of

planning, monitoring, controlling and evaluating programme delivery and ensuring all required resources are available to create services that meet client needs. This function is typically delegated to middle management who plan and construct the necessary processes and systems while lower management is assigned to implement and monitor programs (Bill, 2009; Schwarz, Hall & Shibli, 2015). Optimal delivery of sport and recreation is therefore reliant on effective management at strategic and operational levels (Brown, Lamming, Bessant, 2013).

2.3.3 Resource management

Resource management is about the efficient and effective development and coordination of information and financial, physical and human resources to achieve organisational objectives (Covell, Walker, Siciliano & Hess, 2003; Misener & Doherty, 2013; Pfeffer & Salancik, 2003). Covell et al. (2003) interpret resource management as the gathering and application of the resources required for an organisation to be productive and create organisational uniqueness that adds to competitive advantage.

Organisations seek to optimise performance through the effective and efficient management of resources. Optimised resource management focuses on maximising an organisation's outputs, by utilising resources efficiently to achieve its goals (Shermon, 2012). Optimisation is a process that helps to minimise inefficiencies as well as manage operational and structural changes that may occur as a result of external input. When an organisation intends on optimising its systems and processes the following are considered: the organisation's vision, mission, structure, communication systems, operational management systems, programmes and services, leadership, quality of human resources, budgets and technical support (Bryson, 2011). These

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considerations are fundamental in creating an effective plan that aligns with the organisation's objectives. The three main indicators of optimisation are high utilisation, high efficiency, and high effectiveness (Shermon, 2012). Optimal delivery in the context of university sport and recreation is defined as the efficient and effective distribution and utilisation of resources in critical areas, to ensure sustainable sport and recreation delivery. In this study, each of these resources is discussed in relation to the management and delivery of university sport and recreation.

Physical resources

Physical resources refer to the built environment and equipment used in the delivery of sport and recreation (Winnick & Porretta, 2016). Physical resources are important to deliver sport and recreation (Ko & Pastore, 2004). Globally, access to safe facilities and equipment is limited in inner-city environments, which affects the sport and recreation delivery process in places such as the inner-city campus (Mavuso, 2016). The campus where the study was conducted is landlocked by high-rise buildings and has few internal sports facilities. A study by Aishel (2005), found that a lack of facilities was the most cited constraint for female student participation in sport and recreation.

Universities are facing economic struggles due to the 2015 #FeesMustFall movement which has created a financial deficit in most public Higher Education Institutions (HEIs) (Langa, 2017; Simkins, 2016). Therefore, the option to purchase any surrounding buildings to convert them into sport and recreation facilities is unlikely. Executive management at most public universities are focusing their resources on core business, which is education and training (Higgins, 2014; CHE, 2016).

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Despite these limitations, there are opportunities to address the challenge of limited physical resources. The RDT suggests engaging external networks and creating relationships with organisations that have resources to counteract an organisations lack of resources. In relation to the lack of physical resources at the inner-city campus, building strategic relationships may enable institutions to have access to various sports facilities which are in close proximity to the campus. Globally, studies on resource dependency management in sports and recreation organisations found that accessing government and corporate subsidiaries were effective strategies to accessing the necessary resources to maintain competitive advantage (Wicker & Breuer 2013; Vos, Breesch, Késenne, Van Hoecke, Vanreusel, & Scheerder, 2011). Organisations that have access to finances or facilities are assisted to deliver improved sport and recreation services to their target markets and maintain their competitive advantage (Pfeffer & Salancik, 1978).

The 1995 study by Sheppard on the survival and failure of organisations identifies indicators for survival namely; consistent positive relationships, influence with critical resource providers, and stability of the industry environment. Kolade, Obembe and Salia (2018), discuss inter-organisational linkages as a solution to deal with resource deficiency such as a lack of physical resources. Inter-organisational linkages allow collaborations between organisations where resources are collectively utilised, with the objective of minimising industry uncertainty and the sharing of resources to remain sustainable and optimise outputs. The inner-city campus has limited physical resources on site, however, its surroundings have government owned physical resources. Government property can be utilised by the university as they are also a state-owned entity (City of Johannesburg, 2013).

Mavuso's (2016) study gives contextual insight on inner-city parks and recreational facilities managed and maintained by the City of Johannesburg. The study highlights the innovative use of space and recreational equipment to improve the safety of government owned parks. Inherently there are still challenges such as undesirable behaviour by community members that affects sport and recreational participation, park management and maintenance.

The study also highlights a need for more stakeholders such as the university to engage with the City of Johannesburg to utilise the parks to deliver programmes that will build inclusive communities in the city (Mavuso, 2016). In addition, the study identifies parks and recreational facilities managed by the City of Johannesburg that the university may use to deliver sport and recreation activities, Figure 2.1 is a representation of 21 inner-city parks that are available for utilisation.
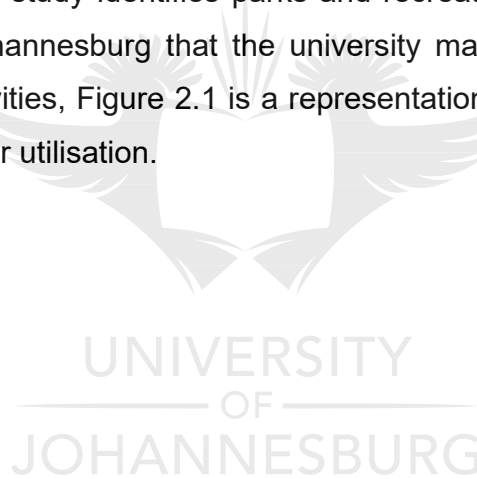
Figure 2.1: Johannesburg Inner-City Parks in context; taken from Mavuso, 2016 , the green indicates the existing parks in the City of Johannesburg.

The university has an opportunity to engage with the City of Johannesburg and fulfil some of the seven pillars of delivery, namely; education, and training delivery, community engagement, encourage sport and recreation participation, and strategic partnerships (Burnett, 2010e). Mavusa's study touches on the poor socioeconomic background of the inner-city community as a barrier to participation. Issues of lack of cohesion, levels of poverty and homelessness, safety, density and highly mobile/transient communities in the inner-city have rendered public space management more challenging than in any other part of City. The challenges found by Mavusa (2016) study relate to Scott's (2013) work regarding poverty and recreational management.

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Scott (2013) in his paper on poverty and park and recreation management and delivery in the United States, puts forward six propositions toward improving delivery for communities with similar socioeconomic backgrounds as the inner-city community in this study. The first relates to the need for leaders to develop positive relationships with influential allies when advocating for improved leisure service delivery. Related to this, is working with allies to improve accessibility of park and recreation resources. The third is to offer leisure education programs that include basic instruction for different recreation activities with the intention of creating a formative experience. Other points include improved safety and security at facilities and making residents feel welcome to use the available facilities while ensuring that services remain affordable.

Prior to engaging the city or making any decisions regarding the challenges on physical resources, Rasmussen (2009) feasibility study approach to physical resource planning should be considered. Components to the feasibility study includes three steps; pragmatic analysis, physical site analysis and financial analysis. The pragmatic analysis includes a general community overview, market analysis and administrative feasibility. It is followed by the physical site analysis which entails ecological analysis, natural features, human and cultural features, legal environment and infrastructure. In relation to the physical site analysis, a campus typology study by Burnett (2010e), which is discussed in detail in later in this chapter, suggests that the inner-city campus qualifies for social and recreational participation. The final segment to a feasibility study is a financial analysis which includes estimated capital, project operating costs, potential revenue, financing options and local and regional economic impacts. Each component of the feasibility study enables an organisation to gather data that will inform and guide the management of its physical resources and how it can engage with other organisations' physical resources. Feasibility studies can reduce risk by allowing an organisation to pre-test a specific project or

concept as well as gathering feedback on current offerings (Rasmussen, 2009). The collected data from a feasibility study may be used to create valuable solutions to organisations such as City Parks, therefore reducing resource dependency and off-setting power imbalances that may enable improved sport and recreation service delivery for inner-city students.

Human resources

Human resource management (HRM) is the management of human skills and organisational processes put in place to achieve organisational objectives, such as resource acquisition and external stakeholder management (Comb, 2014). Human resource management is a vital component in addressing the resource dependency of organisations. Organisational structures and roles, leadership, staff motivation and job satisfaction in an organisation are identified as factors for cohesive and coordinated management of resource dependency (Arnold, Glover & Beeler, 2012; Bush & Middlewood, 2008). HRM is a multifaceted, complex and ever-changing resource component that enables an organisation to achieve its objectives and meet its demands. Human resource management has five key aspects to ensure organisational efficiency and success, namely; human resource planning, recruitment and selection, induction, training and career development as well as career exits (Arnold, Glover & Beeler, 2012; Bill, 2009).

Organisational structures and roles are put in place to coordinate the five key aspects of HRM that enable employees to perform optimally. Griffin and Moorhead (2010) describe the human resource organisational structure as the formal tasks, reporting and authority relationships that synchronise employee efforts and ensure effective communication exists within the organisation. Organisational structure defines how units, departments and teams work

together while simultaneously identifying the necessary roles that will bring to life the structure's objectives (Griffin & Moorhead, 2010).

Public institutions of higher learning commonly have centralised systems embedded within their organisational structural design with predetermined hierarchical roles and responsibilities (Bush & Middlewood, 2008; Mhlanga, 2008). These systems refer to the processes, procedures, formal and informal activities that are coordinated to move the organisation towards achieving its goals and objectives (Witcher & Sum Chau, 2014). Literature on strategic and operational management lists a range of systems that may be implemented within departments and the organisation as a whole (Combe, 2014; Dess, Lumpkin, Eisner, McNamara, 2014; Greasley, 2009). Sports and recreation programmes in public universities are commonly managed through centralised management systems with decision-making power resting with the executive and senior management within a hierarchical structure (Knott & Payne, 2004). In such a system, processes relating to strategy formation, decision-making, information sharing and communication become laborious as they go through a time consuming bureaucratic process before being addressed, approved or implemented by leadership (Bush, 2008). A study by Knott and Payne (2004) on state governance, higher education and implemented resource strategies, suggests that centralised management systems can add value to institutions as they have clear parameters and tight controls that make staff accountable for their performance.

Decentralised systems entrust significant powers to subordinates within the hierarchical structure. When power is entrusted to the lower levels of management, the institution experiences what Bush (2008) terms 'self-management', where employees have power to make the decisions and inevitably allow the institution, department or unit to build a culture of its own

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that is in line with the organisation's objectives (Bush & Middlewood, 2008). Decentralised systems are not commonly utilised in South African public universities due to the need for tight control measures during the merger process. Decentralised systems have been implemented globally within the sport and recreation environments and have been found to be effective for meeting end user needs. In North America, major league soccer has central headquarters; however, each individual team can make decisions about marketing and promotions for its games, allowing for direct marketing to customers of the local area in which they operate. A global organisation like Olympic Solidarity adopted a decentralising model to implement in-country programmes though development officers as decision-makers and change agents in their areas (Aydogan, 2016).

In the South African university sport and recreation context, merging of multiple higher education institutions affected the human resource organisational structure which inevitably changed some of the staff roles within universities (Chetty & Merrett, 2014; Jansen, Habib, Gibbon & Parekh, 2001). According to Chetty and Merrett (2014), the changes in the structure of human resources have not been entirely addressed and has influenced human resource performance at public universities. Figure 2.2 and Figure 2.3 illustrate the human resource structure as it relates to a mandate of the delivery of sport and recreation within the university, where the case study is based. Figure 2.2 on page 33 is an illustration of the hierarchical human resource structure that is found in university executive leadership groups and members who are related to sport and recreation are indicated in yellow. Due to ethical considerations, the source of the hierarchical structure illustrated is anonymous.

- Executive Leadership Group (ELG)

- VICE-CHANCELLOR AND PRINCIPAL
- VICE-CHANCELLOR AND PRINCIPAL DESIGNATE

DEPUTY VICE-CHANCELLOR: EMPLOYEES AND STUDENT AFFAIRS
- HUMAN RESOURCES & TRANSFORMATION
- ACTING EXECUTIVE DIRECTOR
- STUDENT AFFAIRS
- Senior Director:
- INSTITUTIONAL PLANNING & MONITORING
- SPORT
- Senior Director:

ACTING DEPUTY VICE-CHANCELLOR: FINANCE
- FINANCE
- ACTING EXECUTIVE DIRECTOR: FINANCIAL GOVERNANCE AND REVENUE
- EXECUTIVE DIRECTOR: EXPENDITURE
- ICS
- ACTING EXECUTIVE DIRECTOR
- COMMERCIA-LISATION
- STRATEGIC FINANCIAL PROJECTS

DEPUTY VICE-CHANCELLOR: ACADEMIC
- ACADEMIC DEVELOPMENT AND SUPPORT
  - EXECUTIVE DIRECTOR: ADS
  - EXECUTIVE DEANS
    - Art Design & Archit
    - CBE (acting)
    - Education
    - Engineering & B E
    - Health Sciences
    - Humanities
    - Law
    - Science
  - SCHOOL OF ACCOUNTING
  - Senior Director:
  - JHB BUSINESS SCHOOL
  - Senior Director:
- ADVANCEMENT
  - ACTING EXECUTIVE DIRECTOR
  - INSTITUTIONAL PLANNING, EVALUATION & MONITORING
  - Senior Director:
  - ACADEMIC PLANNING, QUALITY PROMOTION & PROFESSIONAL ACADEMIC STAFF DEVELOPMENT
  - Senior Director:

ACTING DEPUTY VICE-CHANCELLOR: RESEARCH AND INTERNATIONALISATION
- RESEARCH & INNOVATION
  - EXECUTIVE DIRECTOR
  - TTO
  - Senior Director: Strategic Initiatives and Administration
  - Senior Director: Post Graduate School
  - LIBRARY AND INFORMATION CENTRE
  - ACTING EXECUTIVE DIRECTOR
  - INTERNATIO-NALISATION
  - EXECUTIVE DIRECTOR

REGISTRAR
- ACADEMIC ADMINISTRATION
  - CENTRAL ADMINISTRATION
  - CORPORATE GOVERNANCE
  - INSTITUTIONAL OFFICE FOR HIV & AIDS
  - OCCUPATIONAL HEALTH PRACTICE
  - PRIMARY HEALTH CARE SERVICE

GENERAL COUNSEL
- LEGAL AFFAIRS
- OPERATIONS
  - EXECUTIVE DIRECTOR
  - CAMPUSES/ CAMPUS DIRECTORS
  - Senior Director: Campuses
- PROTECTION SERVICES

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Figure 2.2 Organogram Executive Leadership Group, positions related to sport and recreation delivery are highlighted in yellow, (Anon, 2017:1)

The hierarchical structure shown in Figure 2.2 is bureaucratic in nature (Combe, 2014). Bureaucratic structures are associated with centralised control, authoritarianism and a strict formal organisational culture. Other characteristics include strict adherence to clear lines of authority, discipline, clearly defined roles and order (Combe, 2014).

Figure 2.3 below, represents the human resource structure of the student affairs department. The student affairs department was established to work in collaboration with the university sport and recreation department. The student affairs department deals with the management of student life experience, student accommodation, disciplinary matters, student-leadership and includes sport and recreation.
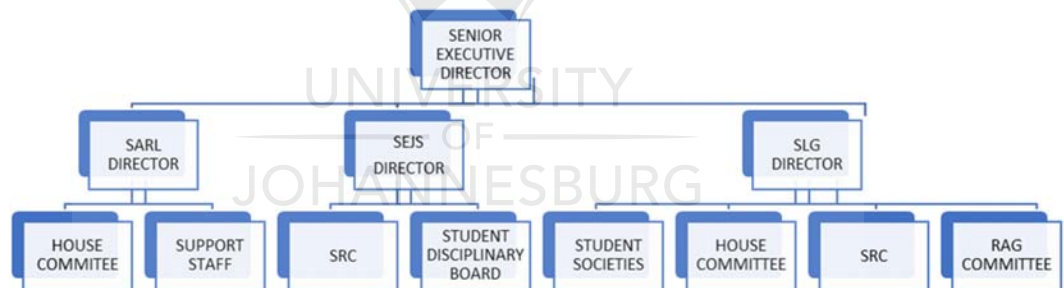
SARL: Student Accommodation and Residence Life Governance	SLG: Student Life and
SEJS: Student Ethics and Judicial Services Representative Committee	SRC: Student

Figure 2.3: Student Affairs Human resource hierarchical structure, (Anon, 2017:1)

The student affairs department works closely with student elected leaders to coordinate and implement sport and recreation activities which are delivered in either the form of social and recreational sports or competitive sport. Employing students as temporary staff is global practice in university sport and recreation, which has the benefits of providing students with work experience and income generation, however it also has its challenges such as inexperienced workers, limited commitment and high turnover (Bolton & Rosselli, 2017).

Figure 2.4 is a representation of the hierarchical human resource structure found in the South African university sport and recreation delivery department. These units within the department are the main driving force behind sport and recreation development and participation. University sport and recreation delivery departments are responsible for the management of all sport and recreation resources and managing the operational processes that ensure the delivery of sport and recreation on all campuses occurs.

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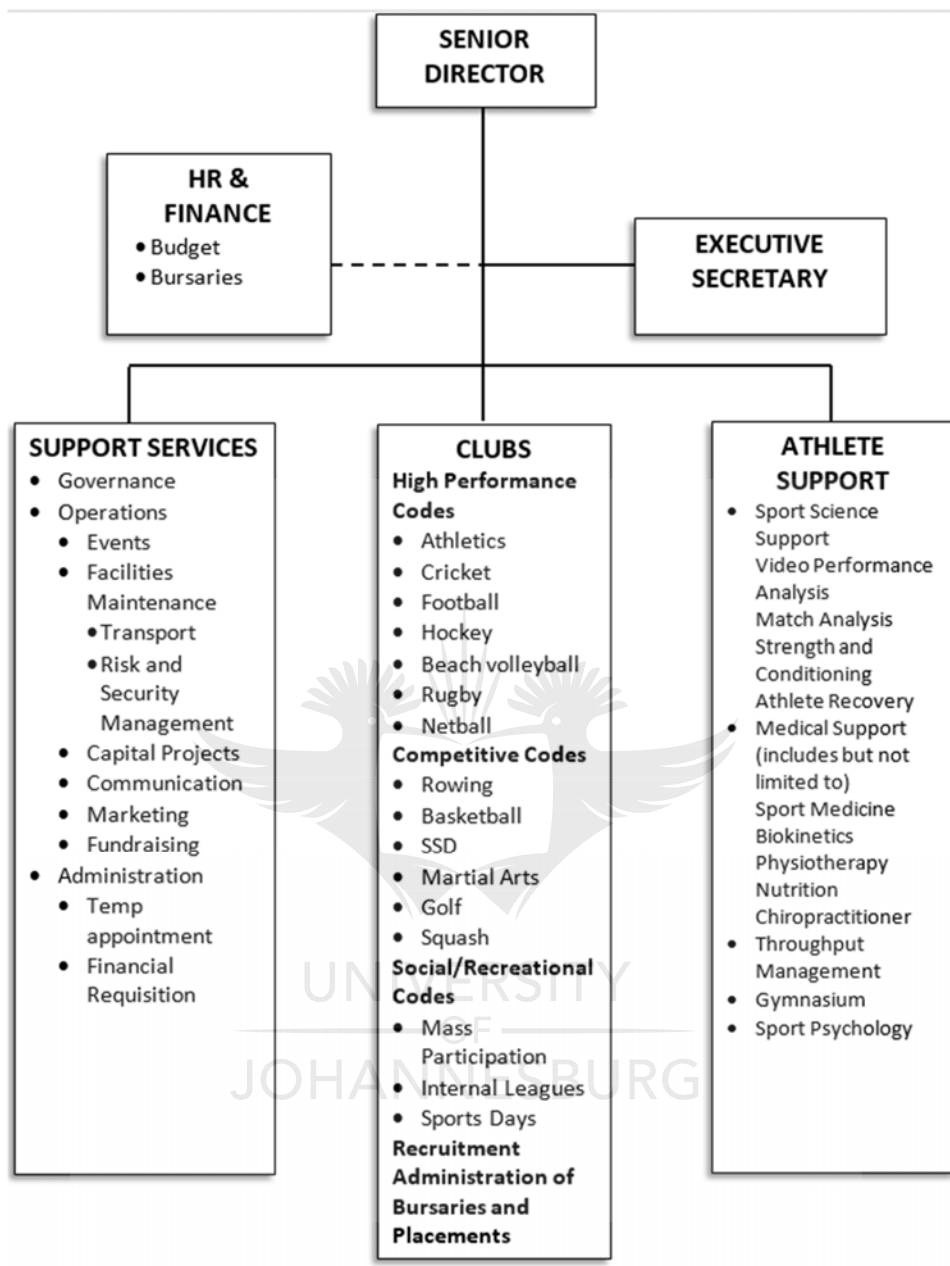
Figure 2.4: University sport and recreation delivery department (Anon, 2017:1)

The university sport and recreation delivery department delivers social, recreational, competitive and high performance sports programmes. In addition, the department ensures that the programmes meet the needs of

students and is accessible to students on all university campuses. Apart from having to manage participation, the department must also ensure sustainable administrative systems are in place. Sport administration requires strong management and business base knowledge, along with competence in sport programming and marketing, procurement, event planning and law (Bill, 2009, Barcelona & Ross, 2004). Competence in the above-mentioned traits assists in the delivery of effective sport and recreation services to students.

Leadership within an organisation is important because it has a direct impact on organisational outputs and performance. Leadership is so significant that scholars have created an array of leadership theories and styles to conceptualise what creates effective leadership (Combe, 2014). Leadership is characterised by having the skills and personality to influence the behaviour of others. Public universities often have centralised management systems that are strongly associated with the authoritarian leadership style (Bush & Middlewood, 2008). Authoritarian leadership is task orientated and bureaucratic in nature, having very little empathy for subordinate employees (Combe, 2014). Authoritarian leaders create what Gupta and Van Wart (2016) phrase as 'follower resource dependence' leadership, which is characterised as employees developing an organisational culture of subservience. Employees become dependent on the leader for guidance and conform to the leader's demands without question or objection.

Literature on leadership cites transformational leadership as the most effective form of leadership because it causes change in individuals and social systems. Change is brought about by engaging individual's psychological needs and encouraging and enabling them to reach new heights of performance through various strategies (Avolio & Yammarino, 2013; Bush & Middlewood, 2008;

Bass & Riggo, 2006). Leaders with this style of leadership are effective because they build good relationships with their employees.

University sport and recreation leaders need to be insightful and dynamic to prevent the formation of a counterproductive organisational culture amongst university sport and recreation staff. Research study findings show a poor service delivery culture amongst some staff in university sport and recreation (Mthethwa, 2017; Yu, 2016; Peters, 2014). The findings in a national study in England show that poor programme delivery stems from staff misunderstanding students and their participation preferences and motivations (Sport England, 2012). The same study also shows that there are changes in the interests of the student market. Other studies done in South Africa by Mthethwa (2017), Peters (2014) and Asihel (2005) had similar conclusions.

Organisational culture is described by Bush and Middlewood (2008) as an interrelated phenomenon that emanates from organisational structure and leadership. Organisational culture can assist organisations to grow efficiently and effectively or it can be detrimental to the organisation (Griffin & Moorhead, 2010). Organisational culture also refers to the values, beliefs, behaviour, attitude and norms that staff internalise and interpret to create shared meaning to ensure everyone is working towards the same goals (Wilson, 2001). Culture is a driving force that propels organisations toward their objectives as it has an influence on staff behaviour and attitude (Bill, 2009).

South African studies that focused on understanding constraints to participation show that university sport and recreation management organisational culture is neither inclusive, nor very welcoming to students and their suggestions. A studies by Asihel (2005), Nxumalo and Beetge (2017) shows that female students were not accommodated by sport managers,

whereas Mutanga (2015) highlights that top-level management did not do enough to ensure the inclusion of students with disabilities in university sport and recreation. Based on these findings, it is concluded that sport and recreation staff at some South African public universities may have adopted a culture of excluding minorities and avoiding exploration of new ways of meeting the diverse needs of their students. The staff culture and behaviour may be linked to the style of leadership that is place. Mirsafian's (2014) study which was set in Iran and Hungary found similar findings to that of Asihel's (2005). It seems constraints are mainly found within the marginalised members of communities (female, disabled people, certain races and homosexuals) where resources are limited.

An authoritarian style of leadership, which encourages subservience, may create a culture that jeopardises management's ability to innovate, create knowledge, share information and may communicate barriers to student participation in sport. Management's ability to perform the previously mentioned activities is vital for efficiency, growth and delivery of sport and recreation. Consequently, failure to adapt may affect an institution's ability to adapt to changes in the external environment (Ifeoma, Ngozi & Scholarstica, 2015). Failure to adapt to the demands of stakeholders may increase unfavourable dependency and power imbalances.

Leaders within an organisation are responsible for cultivating an organisational culture that motivates and harnesses the human potential within the organisation. Leadership should stimulate and encourage staff to want to perform and utilise their skills and expertise to create opportunities for organisational success (Bush & Middlewood, 2008). A study by Thite (2004) suggests that leadership in a knowledge based sector should focus on ways of leveraging knowledge by instilling a culture of learning amongst employees. To encourage the culture of constantly seeking knowledge, Thithe (2004)

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recommends the following to be in place; a trusting HR philosophy, institutionalising learning to learn as well as fine-tuning HR systems in recruitment, retention, performance and rewarding the intellectual capital of staff. An organisation that excels at leveraging its knowledge creation capabilities to enhance its uniqueness is attractive to external organisations and has higher potential of negotiating favourable terms with resource providers and therefore manages its dependency and power imbalances favourably (Davis & Cobb, 2010; Beardwell & Claydon, 2007).

Staff motivation and job satisfaction can have positive impacts on an organisation. The relationship between effective leadership and organisational culture influences staff motivation, job satisfaction and performance (Bush & Middlewood, 2008). Staff motivation and job satisfaction is a complex field of study with multiple theories and constructs associated with each construct. Motivation has various models that focus either on needs or expectations, behaviour, goals or some form of feedback (Tong, Tak & Wong, 2015). Maslow's hierarchy model is an example of a needs-based approach used to understand motives of people. Employers need to satisfy employee needs to keep their staff motivated.

Motivation and job satisfaction are inextricably linked as attitude influences behaviour (Bush & Middlewood, 2008). Job satisfaction is an attitude that relates to a person's current job. Levels of satisfaction are influenced by positive feelings towards an employee's job. Asihel's (2005), Nxumalo and Beetge (2017) found that management staff who were responsible for the delivery of sport and recreation to female students were not motivated to deliver satisfactory programmes for females. The study highlights a lack of concerted effort by sport and recreation staff to identifying activities that interested female students. Further, the lack of passion, integrity and effort

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excluded other marginalised student populations who did not fit into elite sport (Nxumalo & Beetge, 2017; Mirsafian, 2014; Asihel, 2005).

Employee dissatisfaction stems from feelings of powerlessness, isolation and estrangement (Yaşlıoğlu, Karagülle & Baran, 2013). When an organisation's human resource leaders can keep their employees motivated, employee and organisational performance increases. In resource-organisations such as universities, it is vital for institutions to have motivated employees who want to pursue opportunities that reduce organisational dependencies.

Information resources

Information has become an important component to organisational success and maintaining competitive advantage. Information sharing is the transmission of valuable data within a communication network. Having a functional communication network within an organisation improves employee productivity and efficiency (Husain, 2013; Ifeoma, Ngozi & Scholarstica, 2015). Monge and Contractor (2001) suggest that if an organisation has effective information sharing networks and channels exist internally and externally then the organisation can reduce its vulnerabilities and better manage its resource dependency. However, for the organisation to benefit in such a way, its internal information channels must adequately gather and share both general and subject specific knowledge (Covell, Walker, Siciliano & Hess, 2003). Relevant information that is integrated into organisational services or products can create an attractive value proposition to external resource providers. For the organisation to fully benefit from its information resources, staff need to have the required skill sets to effectively and tactfully utilise information in such a manner that it adds to the organisations competitive advantage and enhances the effectiveness of other resources. University sport and recreation governing bodies such as NCAA and NIRISA in the United States have robust data on

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student's intramural preferences and student-athlete's development. The information that has been gathered by these organisations has allowed for university sport and recreation to develop at a faster rate (NCAA, 2018; NIRISA, 2018). Information resources have allowed universities in their respective sport codes to maintain their competitive advantage and effectively manage its resource dependencies and power dynamics.

An organisation's ability to accurately disseminate information for its own benefit ensures longevity within related markets, ensuring survival. Sport and, in particular, university sport and recreation is a highly competitive industry. The objective of most competitively focused universities is to produce successful student-athletes who will represent the university and enhance the university and its sport brand (Serra, Blignaut, Abrahams, Bruce & Surujlal, 2014). Central to achieving this objective is having staff who can aptly apply current and relevant knowledge on sport and recreation to enhance student-athlete performance (Krsmanović, Branković & Radšoević, 2014).

Communication channels contribute to better strategy formulation, talent development and internal skill building. Communication is key for effective and coordinated use and management of resources (Combe, 2014). Communication channels can be set up in different ways in an organisation including one way, two way, upward, downward and lateral channels. Within a centralised system where decisions are often made by the top tier of management, a downward communication network is common (Perreau & Anderson, 2006). Communication is not only important amongst staff, several studies on university sport and recreation highlight that service delivery challenges emanate from limited communication between university's sport and recreation management and students (Mirsafian, 2014; Masmanidis, Gargalianos & Kosta, 2009; Young, Ross & Barcelona, 2003).

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It may be that the downward, one-way communication style prevents feedback from students reaching the decision makers. Feedback forms part of the monitoring and innovation process of sport management. Without open communication channels, feedback will be lost and the institution does not improve on its delivery as seen in the studies by Mutanga (2015), Mirsafian (2014), Peter (2014) and Asihel (2005). When communication channels are ineffectively used internally, gathering relevant data to create innovative and dynamic programmes to meet student needs is unlikely.

Financial resources

Finance allows organisations to invest in the necessary resources that will yield higher short or long-term returns (Van Tiem, Moseley & Dessinger, 2012). Organisations invest in the upskilling of their employees and the marketing of their offerings. These investments are done with the intention of increasing reach to new audiences, increasing brand awareness and loyalty to existing markets and increasing revenue or the market share price of the organisation (Hodges, Keyter, Tarr, Serra & Surujlal, 2014; Shank & Lyberger, 2014; Piva, Santarelli & Vivarelli, 2005).

University sport and recreation entities are faced with challenges associated with aging facilities, changing technology, changing demographics, increasing competition, rising costs and funding cut backs. Due to these challenges resource-poor university sport departments are managed in a similar way to third sector organisations (Kriemadis, 2009). Sport third sector organisations are financially dependent entities that have to be vigilant yet innovative regarding their financial management processes as they are vulnerable to economic, political and social instability, much like universities. In attempts to minimise volatility and vulnerability, diverse financial planning strategies are

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adopted (Bingham & Walters, 2013). Capital and strategic spending, sponsorships and diversified revenue streams are all finance related strategies that sport and recreation organisations may use to cushion against volatility in the markets they operate (Ouche, Oima, & Oginda, 2016). To operationalise and manage the financial strategies, procedures and protocols are created to standardise budget distribution.

Internal distribution of financial resources. Universities have laid down internal procedures relating to the distribution of financial resources to entities such as clubs and departments where these funds are used. To maintain control, financial cycles are commonly used for planning the distribution of finances (Kriemadis, 2009). Financial cycles entail planning, monitoring, controlling and evaluating the organisation's finances (Bill, 2009). In the case of university sport and recreation, yearly budgets administrated through a centralised system are utilised to distribute funds to the university's selected sport codes.

When management deals with budget allocation, the challenge of equity is inherently present as financial resources have become increasingly scarce. Nxumalo and Beetge (2017) as well as Asihel's study (2005) indicates a bias towards male dominated competitive sport codes receiving larger budgets than sports that cater for marginalised students. In the same study, female students were under the impression that the university sport management was biased towards male sports who are seen to have relatively high returns on investment. Male sports are heavily endorsed by public media, have higher rates of consumption and exposure than female sports, therefore, universities invest in them to gain more brand exposure and increase their potential of forming resourceful partnerships with external stakeholders. Another study by Mharakurwa (2016) which focused on students-athletes with disabilities, found

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that more financial support was available for able-bodied students when compared to athletes with disabilities.

Inequity in the distribution of resources between competitive sport and recreation was one of the leading factors that led to the formation of the National Intramural and Recreational Sports Association (NIRSA). The purpose being to address the recreational (intramural) sporting needs of students who did not participate on the semi-professional level of student-athletes. NIRSA subscribes to the belief that recreational sport participation is a vital component to the academic and holistic development of students. To meet these needs NIRSA like the NCAA has created auxiliary business enterprise practices to ensure survival (Taylor, Canning, Braillsford & Roksoz, 2003). When equity is not practiced during the budget allocation process, it perpetuates the dependency of sport codes such as female and disability sport. Lack of financial resources limit the ability of these sport codes to invest in human, physical and information resources which may be utilised to offset dependency and power imbalances.

Innovative financial management has become a global practice as economic instability has affected organisation's operational behaviour. Resource dependent organisations such as universities are vulnerable and affected by instability (Bush, 2008; Kriemadis, 2009). British Universities and College Sports governs university sport and recreation in the United Kingdom. As part of its innovative financial management strategy, the organisation invoices membership fees to universities, whilst operating as a company with charitable status allowing for tax exemption (British Universities and College Sports, 2017). The organisation is also financially supported by the national government body Sport England (Sport England, 2014b). NCAA (competitive sport) and NIRISA (recreational) both have auxiliary revenue generating

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partnerships, sponsors and donors to assist with the financial management of competitive and recreational sport (NCAA, 2018; NIRSA, 2018).

An internet document analysis of South African universities sport and recreation departments' financial management strategies indicates a trend of creating cross industry collaborations and diversified service provision (University of Pretoria, 2017; University of Witwatersrand, 2017; University of Kwa Zulu Natal, 2017;). It is however unclear if these strategies and service are created to benefit competitive or social and recreational sport. Innovative financial management strategies have been implemented through innovative income generating streams and dynamic partnerships to increase the durability of existing financial resources. Strategies that influence the financial standing of institutions include strategic alliances, research and development agreements, research consortia, joint-marketing agreements and buyer–supplier relationships that are mutually beneficial for all parties (Hillman, Withers & Collins, 2009).

The University of the Witwatersrand (Wits) has made a strategic capital investment into the construction of the Wits Sport Conference Venues which are rented out to the Wits internal departments, Wits Alumni and corporate organisations at competitive rates. These strategic capital investments were made with the intention of stimulating additional income streams for Wits Sport (University of Witwatersrand, 2017).

The University of Pretoria's High Performance Centre (HPC) is an example of how universities minimise costs of participation through partnerships with external organisations. The HPC is one of Southern Africa's elite performance sports facilities and has been in existence for 15 years. In 2015, HPC entered

into a five-year partnership with Brand ID, a lifestyle fashion and sports brands distribution business with a family of 25 brands (Leap Communications, 2018; University of Pretoria, 2017). This partnership provides student-athletes access to top of the range sports apparel and equipment in return for being brand ambassadors.

Board membership on the other hand enables university sport institutions to strategically align themselves with prestigious and influential organisations who provide them with resources (Pfeffer & Salancik, 2003). South African public universities are affiliated to USSA, which enables student-athletes attending university the chance to participate in USSA events and be selected to compete at the Confederation of University and College Sport Association and World Student Games (USSA, 2017b). Student-athletes' participation at these events does not directly assist with the participation cost that the university incurs, but it does increase the brand equity and marketability of the university's sport department and, inherently, the university. Additionally, public universities participate in Varsity Sports events, which has the added benefit of guaranteed sponsorship in apparel, equipment, accommodation, travel and television coverage should university qualify to compete (Varsity Sport, 2017). Participation in Varsity Sports events assists in the minimising of the costs associated with participation.

These examples illustrate how South African public universities have opted to focus on competitive sport as a means to manage and counteract the effects of their insufficient internal resources. Through implementing the various innovative financial strategies, university sport has offset dependency and power imbalances by creating value for the external environment.

2.4 University Sport South Africa (USSA)

University sport has gone through changes due to social, economic and political factors that contributed to the merging of university sport and recreation structures into one umbrella structure called University Sport South Africa (USSA). USSA was re-constituted in 2008 after the merger of South African universities (USSA, 2017a). At a human rights level, USSA aids in the transformation of South African university sport by being inclusive to all student-athletes. At a performance level, it aids in the talent identification and development of student-athletes through programmes (competitions, tournaments and other activities) that stimulate increased participation and consumption of sport and recreation by the student community (USSA, 2017a).

External factors have always influenced the internal environment of university sport and recreation. Social, political and financial pressure for transformation during the pre-merger period compromised the relationship between university sport and recreation and the Department of Education (USSA, 2017a). The Department of Education was forced to expand itself and become democratic and it could no longer provide resources for university sport and recreation (USSA, 2017a; Jansen, Habib, Gibbon & Parekh, 2001). The changes in structure, policies and practice left university sport and recreation resource dependent as its primary resource providers omitted their support. As a result, for a 16-year period university sport and recreation had to strategise and manage its dependencies until it found a compatible resource provider in South African Sport Confederation Olympic Committee and Sport and Recreation South Africa (USSA, 2017a).

USSA was established in an environment that had experienced financial shortfalls and a loss of sport-specialised skill sets, mainly because its board could not afford to pay its workforce (USSA, 2017b). Part of USSA's survival strategy was to align itself with resourceful organisations such as National Federations, public universities, SASCOC, SRSA and other stakeholders, with USSA the resource dependent party (USSA, 2017a).

USSA's decision to align itself with these organisations is what Pfeffer and Salancik (1978) refer to as political action orientation. Political action entails a strategy that attempts to minimise uncertainty by forming political relationships with the expectation of creating a conducive environment to serve a particular constituency's interests (Pfeffer & Salancik, 1978). In the case of USSA, political action was the most favourable strategy as it stabilised its resource dependency (Hillman, Withers & Collins, 2009).

The power and dependencies dynamics between university sport and its strategic partners have shifted over the years. Pressure for transformation has made institutions of higher learning valuable delivery partners in the sport delivery network (SRSA, 2012b; Burnett, 2010b). Irrespective of the power shifts and value of university sport, there are still challenges surrounding service delivery and accessing enough resources to accommodate the growing student population. Financial, information, physical and human resources are limited (Brink & Nortjé, 2017).

Over the years, USSA has improving its value proposition to its resource providing partners, by leveraging university's academic acumen to produce new developments through research, training and teaching (Burnett, 2010a). Increases in academic knowledge in sport science, sport sociology, sport management and sport for development (Burnett, 2010c; Asihel, 2005; Weese, 2002; Noel, 1994) have added value to the role of USSA and

institutional university sport. The academic developments through research have produced practical delivery mechanisms such as the Long-Term Athlete Development (LTAD) model which has been adapted to meet the needs of South African sport and recreation, university typology and the seven-pillar delivery finding by Burnett (2010e). The LTAD model describes the requirements for athletes to perform at their highest level. The LTAD model is used to identify and manage the different levels of athlete development. Whilst the university typology categorises universities based on the resources available to them and what they are capable of delivering. The seven-pillars of delivery relate to areas in which sport and recreation can add value to. These findings have made university sport professional and valuable resource providers in industry (Mharakurwa, 2016; Swimming SA, 2012).

From a resource preservation perspective, USSA caters exclusively for student-athletes. The organisation may be operating in this niche student-athlete market as a survival strategy as their resources are limited. This strategy however excludes students who participate for social and recreational purposes (USSA, 2017b).

2.4.1 Sport and recreation within South African universities

Mergers and incorporations transformed the public university environment, traditional universities, comprehensive universities and universities of technology were formed (Yang, 2009; Sedgwick, 2004). Globally, university mergers are implemented with the objective of having stronger academic programmes, increased efficiencies, cost saving and improved student services and infrastructure, which was the case for South African universities (Harman, 2000; Martin, 1994). In the South African context, the 2005 mergers additionally served the purpose of increasing access to higher education to previously excluded racial groups. As a result of the mergers, some

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universities ended up having multiple campuses, some located in rural, city, and suburban areas (Burnett, 2010e).

This meant that newly formed multi-campus universities, in most instances, had significant disparity between each campus. Some of the campuses were well developed and privileged with infrastructure and other resources, while others were the exact opposite (Chetty & Merrett, 2014). From a sport and recreation perspective, this disparity translates to some university campuses having resources such as sport facilities and equipment, which are fundamental for participation, while others like the inner-city campuses are faced with the reality of a lack of facilities, equipment and human resources (Burnett, 2010e). The disparities between campuses have caused resource distribution challenges within universities as resources are never enough to meet the development and maintenance needs of campuses.

From a strategic management perspective, resource allocation within a university sport and recreation environment is complex. On the one hand, campuses that produce high performance student-athletes need resources to be invested to maintain their competitive advantage to attract external resource providers (Länsiluoto, Järvenpää & Krumwiede, 2013). On the other hand, resource poor campuses still need to be developed, yet access to resources is limited. The ethical balancing act between providing for student-athletes and mass student participation is a challenge most universities face. The lack of sufficient resources to provide for both mass participation and student-athletes leads to external dependency.

University management prioritises academics above student sport and recreation, therefore acquiring support and resources from university

management can be challenging (CHE, 2016). An online document analysis of South African universities' sport and recreation indicates a trend of departments developing innovative strategies to address resource challenges. Through creating diverse services which are solicited to external clients and partners, dependency is reduced (Wits, 2017; UP, 2017; UKZN, 2017). Details of how and why these strategies are implemented was discussed in 2.3.3.4 under the innovative financial management heading.

2.4.2 Seven pillars of sport and recreation delivery

The seven pillars of sport and recreation delivery are based on a study by Burnett (2010c) that analysed the South African university sport and recreation landscape. Although the pillar system has not been officially recognised, USSA subscribes to it to ensure universities have sustainable sport development (USSA, 2017b; Burnett, 2010c). The first pillar relates to education and training delivery. The second pillar is research, which serves as a driver of national, provincial and local or municipal improvement in the sport and recreation sector which helps with development and delivery. The first two deliverables align university sport with the institution's core business (Burnett, 2010e). The third pillar is community engagement which serves the community by providing activities that seek to improve members' quality of life while simultaneously advocating positive relationships between university sport and recreation and the community (Kagisano, 2010). The fourth delivery pillar is participation and the main objective is to encourage student participation to build a positive student life experience, while instilling habitual participation for life. This pillar is also crucial in creating an active and winning university (Mandew, 2003). The fifth pillar is the physical, financial, information, and human resources that are needed for the optimal delivery of sport and recreation to students and the sustainability of university sport and recreation. The sixth pillar is high performance sport which allows university sport to capitalise on commercial initiatives (Hodges, Keyter, Tarr, Serra & Surujlal,

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2014). High performance delivery has improved immensely since the re-constitution of USSA (USSA, 2017b; USSA, 2016) and this is discussed in detail later in the chapter. The seventh and final pillar is strategic partnerships, the significance of which was discussed earlier in section 1 of this chapter. In brief, these partnerships assist university sport to optimise inter-institutional collaborations to allow university sport to either gain resources or cushion against external impacts and strategically align itself with new resource-providers (Misener & Doherty, 2013; Burnett, 2010b).

2.4.3 Typology of university sport and recreation delivery

The structure of university sport and recreation is discussed here to give insight into the university environment and frame optimal delivery of sport within a resource dependent environment. Burnett's (2010e) typology places universities into different categories. Each category is based on their available resources and capabilities to deliver a certain level of sport and recreation. This typology is illustrated in Figure 2.5.

Category 1	Category 2	Category 3
Student experience	**Student-sport**	**Multi-faceted/commercial sport**
Internal focus	Internal and sport focus	Internal, sport and external foci
Developmental	Development and	Development, competitive and high
Local communities	competitive	performance with scientific support
Rural or urban	Urban	Urban (bigger cities)
Limited resources	Adequately resourced	Well-resourced and commercially driven
Business as usual	Opportunity driven	Innovative and strategic

Figure 2.5: Typology of universities in terms of delivery of competitive sport participation (Burnett, 2010e: 9)

The categories are based on the following characteristics; locality, philosophy, participation focus and availability of resources (Burnett, 2010e). The continuum is a tool that allows for realistic expectations and measures for each university based on what is available. The three tiers are; student experience, student-sport participation and lastly multi-faceted/commercial sport.

The student experience category in Figure 2.5 has universities with few resources and are usually in rural areas. These institutions are generally small, have under developed facilities, can only provide social and recreational sport participation and have minimal capacity to offer competitive and high performance programmes (Burnett, 2010e). Further, these institutions have limited opportunities to access resources such as skilled personnel, physical, financial and information resources and find difficulty in attracting support from external non-governmental stakeholders to invest in their institution as they do not offer competitive or high performance programmes. An example of such a university is the University of Limpopo (Burnett, 2010e). Presently there is limited progress towards capacitating this university to becoming competitive (University of Limpopo, 2017).

The second category in Burnett's (2010e) typology is student-sport, characterised by larger institutions located in urban areas with access to more resources such as skilled personnel, physical resources as well as the potential of attracting non-governmental stakeholders as resource providers. Universities in this category deliver social, recreational and competitive sport but generally do not possess the technical and specialised resources needed to develop high performance sport. Irrespective of this shortcoming these organisations have a higher success rate of attracting and retaining external stakeholders than their category one counterparts. These universities have resources that enable them to create an attractive value proposition for external stakeholders in efforts to create additional revenue streams. An example of such an institution is the Vaal University of Technology (Vaal

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University of Technology, 2017). VUT's competitive performance has improved its sport brand over the years by competing in Varsity Sport tournaments in the football and netball sport codes (Varsity Sport, 2017).

The last university sport category is multi-faceted/commercial sport. This category caters across the board, from social and recreational to competitive and elite participation. Institutions in this category are well resourced, innovative, commercialised, located in urban areas and have beneficial inter and intra-institutional relationships (Burnett, 2010e). An example of such a university is the University of Pretoria which established the first high performance centre on the African continent (University of Pretoria, 2017). Presently, the facility is not only a revenue generating tool but also enhances innovative discovery through research.

Based on Burnett (2010e) typology, the university that this research is based on is classified as a multi-faceted/commercial sport university. However, the campus where the case study is conducted falls into the first category as it is lacking in physical, financial, information and human resources (Burnett, 2010e). Irrespective of the resource shortages, the institution is still expected to meet the deliverables set by NSRP and USSA.

2.4.4 The inner-city university campus

To understand the contextual realities of the environment in which the campus is situated in, a brief description of its surroundings and its challenges will follow. Location is a determining factor on the university's ability to optimally deliver on sport and recreation (Burnett, 2010c). The inner-city of Johannesburg, like other global inner cities, battles with creating communal spaces (City of Johannesburg, 2013). Traditionally, inner cities surround

central business developments (CBD) which are economic hubs (City of Johannesburg, 2012). The potential for economic mobility in a CBD motivates large populations to migrate into inner cities (Vearey, Palmary, Thomas, Nunez & Drimie, 2010).

The combination of lack of space and population density puts stress on the infrastructure of the city. Damaged inhabitable buildings and informal settlements' social ills and overstretched resources such as health services and law enforcement are all challenges contributing to the decay of the inner-city. Historically, the demographic composition of inner-cities reflects marginalised communities that struggle with economic survival and resilience (Vearey, Palmary, Thomas, Nunez & Drimie, 2010). Though this is still the case, in the last 10 years there have been slow but steady changes to the demographics that has been brought on by the restoration and gentrification of certain areas within the inner city (City of Johannesburg, 2013).

Universities as social institutions within inner cities are vulnerable to their external environment and are affected by many social influences in the area. Students in these areas are prone to experiencing petty to serious crimes, limited or laboured access to resources such as housing, amenities and sporting programmes, all due to the high-risk nature and decay of the area (Jones, 2017). Matters of space and over population directly affect the quality of service and the number of students that can be catered for in institutions located in the inner city. As a result, an inner-city campus may not be able to engage in a variety of on-site leisure activities due to space limitations and resource restrictions.

However, there are opportunities in its surrounding areas. The City of Johannesburg has several parks, sport facilities and community centres that are in close proximity to the university (City of Johannesburg, 2013). These facilities are designed to benefit the communities that surround them. The city however does have challenges in the maintenance and security in these areas, as most of the mentioned facilities are crime riddled with illicit activities, such as gambling, selling of drugs, robbery and sexual harassment (Mavuso, 2016). A document survey shows the government is piloting programmes to tackle these issues (City of Johannesburg, 2013).

2.4.5 University sport and recreation programmes

All universities are obligated to provide sport and recreation programmes for their students because these programmes provide platforms for mass participation and student-athlete development. University sport and recreation programmes form a fundamental part of the national sport and recreation development plan to develop a winning and active nation (SRSA, 2012b). By delivering on these programmes, university sport maintains its value proposition to its external network with SASCOC, SRSA, NF's and private stakeholders.

Internal leagues

All universities offer sport and recreational leagues comprising a range of sporting codes (USSA, 2017a). The internal leagues offer participation for on and off campus affiliated and accredited student accommodations. In most cases, resident sport representatives are responsible for assisting the sport manager in the running of these leagues. For some students, this level of mass participation is regarded as recreational fun, whereas for others this qualifies

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as competitive sport and could serve as a springboard for advancement to a higher level of participation (Burnett, 2010e).

High performance sport and competitive sport

University competitive sport has expanded platforms in which student-athletes can compete to meet the objectives set by the university and all its other stakeholders (USSA, NF, and SRSA) (SRSA,2012b). Through these high performance platforms, talented student-athletes are identified and developed which contributes towards creating a culture of sporting excellence. These platforms also stimulate a culture of participation and encourage other students to be active, therefore contributing towards achieving the objective of an active nation.

USSA games

USSA events and tournaments are strictly for currently registered students at universities that are affiliated to USSA. The games are created as a strategy to meet USSA objectives discussed previously in section 2.4. National University Sports Association (NUSA) is responsible for the administration, organisation and coordination of sporting activities on a national and provincial basis and works in collaboration with USSA by verifying students are registered (USSA 2017b).

USSA is affiliated to various international federations such as the Confederation of University and Colleges Sports Associations (CUCSA), Federation of African Sports University (FASU) and International University Sports Federation, (FISU). USSA hosts several competitive events for

member institutions, which gives student-athletes exposure to international competition (USSA 2017 b). NASU under the auspices of USSA manages and hosts national tournaments for 42 sports codes each year at university campuses.

Varsity Cup

Varsity Cup established in 2008, is a university rugby cup that is competitive and broadcast on sports channels annually (Hodges, Keyter, Tarr, Serra & Surujlal, 2014). It has 14 university teams competing for the cup (Ebrahim, 2015). Over 67% of the 88 players that were included in squads for the 2015 Currie Cup Premier Division semi-finals played Varsity Cup rugby earlier in their careers (Ebrahim, 2015). Over the past nine years, Varsity Cup has grown from only having the Varsity Cup Rugby tournament to adding Varsity Shield and Young Guns. Varsity Shield is the second-tier Varsity Rugby competition for the five next-best university rugby teams in South Africa after the top eight Varsity Cup teams. Young Guns competition is for the under-20 age group teams who belong to the eight foremost university rugby teams in South Africa (Sport 24, 2012).

Varsity Sport

Varsity Sport is owned by universities while Advent Sport Entertainment and Media (ASEM) is a service provider to the universities. ASEM was established by Francois Pienaar in 2009, and ex-Springbok rugby player. Varsity Sport is a high performance competition that enables South African universities to compete against one another in a number of different sporting and cultural codes. These codes are currently athletics, hockey, cricket, football, rugby sevens, netball and choral singing (Varsity Sports, 2017). Currently 21 of the

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26 universities participate in Varsity Sports. Varsity Sports has helped university sport to become more commercialised, having broadcasting agreements on sporting channels and helping to create a platform for up and coming athletes to be recognised (Hodges, Keyter, Tarr, Serra & Surujlal, 2014).

Sport for Students with Disabilities

Sport for student with disabilities in the past ten to fifteen years has gone through major developments. University sport and recreation departments have modified sport programmes and have provided extensive academic and sport-specific support to athletes with disabilities (Mharakurwa, 2016; Brittain, 2010). SSD's growth and success rate has resulted in it being incorporated into the High Performance and Competitive Sport segments of university sport in some institutions, which provides access to greater resources. SSD has a record of accomplishing excellent performance and has contributed to the development of multiple student-athletes who have become professional in various sporting codes for athletes with disabilities. Though SSD has grown across many of the competitive and high performance universities, there are still many challenges regarding equitable access to resources (Mharakurwa, 2016). SSD sports are wheelchair basketball, tennis, rugby, dance racing, sitting volleyball, rowing and many more adapted sport codes.

2.5   The value of university sport and recreation

Discourse on the value of sport and recreation indicates that stakeholders (students and university management) find worth in participation (Giardina & Donnelly, 2012). Sport and recreation participation is not only beneficial for the individual but also for external relationships such as friends and family

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(Mactavish & Schleien, 2000) and has the strong social impact of creating inclusive communities. Sport and recreation may give students a sense of belonging and value thereby enhancing inclusion and satisfaction in student life experiences (Murray & Howat, 2002). By creating an inclusive and welcoming space, participants feel free to engage with others. Interaction with other students allows for the individual to develop social skills (Mactavish & Schleien, 2000). When students have positive associations with their university and student life, brand loyalty is created which inherently increases the chances of successfully marketing the university to future potential students (Nam, Ekinci & Whyatt, 2011; Awan & Rehman, 2014).

2.5.1 Value gained by students who participate in sport and recreation

Globally, sport is used as a recreational tool to create sites of improved learning that aid in the holistic development of individual youth (Nelson, 2009). Literature suggests that value is derived from satisfactory sport and recreation engagement which has benefits such as physical health, social skills and assisting in psychosocial adjustment during the transition period from high school into university (Glass, Gómez & Urzua, 2014; Williams & Johnson, 2011). Through participation in sport and recreation, students engage in cross cultural learning, tolerance, as well as interpersonal skills that allow for easier integration into the university culture and community resulting in better academic performance (Glass, Gómez & Urzua, 2014; Pretorius & Blaauw, 2014; Williams & Johnson, 2011; Lestseka, 2007). Student life satisfaction is based on the university environment including access to resources (health and safety, facilities, infrastructure, academic support base and social recreational activities) and how students perceive these to affect them (Botha, Snowball, de Kerk & Radloff, 2013; Pretorius & Blaauw, 2014; Letseka, 2007). Based on these findings, it could be assumed that sport and recreation participation can aid in the shaping of better-developed members of the university community.

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2.5.2 Value of sport and recreation for the university

From an internal university management perspective, sport and recreation brings value through increased marketability and brand equity of the university to external networks. Equally, sport and recreation adds value by reducing risky student behaviour (Merkel, 2013). An article by Van Rensburg, Surujlal and Dhurup (2011) identified the university-wide benefits attained from student-athlete participation. The benefits include positive influences on the general welfare of a university, institutional loyalty and unity, increased revenue and prestige to the institution's reputation, enhanced student applications, enrolment, fundraising and sponsorship. To establish such value, a collaborative process between all parties involved in sport and recreation delivery needs to be established (Woratscheka, Horbelb & Poppa, 2014; Vargo, Maglio, & Akaka, 2008). The benefits gained from student-athletes and the reduced risky student behaviour motivates universities to make significant investments into competitive and high performance sports.

2.5.3 Limitations faced in university sport and recreation participation

An individual's participation patterns stem from their attitudes and beliefs regarding sport and recreation. Participation is linked to a person's surrounding background and athletic ability, therefore when student programmes are being designed it is best to consider the types of backgrounds students are coming from (Mirsafian, 2014). A significant number of students registered at university come from low socioeconomic backgrounds and have limited exposure to a wide spectrum of sport and recreation codes (Govinder, Zondo, & Makgoba, 2013). The secondary education institutions that most disadvantaged students come from often have limited resources for sport and recreation delivery and are commonly known for only offering athletics, soccer and netball.

In attempts to understand marginalised communities Gómez (2002), developed an Ethnicity and Public Recreation Model (EPRM), which provides perspective on student backgrounds and what motivates participation. Although the model is focused on recreation, it is equally applicable to sport. The theory, which is a synthesis of the works of different scholars (Floyd, Gramman & Seanz, 1993; Taylor, 1992; West, 1989) creates a model with interrelated factors that influence an individual's motivation and value for participation. Each of these factors (marginality, acculturation, perceived discrimination, perceived benefits, and subcultural identity) takes into account the sociological influencers that shape and mould an individual's participation patterns. Acculturation, which refers to a student's ability to acclimatise and assimilate into the university ecosystem, plays a crucial role towards a positive student life experience and sport and recreation participation. Socioeconomic background influences student perception of discrimination and marginality and their understanding of sport and recreational benefits. For those coming from low socioeconomic backgrounds sport and recreation may not be prioritised above academic performance as education is seen as an opportunity to break the cycle of poverty (Glass, Gómez & Urzua, 2014).

2.5.4 Constraints

Constraints are factors that prevent individuals from participating in sport and recreation activities. Research on participation constraints has developed over the years, starting from the Model of Non-participation (Godbey, 1985) to the Structural Leisure Constraints Model (Crawford & Godbey, 1987). It was then adapted to the Interpersonal Leisure Constraints Model (Crawford & Godbey, 1987) and finally the Hierarchical Model of Leisure Constraints (Jackson, Crawford & Godbey, 1993). Each of these models builds on the work of the previous model.

Structural constraints emanate from factors such as the lack of opportunities or the cost of activities that result from the external conditions in the environment (Crawford & Godbey, 1987). Structural constraints are the leading cause for student non-participation in sport and recreation. Structural constraints are often caused by sport and recreation management misunderstanding student's needs and preferences (Masmanidis, Gargalianos & Kosta, 2009; Mirsafian, 2014; Young, Ross & Barcelona, 2003). Intrapersonal constraints relate to the individual's personality, attitudes, beliefs and sometimes their psychological state such as moods. Intrapersonal constraints are unique to every individual and are more difficult to control or accommodate, as they are not always apparent (Mirsafian, 2014). Interpersonal constraints emanate from interaction with others or the relationships (Crawford, Godbey & Jackson 1991). Interpersonal skills are the outcomes of a person's socialisation, background and their own constructions of reality (Asihel, 2005). Jackson, Crawford and Godbey's Hierarchical Model (1993) in Figure 2.6 incorporates all three constraints into one model, implying that an individual may experience multiple constraints before participation.
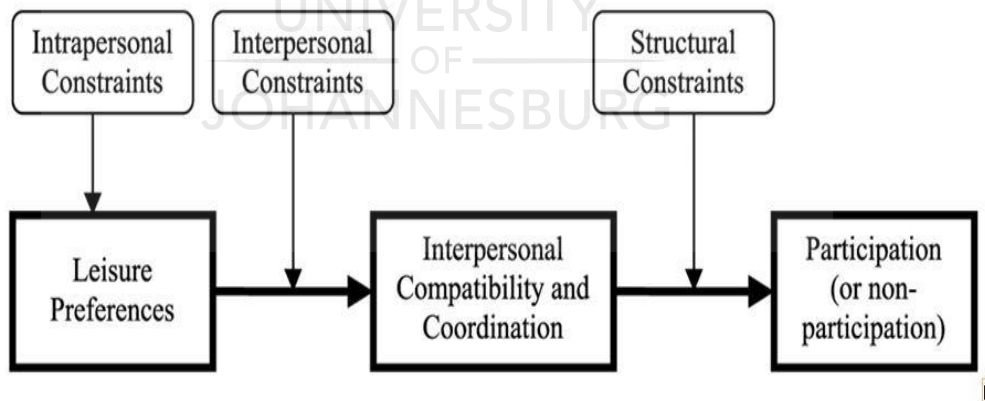
Figure 2.6: Hierarchical Model of leisure constraints, taken from Mirsafian, 2014 (Jackson, Crawford & Godbey, 1993: 29)

Research studies show that females experience more constraints than their male counterparts, athletes faced fewer constraints than non-participants and socioeconomic background influenced sport and recreation participation of students (Mirsafian, 2014; Peters, 2014). To encourage student participation and overcome constraints, Sotiriadou, Shilbury and Quick (2008) model suggests a three-step approach, namely: Attract, Retention/Transition and Nature (ARTN). The model is designed for elite athletes; however, it can be modified to be applied to the general student population. The attraction segment focuses on building awareness and enticing participation. Awareness is enhanced through implementing development programmes and competitions and engaging all stakeholders (Sotiriadou, Shilbury & Quick, 2008). In the case of the university, internal stakeholders who are used to create awareness are student representative councils (SRC), house committees, sport bureaus and the student affairs departments. The retention and transition segment focuses on talent identification and development (Brouwers, Sotiriadou & De Bosscher, 2015). Through awareness, potential for mass participation increases. The more students participate in sport the higher the chances for university sport and recreation management to identify talent, retain and transition the student athletes through sport specific specialised training programmes for high performance athletes.

2.6 Chapter summary

This chapter discusses literature that describes university sport and recreation and its dependencies and power imbalances. Resource dependency principles and strategies are elaborated throughout the chapter to give perspective on the how resources dependency and power imbalances occur and how they affect the delivery of sport and recreation. The chapter also explores different ways in which South African public universities minimise the impact of resource dependency and power imbalances. This chapter also

touches on transformation of university sport and recreation and its impact on the university's ability to acquire resources while delivering sport and recreation. Further, the varied survival strategies university sport and recreation institutions have applied as a means to offset power imbalances and gain additional resources are also explored.

Each institution's capacity to execute their strategy successfully is dependent on the unique resources they can acquire and utilise. In the case of an inner-city campus, access to resources is challenging although there are opportunities in the surrounding area. Based on Burnett's typology of universities, the inner-city campus this study is focused on fits into the "student experience" campus, therefore optimal delivery of sport and recreation can realistically only occur at a social and recreational level. With these factors in mind, the research intends to clearly describe the management and resource utilisation towards sport and recreation delivery at the inner-city campus university. This chapter gives contextual background on the university sport and recreation environment, management principles regarding resources within institutions, and serves as a precursor to the case study in the following chapters.

CHAPTER THREE: METHODOLOGY

3.1   Introduction

This chapter provides a detailed description of the research design and methods used to collect data, to answer the research question. The research design and methods align with the intention of providing contextual description of perceptions and experiences of students with regards to sport and recreation at the campus that serves as a case study for analysis. The research methodology also seeks to describe the management of sport and recreation delivery and to establish how the resources allocated to the inner-city campus are managed, while identifying areas that students and management believes need improvement or revision in terms of delivery. The descriptions relate to sport and recreation and the dynamics affecting their delivery to the student population in an institution of higher learning.

The aim of the study is to do a situational analysis on the capacity of an inner-city university campus to manage and deliver sport and recreation to its students and establish possible resource dependencies. The aim translates to the following research objectives: (i) to describe the role that institutions of higher learning play to deliver sport and recreation to their student constituency in the inner-city. (ii) to analyse the management and delivery of sport and recreation at an inner-city campus from a resource dependent perspective; and (iii) to establish the perceived value of sport and recreation participation for the student population of an inner-city campus. To achieve these objectives, the following aspects in the methodology were covered: research design, study population, methods of data collection and analysis, selection and recruitment of research participants, and ethical considerations.

3.2   Research design

By reviewing literature on research design (Andrew, Pedersen & McEvoy, 2011), the researcher strategised ways to find contributions to the research question: "To what extent are the available resources optimally utilised to deliver sport and recreation to its student constituents on an inner-city campus?"

Once the case study research objectives were formulated, a suitable study method was selected (Yin, 2014). The researcher opted for a mixed-method approach which ensured a multi-lens focus required for the research topic to be achieved (Johnson, Onwuegbuzie & Turner, 2007). Mix method approaches allow different types of data sets to be used for the description and understanding of a research topic (Andrew, Pedersen & McEvoy, 2011). The data for the study was collected through questionnaires which produced quantitative data sets and interviews that produced qualitative data.

3.3   Study population and sample

3.3.1 Population

The population of the study is derived from two Gauteng universities located in the inner-city. Both universities have multiple campuses. The student population for university A was 51 698 while university B had a population of 33 711. University A was selected because it was easily accessible to the researcher.

Table 3.1 provides the student population spread on all four campuses of University A. For this study, only Campus A was used for the research as it is situated in the inner-city of Johannesburg with a student population of 12 194 students. However, the pilot study was conducted at Campus B, which is

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located outside the inner-city and has sport facilities with a student population of 27 414.

Table 3.1: Student population per campus at University A in 2016

Different campuses	Student population
Campus A	12 194
Campus B	27 414
Campus C	6 383
Campus D	4 824

The study population consisted of two cohorts: students from campus A and staff who are spread across all four campuses. The staff selected as research participants are positioned within three departments, namely, student affairs, university sport and recreation delivery department, and the academic sport department. Staff demographics are broken down in Table 3.2.

Table 3.2: Staff population of the departments that related to the delivering of sport and recreation for students in 2016

Departments or entities	Permanent staff
Student affairs	52
University sport and recreation delivery department	30
Academic sport department	10

It is important to note that the academic sport department plays a supportive role to the university sport and recreation delivery department which is responsible for the delivery of sport and recreation at different levels. Student affairs predominantly delivers social and recreational sport at all four campuses and is technically supported by the university sport and recreation delivery department to perform its duties.

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3.3.2 Sampling

Sampling was the process by which the researcher selected the participants to be included in the case study, as it was not possible to involve the entire population, therefore purposive sampling was used for the staff and student samples. Purposive sampling techniques selects participants based on the characteristics the study is focused on, in this case it was students and staff whose work related to sport and recreation delivery. For the student sample, a random selection technique was adopted for the three purposively selected groups (participating, external sport participants and non-participating in sport). The random sampling allowed all members within the purposively selected groups equal opportunity to be selected for participation. The following characterisations were applied:

Inclusion criteria for interviews (staff):

Heads of Departments and Managers

• Executive Director Student Affairs

• Executive Director of Sport

• Dean of Health Sciences

Middle Managers

• Senior Managers (Sport)

• Student Affairs and Residence Life Director (Student Affairs)

Lower Managers

• Sport Managers

• Sport Officers

• Residence Mangers

• Residence Assistants

• Lecturers

• Student Development Practitioners

Inclusion criteria for university students (questionnaires):

- Students attending lectures at the inner-city campus.
- Students attending lectures and residing within the inner-city campus residences.
- Students studying in under- and post graduate programmes offered at the inner-city campus.
- Male, female and transgender students attending at the inner-city campus.
- Students with disabilities and able-bodied students attending at the inner-city campus.
- Local and international student registered at the inner-city campus

Exclusion criteria for students:

- Students not registered to attend lectures at the inner-city campus.
- Students not attending lecturers or residing within the inner-city campus residences.
- Students not currently registered to study either under- or post-graduate programmes.

The sample selection was done by mapping the different cohorts that existed on campus.

- Students: registered to attend at the inner-city university campus, day students, on- and off- campus resident students, undergraduate and postgraduate students, national and international students, different genders, races or ethnicities, different age groups, and students from different socioeconomic backgrounds.
- Staff: sport and recreation management subset, heads of departments (n=3), middle management (n=2) and lower managers (n=6) who had an impact on sport and recreation delivery at the inner-city campus (Simonds & Christopher, 2013; Skille & Østerås, 2011). The total number of interviewees were (n=11).

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Once the different stratifications were established within the student cohorts, the researcher identified locations with the highest probability of engaging students. Areas such as the library, faculties, and lecture halls were visited. The planning and mapping aided in getting a fairly representative random sample size of (n=333) students, which is 3% of the student population on campus. This, by Gratton and Jones (2010) standards, is an acceptable size, as the purpose of a sample is not to provide a report on the overall population but rather to gain some insight on the research topic. Thus, only students who fit the research criteria were randomly selected for participation (Gratton & Jones 2010; Patten & Newhart, 2017).

The university management sample was purposively selected and taken from departments that contributed to the management and delivery of sport and recreation to students (Palinkas, Horwitz, Green, Wisdom, Duan & Hoagwood, 2015). To identify key players, the researcher obtained information of the university management structure though existing documents. Within the university sport and recreation department, four employees were interviewed. Within the student affairs department, five employees were interviewed. Two interviews were conducted with staff who represented the academic sport department. A total of eleven interviews with management members involved in or related to the delivery of sport and recreation were held.

3.4   Methods

3.4.1   Questionnaires

A questionnaire was adapted from a study done in the Western Cape on the recreational participation of a community (Mthente Research and Consulting Services, 2011). The adaptation was done with the guidance of both the supervisor and an in-house statistician. The purpose of the questionnaire was

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to gain the contextual reality of student perspectives on the delivery of sport and recreation at the inner-city campus. To understand their reality, the researcher had to be able to describe the different types of students present on campus. This was done through the demographic questions included in the questionnaire (refer to section A of Appendix A, B and C). Various variables such as spending patterns on sport and recreation, behaviours, and perceptions on the delivery of sport and recreation by the university, enabled the researcher to describe the students on the inner-city campus (Punch, 2013). In addition to being able to describe the students, the last question in all three questionnaires allowed the researcher to elicit suggestions and identify sport and recreation interests and needs of students.

Categories of different student sport and recreation participants

During the literature survey and discussions with the supervisors, it became apparent that there would be three different cohorts of sport and recreation participants on any of the four campuses. The first cohort comprised of students who did not participate in any form of sport and recreation. The second cohort was consisted of students who played for university clubs and residence teams. The third and last cohort involved students who participated externally – with no affiliation to the university, that is, they were members of external clubs. Because of the existence of three different cohorts, three different questionnaires were developed and administered. This minimised the probability of confusion arising from the use of a singular questionnaire that had sections that only applied to some respondents. Thus, three different questionnaires reduced the probability of misunderstanding or misinterpretation. Each questionnaire had open, closed, and a Likert scale question. The open questions allowed students to express their opinions on certain questions. A total of 600 questionnaires were printed and distributed; but only 333 were returned. These questionnaires were designed to collect

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different data sets in each section. The questionnaire layout is illustrated in Table 3.3.

Table 3.3: Sections of the three questionnaires administered to students

Sections	Non-participation in sport and recreation questionnaire	On campus sport and recreation participation questionnaire	External sport and recreation participation questionnaire
Section A	Demographics	Demographics	Demographics
Section B	Volunteer and spectator	Participation in internal university sport and recreation	Non-university sport and recreation activities
Section C	University sport and recreation perceptions	Volunteer and spectator	Volunteer and spectator
Section D		University sport and recreation perceptions	University sport and recreation perceptions

The first questionnaire, included as Appendix A, related to non-participation in sport and recreation. It was specifically for students who did not participate in any form of sport or recreation. This questionnaire was divided into three sections: Section A referred to the demographics; Section B related to volunteer and spectator status; and Section C probed university sport and recreation perceptions. Informed consent and ethical considerations forms were attached to the cover of the questionnaires, to make all the participants aware of their rights.

The second questionnaire, attached as Appendix B, relates to university sport and recreation participation. It consisted of four sections with questions

pertaining to the perceptions and experiences of on-campus student participants. Section A related to the demographics; Section B probed participation in internal university sport and recreation; Section C related to volunteer and spectator status; and Section D elicited university sport and recreation perceptions.

The third questionnaire, included as Appendix C, related to students who participated in external sport and recreation. This questionnaire was organised as follows: Section A related to the demographics; Section B referred to non-university sport and recreation activities; Section C related to volunteer and spectator status; and Section D was about university sport and recreation perceptions.

3.4.2   Interviews

The interviews with university staff produced qualitative data. These interview questions (see Appendix D) related to the process, procedures, and existing structures for the delivery of sport and recreation on the campus. The interview questions enabled the researcher to gather information on the role and contribution of the interviewees to the delivery of sport and recreation, their position in the hierarchal structure, and whom they collaborated with to optimally deliver sport and recreation. The interview questions also enabled the researcher to gather data on the challenges and good practices pertaining to the management structure for sport and recreation delivery. Other questions probed into the relationships between students and management of challenges as well as good practices that exist to deliver sport and recreation at the inner-city campus. Lastly the researcher added questions regarding management suggestions towards the optimal delivery of sport and recreation and allowed the interviewee to comment on current strategies they believed were not sufficient for optimal delivery. Data gathered contributed toward the research question stated in paragraph 1.2, as well as what the obligations of

the university were towards the optimal delivery of sport and recreation to its students on the campus.

Participants for interviews

As stated earlier in the sampling section, the management cohort has three departments as key role players in the delivery of sport. The researcher identified key decision makers, administrators and support staff in the human resource structure of the university that contributed to sport and recreation delivery. Perspectives from the different levels of management were captured, starting from the executive management of sport to lower management. A total of eleven interviews were conducted. These are depicted in 3.4.

Table 3.4 Individual interview of management

Departments or Entities	Executive Management	Middle Management	Support Services
Student Affairs	1	1	3
Sport Delivery Department	1	1	2
Academic Department of Sport	1	0	1

The rationale for having a multi-level representation of management is to create a well-rounded picture of how sport and recreation is managed and delivered at different levels, and to identify any good practices, missing links, and constraints to the optimal delivery of sport and recreation that are specific to the inner-city campus. A document analysis regarding the university management of sport and recreation gave insight into the university environment. It further allowed the researcher to design questions that relate to existing resources (information, physical, human, and financial) and how they are managed by the staff of the university.

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3.5   Data collection preparation

Once the research design, instruments and the sample were determined, the researcher submitted a proposal to the Faculty of Health Sciences Higher Degrees Committee (HDC) and was granted ethical clearance by Ethics Committee (EC) (Appendix L) of the same Faculty. The piloting of the questionnaire and the interviews then followed. Piloting the data collection instruments verified the reliability and validity of the research design and the associated instruments (Punch, 2013).

3.6   Reliability and validity

3.6.1   Reliability

Reliability refers to the consistency of the data collected by means of a particular instrument. For this case study, the instruments used were questionnaires and interviews. To determine the reliability of the instruments a pilot was conducted. The pilot study aimed to establish if the instruments and data they respectively collected was useful and relevant to the study (Gratton & Jones, 2010).

The pilot study process of the questionnaire consisted of the distribution of 40 printed copies of each of the three different questionnaires to students from another campus. Feedback from the analysis of the piloted data led to the alteration of the structure, design and phrasing in the questionnaire. The revision of the three questionnaires reduced errors and misunderstandings by the participants. The redesign of the questionnaire made it more user-friendly and reduced the length of the questionnaire which made it less intimating to the participants. After the changes to the questionnaire, the researcher distributed three sets of 20 new questionnaires as a retest on the same

campus of the initial pilot study. The restructured questionnaire received positive feedback. Improvements in the number of completed closed and open-ended questions led the researcher to believe that the restructured questionnaire was a reliable tool. The test-retest method was effective in increasing reliability (Rubin & Babbie, 2016).

The semi-structured interview questions remained the same because where the researcher needed clarity, follow-ups were made. The interview structure allowed the researcher to capture the following data; the role of the interviewee, how their role contributed to the delivery of sport and recreation, the resources they used to deliver sport and recreation and the partnerships they had, challenges and good practices. To ensure the reliability of the data captured during the interviews, audio recording was used during both the pilot and the actual research. Recording was only done when the participants provided consent. Once data had been collected, the researcher transcribed verbatim each participant's interview. By using audio recording instruments to store data, the reliability of the research was preserved as the researcher could refer back these data when necessary.

3.6.2 Validity

Validity refers to the extent to which an instrument accurately measures what it is designed to measure with regards to the aim and objectives of a study (Rubin & Babbie, 2016). Validity, in this study, was achieved through two methods: content validity and triangulation. Triangulation is a method that analyses the data captured from the various stakeholders involved in the study. This method is used to reinforce the accuracy of the research findings (Picardi & Masick, 2013). The triangulation of data was done by means of the review of literature, in particular, a study by Burnett (2010e) which generated insightful findings regarding the delivery of sport and recreation at universities

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in South Africa. The triangulation of student data was done in relation to the findings from Woratschek, Horbel and Popp's (2014) study on value co-creation in sport and literature on student participation in sport and recreation (Glass, Gómez & Urzua, 2014; Williams & Johnson, 2011; Gómez, 2002).

As for content validity, it is derived from experts' assessment on whether the instruments used yield valid data (Andrew, Pedersen & McEvoy, 2011). Content validity was ensured through discussions with research supervisors who are experts in sport sociology and management.

In these discussions, the validity of both instruments and data captured respectively was scrutinised and established after the test-retest of the pilot study. Interpretive validity, which refers to low-inference, was used to validate audio data from the interviews. Through the verbatim transcription of the participants' narratives, low-inference was achieved. The structure of the interview questions was found to be valid as it allowed the researcher to collect relevant data to address the study's objective. Once the pilot of the questionnaire was done and the final alterations completed, the researcher, university statisticians and supervisors reviewed the data captured by the questionnaire and found them to be valid.

3.7   Research processes and procedures

3.7.1   Permission and access

A meeting was held with the campus director of the selected inner-city campus, to request permission to distribute the questionnaire to students. Emails were used as the mode of communication through which request for access and informed consent letters describing the research and audiotaping of the interviews was communicated (see Appendix F), as well as the full research

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proposal were sent to university management members who subsequently agreed to partake in the research. All participants were assured of confidentiality and were informed of how the data would be used in the research. It was communicated to all the participants that their participation was voluntary and that should they wish to withdraw from the research – at any stage – they were free to do so.

3.7.2   Data collection procedure

Once ethical clearance from the Department of Sport and Movement Studies and the Faculty of Health Science was received (see Appendix K & L), and the pilot feedback had been adapted into the research instrument, the data collection commenced. The questionnaire, which was adapted by the researcher with the supervisors' guidance and modelled on previous studies done in this field, was printed and administered to students who met the inclusion criteria (Mthente Research and Consulting Services, 2011). Questionnaires were distributed at on- and off-campus residences, lecture halls and the library. Day-students were asked to confirm that they attended classes at the inner-city campus prior to being allowed to fill in the questionnaire. As indicated earlier, three different questionnaires (non-sport participants, internal university sport and recreation participants, and external sport and recreation participants) were designed. The participants were asked to indicate which of the three categories they felt best described them and then given the appropriate questionnaire to complete.

The questionnaire was collected on the same day from day-students, unlike the residents. Day-students were given 30 minutes to complete the questionnaire and return it to the distributor. Students who were in lecture halls handed their questionnaires to the lecturer. Those who were in the library submitted their questionnaires to library assistants who were easily

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identifiable, as they wore bright orange bids with the label "Library Assistant". Alternatively, they dropped off their questionnaires at reception with the librarians who were equally easily identifiable because they were the only people allowed behind the counter.

Library staff and student library assistants and lecturers had been briefed by the researcher on the nature of the research so as to give them some background on the topic. The information sheet and informed consent forms were explained during the briefing of the library staff and lecturers; it was communicated that participants needed to complete these forms prior to completing the questionnaire. Furthermore, explanation on the different types of questionnaires and how to establish whether or not someone was eligible for completing the questionnaire was given during the briefing. All these measures were taken for quality control purposes.

With the help of two house committee members, the researcher distributed questionnaires to residence students and returned to collect them the next day. The two house committee members were given the same briefing as the library and lecturing staff. The researcher returned five days later and then a week later for final collection of questionnaires from resident students.

The interviewees were purposively selected and identified by their position and relevance to the provision of sport and recreation to inner-city university students. Emails detailing the objectives of the research and requesting the potential interviewees' participation in the research were sent. Some potential interviewees requested that they be sent the research proposal. Once they had agreed to participate in the research, they were sent informed consent (see Appendix I) and information sheets (see Appendix F). They were asked to print and sign these sheets which were to be collected by the researcher on the day of the interview. The interviews were scheduled at a time and location that were suitable to the participants. The interviews were scheduled to last

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90-120 minutes. Ethical protocol was adhered to at all times. For instance, the participants were asked for consent prior to the audio-recording (see Appendix J) of the proceedings. Leading questions were avoided. The semi-structured interviews posed questions on the university's stance on optimal sport and recreation delivery – specifically to the inner-city campus.

3.8   Data analysis

3.8.1 Questionnaires

Quantitative data generated by the questionnaires were analysed by the in-house consultation service (STATCON). Descriptions of demographic statistics, frequencies, and cross-tabulation – to identify trends in the various break characteristics – were created for each of the three different types of sport and recreation students.

The quantitative data enabled a statistical representation of the trends and perceptions in the form of pie charts, tables, Likert scale, and bar graphs used in the forthcoming results chapter. The statistical findings that form the quantitative data sample may be generalisable to the entire university population. The sample size of 333 or 3% of the student population is deemed representative by Gratton and Jones (2010). The quantitative data also allowed for comparisons among such variables such as age, year of study, nationality, and residence (Gratton & Jones, 2010). It suffices to note that the qualitative data was derived from the open questions included in the questionnaire. The latter provided the researcher with student expectations, perceptions of delivery of sport and recreation, behaviour patterns, interests, and suggestions for improvements.

3.8.2   Interviews

Descriptive data is used to characterise research phenomena (Stewart & Shamdasani, 2015). Semi-structured interviews (Appendix D) were conducted with staff members whose roles affected sport and recreation delivery at the university. The semi-structure interview format allowed for probing until theme saturation was reached.

Transcripts from the semi-structured interviews were read into ATLAS.ti 7, a computer based software programme for qualitative data analysis. ATLAS.ti 7 is ideal for analysing bulky amounts of data including written text. The process involved the creation of a system to categorise the data into related themes using codes. Codes refer to a unique label allocated to a section of the data such as a word, phrase, sentence or paragraph (Theron, 2015). Labels were inclusive, meaning where appropriate, data was given more than one label.

Questions on external stakeholder inputs and collaborations gave the researcher data on the effects of the external environmental on the organisation, while questions on the internal organisational behaviour produced insights on the internal environment. Themes and sub-themes were developed through a deductive process (analysis of literature) as well as an inductive process (analysis of data). The main themes covered in this study relate to: organisational systems, leadership and institutional culture, staff motivation and job satisfaction, as well as utilisation of resources.

3.9   Ethical considerations

Ethical protocol was observed. The research proposal for this study was submitted to the Faculty of Health Sciences at the university and ethical

clearance was obtained. The researcher was guided by the following ethical considerations for both staff and student samples:

- All participants were informed of their right not to participate or withdraw at any stage of the research process, without any consequences.
- Ethical protocol was also followed during the administration of the informed consent which advised the participants on the nature of the research and how the information provided is to be used.
- The participants were encouraged to ask questions, to get clarity or address any confusion regarding the purpose of the research.
- The participants were assured that their privacy and confidentiality would be protected at all times through the secure storage of data.
- It was stressed that no names would be mentioned in the dissertation.
- It was further indicated that, should there be a chance of identifying a respondent through their narrative, the interviewee would be contacted for permission to have the statement included.
- It was also indicated that data disposal (e.g. burning of tapes) would occur three years from the time of study.
- The participants were informed about the purpose of the study beforehand.
- They were informed that the results of the study would be available to them, if requested.
- They were provided with the contact details of the researcher and those of the Chairperson of the Research Ethics Committee of Health Science, should they need to make contact.
- Signed consent forms were collected prior to any data capturing.
- For the semi-structured interviews with decision-makers, interviews were requested via email and times were scheduled to the convenience of the participants.
- Permission to audio-tape interviews was obtained prior to each session.

- The tapes were locked away and will be destroyed three years after the information has been incorporated in the final research dissertation.
- Questionnaires were completed and stored in a safe place by the researcher.

3.10 Chapter Summary

The research design of this study was tailored to capture the data required to answer the research question. To achieve the study's objectives, both the research proposition and the unit of analysis also assisted in defining the purpose, boarders, and methods of the research.

The research population was determined through a document analysis of the university. This gave some insight on the different population segments that existed in the university. Once the population had been clearly defined, a research sample that was representative of all the segments of the population – however on a smaller scale – was determined.

Once the sample had been identified, the researcher established that a mixed method would be well suited for the research. Hence, the following instruments were selected for the data collection: questionnaires and personal interviews. Data collection procedures and processes were initiated to execute the data gathering. Prior to the official data collection, the piloting of the instruments was done for quality control purposes. The feedback from the questionnaire resulted in adaptation and changes in the structure and phrasing of the questionnaire. Once the pilot retesting was completed, the validity and reliability of the questionnaire improved. Through the data collection procedures and processes, the researcher was able to identify areas where students gather and would therefore be likely to participate in the study. Moreover, she identified key management members who had contributed to the delivery of sport and recreation on campus.

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The data was captured in a manner that ensured that all aspects of the ethical protocol were observed, including when the researcher began the data analysis process. A STATCON statistician analysed the data from the questionnaires using SPSS. The researcher used the Atlas Ti Edition 7 programme to code and analyse the data from the interviews. High order themes and low order themes were generated through the coding process.

At all times, the participants and the data they provided were treated with care and respect. All protocols were observed and the rights of the participants were constantly reiterated.

CHAPTER FOUR: RESULTS

4.1   Introduction

This chapter presents the research results that relate to the optimal delivery of sport and recreation at an inner-city university campus in Gauteng. Chapter three provided a detailed description of the study's research design and the procedures. During this chapter, the data analysis and the results will be discussed. As mentioned in the literature review in chapter two (see financial resources paragraph in 2.2), universities have become increasingly resource poor over the years, which has led to some level of dependency (Kriemadis, 2009). As a result of thinning resources, governments in some countries, have taken to merge public universities as a means to maximally utilise their resources to increase their capacity to deliver quality education while increasing operational efficiency and effectiveness within the institutions (Harman, 2000; Martin, 1994).

In the South African context, resources for public universities have become increasingly scarce since the merger process in the late 2000's. As a result, universities have become pressurised to utilise their resources in a manner that enables them to become self-sufficient (CHE, 2016). Some scholars are of the opinion that universities have become too political and corporatised as a result of their quest to become self-sufficient (Chetty & Merrett, 2014). University sport and recreation has positioned itself as an effective marketing tool for universities, where student athletes are bartered as a commodity to enable the sport and recreation delivery department to access resources from external and internal environments. Seemingly, mass participation, in the form of social and recreational sport, is given very little consideration, yet it forms part of public university's mandate to provide holistic learning opportunities outside the lecture halls (Wits, 2017; UP, 2017; UKZN, 2017; UJ, 2017).

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The results focus on the resources that were identified as necessary for the effective delivery of sport and recreation at the inner-city campus and the university (Mharakurwa, 2016; Burnett, 2010b). The narratives provide a description of the role of the university in the delivery of sport and recreation, the relationships the inner-city campus's sport and recreation has with its external and internal environments, and students' and staffs' perceptions on the delivery of sport and recreation at the campus. The results related to the management of four resources, financial, human, physical and information are addressed as subthemes.

Quotations were extracted from interviews with staff, whereas the student perspective on the delivery of sport and recreation was derived from questionnaires. Narratives from staff members from the sport and recreation delivery department, student affairs and academic sport department are included in the results. This chapter reports the views and perceptions of staff at different levels of the hierarchal structure of the university. Executive management have an influence on the strategy, while middle and lower management are more involved in the delivery of sport and recreation. Their thoughts and perceptions were essential to form an explanation of the behaviour of the sport and recreation environment at the inner-city university campus. In addition, student perceptions gave a deeper understanding of the lived experience of the recipients of sport and recreation delivered in the inner-city university campus. By engaging students, the researcher identified areas of improvement, delivery challenges, and good practices related to the delivery of sport and recreation in an inner-city context.

4.2 Sport and recreation within the university environment

University sport and recreation operations are directed by its vision, mission, strategic direction, and purpose. Operations determine how, where, and when an organisation should use its resources to achieve its goals to ensure its own survival and growth. The vision and mission statement of an organisation encompasses its philosophy, beliefs, and purpose within society. Vision and mission statements aid in building structure and direction which help with the growth and development of an organisation.

The narratives of participants indicate an absence of a shared vision and mission statement at every tier of the hierarchal structure regarding the delivery of sport and recreation. Based on these narratives it seems that the absence of a shared vision and mission minimised opportunities to build confidence in leadership, innovation, and instil ambition amongst employees. The following narratives are participants' responses to the vision and mission of their division regarding sport and recreation. These responses emphasise the absence of a shared vision and mission and are ordered from executive to middle management:

> 'The reality is ahhh it doesn't matter what we as a division want to achieve. What matters is, do we have the participants, because at the end of the day for example as a department we want to be amongst the top three sports playing institutions but it all depends on the calibre of coaches and students that we have and that you recruit to be part of your system. Like last year – I had said we want to be in the top three, it didn't happen we are only part of the top 5 and in other codes, we are not even making the top 5 we are making the top 8' (Member of executive management).

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'So, we cannot really say what our vision and mission towards sport is, you know... So basically, we develop student policy which tends to say, we want a healthy student' (Member of middle management).

'Look we don't have a real vision for sport and recreation; we fall under the broader vision, mission and objectives of the university. So those 8 pillars or those 7 pillars we adhere to that we don't have our own as a department we don't have our own. We have a vision in terms of strengthening our academics in terms of learning and teaching, but it's an extension of the university's. So as a department we don't have one for us it's a role, a role that we play. We subscribe to what the university is focusing on teach, learning, research and community engagement' (Member of middle management).

From the executive management, it seems that there is no confidence in its ability to realise the set objectives. The lack of confidence is due to past failures which were caused by the quality of human resources available to the department, in the form of coaches and student participants.

From the student affairs department, whose prerogative is to assist students with challenges that hinder their ability to successfully enter and exit the institution, it seems sport and recreation delivery is not prioritised in its vision and mission. Sport and recreation delivery is merely one of the many add-on services for student holistic development and, because sport and recreation is not seen as important, there is little innovative thought regarding its delivery. The same can be said of the sport academic department. Their focus is on teaching, learning, research and community engagement, whilst having no commitments that relate to ensuring the delivery of sport and recreation for students at the inner-city campus.

Subsequently, without a clear and convincing vision and mission from executive management, resource distribution is a difficult task to manage. It

suffices to say that without clear direction, middle and lower management had difficulty guiding its operations and resource distribution and poor service delivery was the outcome. It becomes difficult to achieve organisational goals and objectives when resources are not used in a planned and systematic manner. The sport and recreation delivery department has ambitions relating to high performance competition, while student affairs department is focused on mass participation and the academic sport department is focused on academic performance. Each department is therefore pulling in a different direction with their own strategy and operations in place.

4.2.1 The effects of an absent shared vision and mission

Strategy objectives and the operational procedure of an organisation are linked to its mission and vision. In this study, there seems there are opposing strategies and operational process that have not been consolidated. The division between departments influences the internal dynamics of each department. Staff seem to have lost trust in their seniors. Below are the responses from the middle management:

> 'That's why I asked, I need to know what the mandate of this institution is, and I need to know what the VC's[2] mandate is about sport' (Member of middle management).

It seems middle management disregards its executive management perspective and would rather disregard protocol and address their grievances at an ELG level. The desire to engage the VC for direction on where the university's sport and recreation department is going indicates a lack of trust and respect for their executive management. The lack of trust in senior

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[2] VC: Vice Chancellor

leadership's capabilities is present at the inner-city campus. As one middle management member at the inner-city campus puts it:

> 'They have a vision and everything. But you know you can have the vision and everything but the implementing part they don't talk to students. And when the students voice out, they always feel that... I don't understand because if I work with the students and the students have a problem. I want to know what the problem is. I want them to spell it out for me. I want them to say you know what, you are never here, blah, and blah, blah' (Member of middle management).

Executive management's failure to investigate, analyse and correctly interpret student needs affects middle management's operational management processes to deliver programmes that meet student needs. Inadequate service delivery causes friction between students, middle and lower management. Students believe that they are not listened to while middle and lower management are caught in the middle because their superiors refuse to address student complaints. Frustration then leads to further rifts that prevent collaborations between all internal stakeholders at the inner-city campus as seen in the quotes below:

> 'Sport and recreation delivery at the inner-city campus is a thing that often comes up on VC visit's here and I feel management has been very slow in moving forward with it' (Member of executive management).

> 'You've got this big strategy at the top, but each of your sporting environments have their own individual strategy. There needs to be a little bit of a golden strategy to go all the way to the top. But if you've got a generalised open strategy at the top – that means the rest also will have that. And that means you are forcing down this general strategy that is not a performance strategy. It's of no use' (Member of middle management).

> 'At the moment, not everybody buys into it. I'm just gonna keep on carrying on. Leadership is what it boils down to. But it's about your vision or is it your environment's vision. Very important. I could have my vision but I need to sell my vision and sell my strategy to other people and the

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one that's been put on the table from the performance perspective I don't buy' (Member of middle management).

The frustrations regarding strategy and resources stem from poor communication within the institution. Poor communication seems to be a result of an authoritarian type of leadership which is not consultative and does not consider other important sport-specific factors such as the requirements for high performance delivery or the unique requirements for mass participation that affect the delivery of sport and recreation. When operational management in the middle management does not buy into the suggested strategy, service delivery is affected and resources will be utilised in unproductive ways.

4.3   Physical resources

Physical resources refer to the structural facilities and equipment needed for the delivery of sport and recreation. Physical resources within the inner-city are limited as this area is densely populated with high-rise buildings and has very few open spaces. The campus, which is situated within the inner-city, is not exempt from the challenge of space. Indeed, because of the limited space, the campus only has two sporting facilities: the gym and the squash courts. Ironically, management rarely makes participation provisions for students at the squash courts but they do provide recreational activities for a community engagement initiative. A staff member based at the inner-city campus notes:

> 'I think the gym is one of them (facilities). There's a lot of interest in its programmes. And our development programme. It's good that has grown a lot. If you look at the students who go to inner-city schools and how they are playing now. I used to play with them and now I wouldn't even stand a chance with them. I played with them when they started and just to see where they are now' (Lower management).

'You know from the squash side there we have the programme there with the inner-city schools' (Member of middle management).

It is unusual that the squash courts do not cater for on-campus students; yet, the sports department has managed to secure the use of the facility for inner-city children as part of the department's community engagement programme. It is unclear why on-campus students are not encouraged to maximise on the use of this facility, or why aggressive squash marketing is not being done. The underutilisation of this resource gives the impression that students do not know about the facility or that they are uninterested in this particular sport. If the latter is true, why is the facility not revamped into a different facility that will engage student interests?

It seems that among the on-campus student community squash participation is not common. The gym and fitness related activities are engaging more student participation, however due to costs associated with the gym the average student on campus cannot afford to access the facility.

'Oh, there is a gym. Yea also you know they can't afford it. Poor students also want to go to a place that you can walk or jog or just stroll or do whatever you like. I mean you know it yourself. There's a very nice gym on campus but the problem is for most students it's expensive' (Member of executive management).

'Because I see now in the mornings when I get here or when I come back from gym is a female student running in the parking lot. It's uneven and it's not nice but it just shows you they want to be active. There's a desire to be active and you know on a recreational level to look after one's health. But the infrastructure doesn't really allow it. We've gotta really take this thing forward' (Member of executive management).

Consequently, the facility is not used by the majority of the student population. The lack of facilities has resulted in the on-campus residence management initiating creative means to deliver on specific sports codes. These interim programmes accommodate residence students which are a small portion of the overall population at the inner-city campus. In this regard, one middle management member indicates:

> 'When I come back to this res I faced the very same challenge, so how to deal with that? We simply just bought poles for netball. That the only solution we could think of, we bought poles and they simply go to the lawn and practice. Then when they have to go and face the real games they struggle through. They do not have that experience of running on a full pitch besides for just jumping. So, it's quite a challenge especially for this campus' (Middle management).

Sports codes such as netball and soccer are familiar and popular with students, so much so that students and residence management are motivated to implement alternative modes of delivery. As highlighted by the resident manager, training on incorrect surfaces has a negative effect on student performance.

The lack of facilities is not a new constraint to sport and recreation delivery at the campus. The need for facilities is a long-term challenge that has been present at the campus for years it seems:

> 'I mean this problem of no facilities; it's not just a problem. It's not been lately; it's been since pre-merger days. When I started here, it was 99. And it's always been a problem. We only have the squash courts. Back then we didn't have nearby sports stadium or whatever. So, sports students use to have to go to the other campus for practices and so forth' (Member of lower management).

> 'We have been to and fro with the municipality trying to access to the stadium…and they really don't want to' (Member of executive management).

> 'I would not say that they have a concrete plan. I know I had a chat with the campus director of this campus, and they at one point wanted to procure one sight for a soccer pitch just outside. But unfortunately, the powers that be indicated that this is a place for higher learning and that space is going to be used for a laboratory' (Member of middle management).

Management is aware of the need for facilities on the campus, in fact it seems there have been quite a few conversations with promises of providing these facilities, yet none of the plans have been implemented. There are no concrete reasons given as to why the campus has had only one new sport and recreation facility since the 90's.

4.3.1 Risk associated with the inner-city

In addition to the challenge of space, the inner-city is also rife with criminal activity, which puts staff and student safety at risk. The safety of students and staff is a challenge that the university tries to address. However, limited access to financial resources prevents the university from implementing strategies that would make a considerable impact on the area. The risk associated with the area contribute to executive management's reluctance to invest its limited resources in the inner-city, as the university has limited control over the incidences that occur in the external environment. One interviewee comments:

> 'That environment becomes extremely dangerous and we can't guarantee safety. We can't escort all the teams, which is from a security perspective and also the availability of that facilities if we looking at the current financial environment. We are still in a no fees[3] increment for the 2015 academic year' (Member of executive management).

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[3]No fee increment relates to the negotiations between university management and student leaders of the #FeesMustFall movement which concluded with the agreement that there would be a no fees increment for the 2015 academic year.

'We will probably go the next year in a similar process and the inability of students to pay tuition fees' (Member of executive management).

Due to the high-risk nature of the external environment, attracting and convincing resource providers to invest in the campus is an additional challenge. As the campus can only accommodate social and recreational participation there is no need for heavy investment into specialised equipment and facilities. As a resource-poor organisation that seeks to deliver on its sport and recreational obligations to its students, one would assume an analysis of the external stakeholders and the facilities at close proximity would be conducted. The environmental scan for resources would enable an organisation to gather data that would inform and guide the management on how to engage with other organisations and their physical resources. Currently the inner-city campus has not successfully created working relationships in its surrounding environment.

4.4 Financial resources

Finances empower an organisation to acquire the resources needed to maintain its position or grow. A lack of finances has a limiting effect on the internal operational capabilities of an organisation. Limited financial resources have affected the university negatively. Currently universities in South Africa are facing financial challenges, which are a result of the "no-fee-increment" decision made by government regarding the #FeesMustFall movement. The "no-fee-increment" has caused a financial deficit in all universities across the country. As academic delivery and performance are prioritised before sport and recreation delivery, resources are first allocated for academic necessities, to ensure all operational needs are met. Sport and recreation executive management is aware that its role is a supportive function to the core business of the university and is therefore dependent on the ELG. This is why opinions

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such as the one voiced by a member of the executive management in the extract below are concerning:

'It might actually end up to the detriment of the sport and recreation because if there's less income. I think more money will go to the key operations issues because there's a significant shortage. I mean this year already from an operational budget we are 60 million short because of the no fee increase and the amount of money we got from the government, um shortfall that we have to make up' (Executive management).

The narrative by executive management illustrates how vulnerable university sport and recreation is to decisions made by ELG, and how dependent the sport and recreation department is on ELG for financial support. Should ELG cease to support sport and recreation financially the departments service may no longer be offered in a university environment or operate with great difficulty, particularly within the inner-city environment where amenities are scarce.

4.4.1 Equity in budget allocation

Universities as moral pillars in society are assumed to operate under ethical processes where equity and equal opportunity are practiced. However, the centralised club system that allocates budgets for each campus has unequitable distribution practices as 80% of the sport and recreation delivery departments budget is allocated to competitive sport and high performance. The inner-city campus is excluded from the budget allocation process because it has no sport facilities or offerings for competitive student-athletes. The following narrative from a member of middle management provides their reasoning for the budget allocation:

'Our focus is that 80% is high performance. That's what we focusing on. The other 20% is providing assistance to communities' (Member of executive management).

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'The vision from HAKA[4] sport and the vision from university sport are two totally different things. Because these guys want 80% to support their system input from university sport. For what? You need to pay that, ah aha, house committees I believe they still get a budget and they need to do certain things for that budget. What do they budget for university sport? Do we know what they budgeting for? No, I don't think so' (Member of middle management).

'What do you need a budget for if you don't have sports facilities that you need to maintain and so on, then you don't need much of a budget?' (Member of middle management).

Based on the previous narratives it seems that the university sport departments' focus is to ensure elite sport performance continues to grow. Seemingly, mass participation is the responsibility of the student leaders and representatives of in-house committees who are managed by the student affairs department. Yet the budgets allocated to the house committees are smaller and are allocated to accommodate residences with an average of 150 students. The inner-city campus has a total budget that provides for seven residences and one Day House. The Day House budget has to accommodate a population of over 12 000 students who have differing sport and recreation needs. Sport and recreation programmes are offered at two facilities (squash courts and gym). The needs of students at the inner-city campus outweigh the finances provided to the seven residences and one Day House. The budget allocation is not equitable because participation opportunities do not equate to those provided on other campuses. The inner-city campus requires a bigger budget so it can provide innovative participation opportunities for its students. Unlike other campuses that belong to the university which have physical resources, equipment, more residences and Day House budgets, the inner-city needs more financial resources to address its challenges.

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[4] Haka: residence student elected representative

Another opposition to equity is the prioritisation of eight sports which take up the majority of the budget. Middle and lower management at the campus share their financial challenges in managing and delivering services in sport codes which are not part of the priority sports.

'Finance will always be a challenge. Remember we are not core business. Academics is core business for the university not sport. So as far as possible we do try and get over that, umm transportation is a concern but that's part of your um your financial implications um' (Member of middle management).

'But there is no budget for these things (non-priority sports) so you either have to raise funds or the bosses are gonna say ok, we are gonna help you for this year and stuff like that' (Member of lower management).

The previous narratives show that priority for high performance sports overshadows any other offerings such as non-priority sports offered at campuses with facilities. Non-priority sport codes battle to gain adequate financial support to operate at an optimal level, which gives an indication of how focused executive management is on supporting the eight priority sports. The executive management's focus on competitive sport is the reason why the sport and recreation needs at the inner-city campus have been ignored for so long. The centralised system and its processes over the years have ensured that the inner-city campus does not access financial support.

Staff attitudes and beliefs also affect equitable budget allocation. It seems sport and recreation are two separate services that have been forcefully put together, with sport being the dominant role player and recreation a dependent. Some staff feel that sport is more valuable and should be allocated more of the annual budget. Narratives of members of management who support this perspective voiced their opinion on the matter:

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'What happened to the other 20 institutions on social recreational level? Because there are certain criteria that you need to have in place. You need to have facilities; you need to have a budget, equipment, x, y, z to be high performance. But, high performance sport codes can provide services on social recreation and competition level but on universities that fall into the social recreational environment can't have an elite athlete' (Member of middle management).

It seems the pressure to maintain a high performance status in a resource poor environment has instilled a fear of being downgraded as other universities in the past. As a means to avoid losing the high performance status the sport department's budget is allocated inequitably and discriminates against the inner-city. The inner-city's lack of facilities and the expenses related to maintaining high performance sports provides the sport and recreation delivery department with a reason to exclude the campus from its competitive strategy and minimise its involvement regarding operational processes and budgets as seen in the narrative below:

'So, for me, sport is struggling to get to a point. I had a long meeting and discussion and said you need to budget according to strategy. If one of your senior line managers doesn't know what that strategy is, then I'm concerned because one of the environments is a very expensive environment. If they don't know what the strategy is, and what the needs are of the other environments to provide strategy… you can't have a blanket approach and expect high performance' (Member of middle management).

In contrast, some members of executive and lower management disagree with high performance sport dominating the budget. For them, social and recreational sport at the inner-city campus is important, as it caters to the majority of the student population, only a small percentage of students participate in elite sport. Furthermore, recreation adds value to the university by assisting it to attain its objective of producing holistically developed students who gain social skills through recreation and increased academic

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performance. In this regard, some members of lower and executive management comment:

> 'So, I say once again it can be very successful but there will have to be a realignment of resources because there's no new money coming in. The only way to realign is taking some of the money from various sporting codes and realign them and many people don't wanna hear that. But that's the reality that's the absolute reality' (Member of executive management).

> 'But once again I think there's too many resources going into the league activity and too little for the bulk of the people and that's my personal opinion' (Member of executive management).

> 'I mean it's not just rugby, soccer, cricket or whatever there are other sports like volleyball and stuff …like that. But we don't always provide that because they are smaller sports. There's not even budget for those sports, so if you are a volleyball player or whatever. It's gonna be tough. Like judo and stuff like judo, table tennis' (Lower management).

The inequitable distribution of financial resources to the inner-city from the sport and recreation department perpetuates resource dependency and underdevelopment of the campus. This is because executive management in the sport and recreation delivery departments have not come to the understanding that the inner-city campus requires a budget in order to meet student needs. As long as ELG and executive management do not develop a strategy that accommodates the inner-city with the finances it requires to deliver quality services, there will be unsatisfactory outcomes regarding optimal delivery. It seems the sport and recreation department believes that the majority of the budget should be invested in high performance sport and the sport and recreation needs of the inner-city students need not be addressed. As a member of staff stated, ELG and executive management need to make clear objectives regarding sport and recreation, as the current unequitable finance distribution process works against optimal delivery of

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social and recreational sport at the inner-city and favours high performance sport.

4.4.2 Financial management strategies implemented at the university and the inner-city campus

Due to conflicting objectives and strategies on sport and recreation, different finance-related strategies are implemented concurrently by the sport and recreation department and student affairs department. Executive management in the student affairs department has adopted an occasional sponsorship strategy for students in the inner-city to enable them to participate in sport and recreation related activities hosted by external bodies. One member of management relates that:

> 'They will come and ask us, can you sponsor us to come and run this marathon and that marathon. Or can we do the walk; we don't have money sponsor us, which we do' (Member of executive management).

However, a sponsorship strategy of this type is unsustainable, as it does not achieve the university's objective of holistic development of the majority students and is conducted on once-off conditions. Sporadic or occasional participation in external activities exposes students to new environments but does not encourage sustainable participation at the inner-city campus and is biased by catering for only a few sponsored students. The lack of inclusion for most students makes this strategy no different from the bias shown for competitive sports.

Conversely, management that sees competitive sport as a priority have the following bridging and buffering strategy to increase financial resources. In this regard, one management member observes that:

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'The specialised environment is expensive to maintain and unfortunately it's difficult for such an environment to provide access for 50 000 students. The majority of the use for these facilities are high performance, which we firstly cater internally for people regarding training and competition internally and try to limit the use of it externally because of the wear and tear of these facilities' (Member of executive management).

This strategy is implemented with the intent to reduce the maintenance costs associated with high performance facilities and equipment by minimising access to facilities to recreational student participants and external participants. As the majority of students at the inner-city do not participate on a high performance basis, their access to facilities is limited by the sport and recreation delivery department. Limiting access to facilities may discourage students from the inner-city from pursuing further social and recreational activities.

The foreground strategies are implemented to meet the needs of end-users, which are student-athletes. The recreation finance strategy is implemented as a means to provide participation opportunities at the inner-city campus where students attend. However, due to a lack of physical resources, participation at times occurs outside the university. In contrast, the competitive sport strategy seems to be about investing financial resources into maintaining the longevity of the equipment and facilities that have already been acquired, even if it means having to partially limit access to the facilities for inner-city students who are not athletes.

Dynamics with external stakeholders

Although external stakeholders were not interviewed for this study, they contribute to the university environment and its finances. During the interviews with management staff, there were instances where they mentioned relationships with external entities that sponsor, donate to, or collaborate with sport delivery departments to create additional revenue streams. An example of a sponsorship/donor relationship is the one between the academic sport department and a provincial sports and recreation body.

> 'Financing comes from sponsors and donors and a sports and recreation body. They've got a high performance sport science ummmm directive of which they have acquired our support services. So, they give us a certain amount of money and we supply the services to them' (Member of middle management).

The two parties have created a mutually beneficial relationship in which sport science skills provided by the academic sport department are solicited by the sport and recreation body. Below is a narrative that describes how the university sport and recreation delivery department has created an additional revenue stream through collaborating with external organisations that value its services and specialties, yet this additional revenue is not redirected to the inner-city campus:

> 'Then we have the Biokinetics and Aquatic Centre which is here (another campus of the university). Basically, it largely covers rehabilitation, I won't say athletes but rehabilitation patients where patients were either in car accidents and whatnot, for them to be able to try and recover their movement. They then come to the clinic for training and as part of a new innovation; we have put the pool which we've only finished last year. So, this year they have started with aqua therapy because we believe that those who suffer from breast cancer, for them aqua therapy assists, so there are a couple of things that are happening within' (Member of executive management).

The revenue acquired in these relationship is not utilised for the delivery of sport and recreation to students at the inner-city. Based on the previous narratives by executive management, the university sport department has created additional revenue streams with health related external organisations that pay for the use of their facilities. The collaborative relationship is an admirable use of business acumen yet its financial contribution has not translated to the inner-city gaining any assistance from this additional revenue. As the facility is on university property and utilises other resources from the university, some of the revenue should be used to develop sport and recreation at the inner-city campus. Students' needs should be met with some of the revenue as they are the primary beneficiary of the university.

The study also found that there was an inverse funding process between the university sport and recreation delivery department and national federations as a result of resource deficiency within national structures. The university which should be funded by its governing body USSA, ends up investing its limited funds towards USSA events which it should be covering. A staff member describes the relationship:

> 'What do we get in return? Normally not much, they will use the money to finance national teams going overseas or whatever. But they don't always do it. Like for example, we are sending (paying for) a team now, to the world students' championships in Malaysia, yet the university makes annual payments at a provincial and national level yet benefits nothing, even when the athletes have qualified to compete at an international level the federation still cannot always assist financially' (Member of middle management).

Similarly, a member of top management confesses that:

> 'I don't know where the money is going towards SA sport. Cause if you looking at certain environments do get the money, certain environments are taking that money and just trying to keep afloat. That's why I'm saying we are paying. I will go to the minister and say minister look at

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my institution. My institution provides national athletes with this environment. This is what it cost me, what happens if varsities stop today all sporting programmes?' (Member of executive management).

The uncoordinated use of financial resources shows that there are finances but the strategy that dictates what is prioritised minimises the inner-city's chances of gaining financial assistance from executive management. Finance is an important resource used as a tool to achieve objectives towards the delivery of sport and recreation, yet the manner in which it is utilised within this institution is inefficient to meet the needs of the inner-city campus student population.

Internal finance management challenges

Internally financial management is not only challenged by the overarching strategy, but also the unethical use of finance by staff members. The narratives shared by management identified poor financial management protocols and a lack of accountability and transparency among students and university employees. These challenges further complicate the resource-poor environment, particularly in the inner-city:

> 'But there's no solution, no focus and more complaints, looting mentality and entitlement mentality' (Member of executive management).

> 'And *kuyadependa* (it depends) cause others are ok but others are not (students). Who want to abuse and consume things and want to abuse budget. I'm like if you can fundraise and do that without using the budget well and good. But why all the time must we use the budget on things that can't be seen. But if you are able to go to the other departments and get the help that's fine. But you could never say if you raise R20 000 part of that must come to you, no, it's not your money. You raised it because it's for the students. There was a need for that. So *amastudents' amanaye* (some students) they've got this thing of *hayi* (no) what's in it for me, the fact that you are a member, you get paid

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every month, you get the uniform. You get airtime. You count those things but they still want more. So, if you can remove that, things will be fine' (Member of middle management).

It seems that student leadership has developed a culture of self-gain, with "looting" for self-gain as a driving force behind many sport and recreation initiatives. Student leaders feel that they have rights to the finances generated through fundraising. This is a distortion of the truth, as they are only entitled to their monthly remuneration and other benefits associated with their role. Students feel entitled because, in the past, management has allowed this behaviour. Management staff has also adopted this behaviour and now students consider it as the norm. Below are middle management narratives on fellow colleagues' in student affairs central offices financial misconduct and how leadership has failed to address the matter:

> 'People tend to do this thing with confidence, so I'm like ok why didn't you just say so…I like this bottle but I don't have the money to buy it so I'm gonna find a way to buy it. But you must have the guts to ask me why did you buy this bottle? So that I am able to say *yo* but I loved it *mangiyi bona* (when I saw it). And I felt you know what I would probably get thirsty and stuff like that, then you explain and then if then still it's wrong then you get told… not just silence' (Member of middle management).

> 'You know when you are trusted with a budget you must be clear about what you do and what you don't do. So X was doing things and blah blah blah. But the problem with management from here is they will never confront you and say you buy yourself this cup, and you know you are not supposed to buy yourself a cup' (Member of middle management).

The internal mismanagement of funds occurs at both student and staff levels. The culture of financial mismanagement has resulted in a misuse of funds and has negatively impacted on sport and recreation delivery at the inner-city campus. Apart from the negative impact on delivery, it also creates a negative

impression (ethics and morality) of the staff in charge of sport and recreation delivery at the inner-city campus. This negative impression hinders the acquisition of resources – from executive management – for the campus, as it has built a reputation for poor financial management from past incidences.

Innovative management of finance by students and staff

Irrespective of all the financial mismanagement challenges, there are instances where finances are used in innovative ways by students and management in the inner-city. These instances show willingness to think innovatively by the student affairs department to create a resemblance of sport and recreation delivery. This shows there is an interest from some members of student leadership and management at the campus. It also dispels the assumption that students have no interest in recreation and are preoccupied by their academic demands. A member of middle management remarks that:

> 'Because our university shuttle would not be convenient for the teams, they have to make an application through the house committee who will use money from the sports pillar and some from the R120 000 they are allocated annually. Of which majority, 30% goes to sport. So, by booking the university transport, it is cheaper. It's affordable and convenient. One thing I have also noted these students also make their timetable user-friendly. A 14 seater goes to go drop off students but comes back with another group who have just finished practicing, then goes back with another group, so each and every trip has students being shuffled. So, each trip is covered. So, unfortunately, we do not have money to throw into it, although we want it to be competitive at this point in time we do not have resources to throw into it' (Member of middle management).

> 'Because basically, we funded the entire event. But the nice thing is campus Y had a budget so that's why campus Y could fund everything; although houses contributed you know little stuff you know. With also to regards to uniform and stuff like that. But the whole event, campus Y funded the whole thing and it was beautiful. So, the university does encourage to participate and work together especially for a bigger thing

and bigger events. Cause you could do a lot. Because remember events like that they cost a lot of money' (Member of middle management).

'The only solution we could think of, we bought poles and they simply go to the lawn and practice. Then when they have to go and face the real games they struggle though. They do not have that experience of running on a full pitch besides for just jumping. So, it's quite a challenge especially for the campus' (Member of middle management).

In summary, access to funding has an impact on delivery of sport and recreation. The strategy and funding systems in place determine which student gets to participate in activities provided by management. Internally, management has a challenge with bias and unequal distribution of funds between the campuses and sport codes. Collectively these challenges are affecting management's ability to deliver sport and recreation at the inner-city campus for students.

Based on the narratives regarding financial maladministration, a culture of misuse of funds has formed amongst staff and student. Inherently this behaviour exacerbates the poor delivery of sport and recreation as well as perpetuating dependency and power imbalances at the inner-city campus as senior management enforce more controls in the centralised system to counteract maladministration. By increasing controls within the system, accessing financial support for the inner city becomes bureaucratic and laborious for staff, which in turn reduces motivation for creating innovative and dynamic solutions at the inner-city campus.

What is encouraging, however, is the willingness of some staff, in particular the student affairs department, which attempts to be innovative and think

creatively about their limited budgets. Financially dependent entities such as the university sport and recreation department have to be vigilant yet innovative regarding their financial management processes as they are vulnerable to economic, political and social instability within the university and externally.

4.5   Human resources

Human resources relate to the human capital and the skills needed to drive the strategy of each department that contributes to the delivery of sport and recreation. The staff within the university consists of permanent staff, contract staff, part-time staff, and student assistants distributed in lower, middle and executive management roles.

For an organisation to move towards its goals, its strategy needs to be implemented by staff who is equipped with skills and the ability to adapt to environmental change. The following themes and subthemes were identified, at the different levels of the hierarchal structure, leadership was the main theme with structure, organisational culture, skills, change management, and communication as subthemes. The leadership theme was frequently mentioned by the participants who regarded it as key for the delivery of sport and recreation on the inner-city campus. Leaders play an important role in motivating and guiding staff to move towards organisational goals. The majority of the participants believed that the challenges faced in terms of the delivery were due to inadequacies in leadership at every level of the organisation.

4.5.1 Leadership

As indicated previously, leadership was flagged as very important. Leaders within an organisation are responsible for cultivating an organisational culture that motivates and harnesses the human potential within the organisation, where staff are stimulated and encouraged to want to perform and utilise their skills and expertise to create opportunities for organisational success. Student and management leadership was mentioned frequently at every level of the human resource structure. The following quotes are examples of management's thoughts on student leadership shortcomings in performing their mandate to advocate for student's sport and recreational needs.

> 'Currently, at the campus, the current leadership is more political and fewer sports. It's very few, we have these girls at female reses[5] more worried… because when we say to them go and utilise the facilities at their campus they say, "sir nobody knows... We don't know where to start and we don't have time to get into politics and all of those things". So, then they would rather come this side' (Member of executive management).

> 'I think the students on this campus; I don't think they can mobilise strongly enough (regarding sport and recreation), with the last 4-5 years a campus meeting they discuss the same thing every time the VC is here. Next year we back we hear the same story, same excuses. So, I think the students haven't used their voices very well for equality across campuses. That's my personal opinion' (Member of executive management).

It seems executive management is of the opinion that student leadership was unfocused and contributed to the poor delivery of sport and recreation to inner-city students. However, when evaluating student leadership, one should make allowance for the effects of frequent changes in leadership that contribute to the inadequate leadership on the part of student representatives. Leadership

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[5] Reses: On campus residences

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appointments are renewed annually through a democratic voting system. Leadership changes leave very little room for consistency and continuity, this is particularly true when there are politically motivated appointments. The university as a whole is challenged in having effective sport student leadership because unrelated politics sometimes affect the delivery process, as seen in the following narrative:

> 'Let me tell you what happened. There's something that we call a student lifecycle. And in 2012, 2013, 2014, we had a student lifecycle where the students were aware of those facilities available. Then another life cycle in 2014, 2015, 2016 most of the students that are now in charge are too political they don't care about sports and therefore are not aware and they don't see the provision…We normally have student representatives that's so solution focused, that is vibrant. That will assist us. Then next year we have one that hates everything, wants to burn everything, and hates management. Then we have the one that is so quiet, they agree with everything that says yes, yes… So, I think this year we have just finalised this issue of house committee being highly politicised and not understanding their roles' (Member of executive management).

> 'You see that is the problem. With the HAKA (house committee) election being done on an annual basis. You reinvent the wheel each time, so you not gonna go forward. You actually going backward, and eventually, there's not gonna be a need of the haka sport (house committee) onto that facility on onto that environment because it's a historical thing' (Member of executive management).

Student leadership is marred by inconstancies and a lack of continuity. As a result, the frequently changing leadership regimes come in with differing agendas annually. Due to the time frames allocated to leadership, it becomes difficult for a new student leader to be trained to address the current state of sport and recreation at the inner-city campus. When sport-related student leadership is focused on politics that does not relate to sport and recreation, they do not address the management faults regarding inequalities in access and provision of activities. They also do not make a concerted effort to find

long-lasting solutions to address the financial shortfalls that prevent sport and recreation delivery.

In terms of human resource capacity, the inner-city campus only had one staff member appointed by the sport department. This individual was expected to implement sport and recreation programmes in an unsupportive strategy, a non-existing budget, limited physical resources and support, which has inherently impacted sport and recreation delivery.

Leadership within management also has its challenges with change. The university went through a merger process that caused changes in the organisation's culture, service delivery and communication. All these changes have had an impact on staff morale, behaviour and values which inherently affected sport and recreation delivery as well as the dependency and power dynamics found in the inner-city campus. To an extent, staff feel their leadership has failed to successfully manage change within the organisation which has caused the fragmentation and silo work.

4.5.2 Culture change

Organisational culture is an intangible phenomenon that emanates from organisational structure and leadership. Organisational culture can assist organisations to grow efficiently and effectively or it can be detrimental to the organisation. The executive management acknowledges that the university has undergone many changes since the merger. These changes have affected management's ability to deliver services that meet the needs of students. The mergers blended different institutional cultures, restructured and downsized human resources, and changes in leadership, which created instability.

Although it has been over 10 years, the organisation is still transitioning through these changes. Management concedes that it has had internal leadership changes that have also contributed to the current state of poor delivery of sport and recreation to the inner-city campus. Staff in leadership positions have become relaxed in their comfort zones and are reluctant to pursue new knowledge, a member of the executive management notes:

> 'Also I don't only want to blame students, there's been a leadership change at reses. You will find that people that came into management they are not aware of the previous, and ehhh besides not being aware. The biggest challenge is people don't initiate, they don't want to ask. They sit in the comfort zone of I was not informed. I am not aware. So there's that challenge. You know in South Africa there's millions of opportunities but the psyche is I was not informed, I do not want to research, I do not want to find out.' (Member of executive management)

Comfort has made staff complacent with their service delivery to the point where they no longer make an effort to educate and encourage student participation in sport and recreation as seen in the following narrative:

> 'Emmm there's also a lack of leadership, which is a huge challenge for us especially from us people who are knowledgeable to give guidance to say you can play sports. Sports actually will benefit you…' (Member of executive management)

> 'At my level, there's no dedication, especially to sports. Also, the academic side. There's no dedicated person, there's no passion to say let us use sport as an agent of change. Let us use that' (Member of middle management).

Senior management's attachment to their comfort zone has affected their management of subordinates. Middle and lower management have noticed an authoritarian type of leadership that seems rigid and has, to an extent, instilled a fear of communicating on issues shared by students. From a middle and

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lower management perspective, the following was said about executive management and ELG's leadership:

> 'Basically, our management, they are too tight. Like they don't think outside of the box… I just think this is a great campus and that it is growing so fast. I wish our senior management; especially top management would really, really listen to the students. Because that's how things get messed up because students get frustrated' (Member of middle management).

> 'The thing is they don't need improvement here at the bottom because there is nothing wrong with the managerial level in middle management' (Member of middle management).

The current leadership approach has had a negative effect on the organisational culture and the attitudes and ethics of employees. Some of the members of management express the following about co-workers:

> 'Now the thinking from the staff here is this is not my job. Let me tell you, all of us here. My workload is too much, so it's common. It's not a good excuse are you with me, my time management should be better. The same with sports' (Member of executive management).

> 'The thing is people at the university are demotivated. I think people are depressed actually. They more depressed. They don't see any fun. They thinking only I must knock off. Time to go home. They not thinking anything out of what they do to help the students or anything' (Member of middle management).

Some staff members felt that the new culture and staff underperformance was due to the constant structural changes imposed by the executive leadership. Indeed, these structural changes caused alterations in job descriptions, especially duties and roles, that some people are unhappy about which has reduced motivation and job satisfaction.

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'We do but it changed a lot. To give you now but tomorrow it won't look the same. Cause tomorrow, unfortunately, the reality when new leadership comes into the environment. They normally assert new rules. New brooms want to sweep cleaner, but sometimes they are demolishing existing environments and systems that's working' (Member of executive management).

'The model they have at student affairs. It is working against them, but now you can't actually say that out loud hey. Because there are people who are like you yo!! What are you up too? Now that I am on this side I'm thinking this thing doesn't work' (Member of middle management).

'You were responsible for the res (residence), you responsible for the events, you are responsible for a whole lot of things. But now since they changed that system. There's now two people, there's the house warden and the resident assistant. Now the resident assistant feels that mina (me) that's not my job, others are even mean, that they don't even want to help you with anything…there's the person who is responsible for the fun part of it and all of that. So, you don't have the fun part of organising events you now stuck because now this part has been given to the house warden. But the house warden is never there, then also you as a student is busy wanting to talk to them and they are not there. The problem is it's killing us; it's killing the residence life sport' (Member of middle management).

The university has undergone many changes since the merger, the student demographics, population and needs over the years have changed. These changes in student demographics has forced management to make changes in its structure at the inner-city campus. These have caused uncertainty and unhappiness among staff who have become demotivated and despondent towards the current leadership to which they are subjected. When staff adopt a culture of discontentment, productivity decreases and the organisational objectives are not achieved, therefore inadvertently further perpetuating dependency at the inner-city.

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The inner-city is a resource poor environment that requires staff to be enthused to create and implement innovative solutions towards sport and recreation delivery. Yet currently staff morale is low and seems disinterested to move out of their comfort zones to improve service delivery towards sport and recreation. The frequent structural changes in roles within the human resource structure works against the management of solutions that some staff try to implement at the campus. All these factors contribute to the current resource dependent state of sport and recreation at the inner-city campus.

4.5.3 Service delivery

Most of the changes experienced in universities have been the result of the drive for transformation within all organisations in South Africa. Transformation seeks to address an oppressive history by creating an equal, racially-representative workforce at all organisational levels. As one can imagine, the transformation has meant the change in leadership which inherently caused operational changes. This change has resulted in some programmes that were previously provided to come to an abrupt end and some staff relocation.

> 'I mean overall we had wonderful, wonderful rugby teams and players and the different disciplines had teams and competed against each other within external faculties (close to the inner city). I think nowadays it has fallen down the wayside because the academic demands have been increased over the years from professional regulatory bodies and activities are no longer offered' (Member of executive management).

However, in the midst of transformation, some employees have been doing well, taking the initiative to assist in the delivery of sport and recreation in the inner-city campus. In this regard, a member of lower management recalls a colleague's sport and recreation initiative:

> 'She was here; she was part of res (residence) accommodation. She was working at accommodation. She was in that office there. She had

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another lady an assistant, but I can't remember her name now. But I know she moved to Soweto. They had actually gotten it off the ground and they had some indigenous games, sports days or whatever. And I think the lady got sick or whatever. I don't know what happened after because she passed away and the other lady was at Soweto it stopped' (Member of lower management).

Human resources inability to retain sport and recreation skills or incorporate sport and recreation indicators within roles that are not in the sport and recreation delivery department at the inner-city campus has compounded challenges in consistently delivering programmes. As a result, many informal activities have disappeared from the campus because they were initiatives started by individuals who wished to address student needs. The inner-city campus only has one staff member from the sport and recreation delivery department which has also impacted on the quality of delivery at the campus.

The inner-city campus' service delivery is poor because of a lack of sport and recreation skilled staff. The current state of sport and recreation delivery at the inner-city campus is linked to staff retention and skill-sets. Staff retention and skills is affected by employees being dissatisfied and feeling powerless, isolated and estrangement from the departments they are employed by.

4.5.4 Communication

The university's employees are of the opinion that their efforts to communicate with their superiors regarding the challenges they face in their roles is futile. They feel the concerns they voice regarding the inner-city campus are ignored, which creates a frustrating and unhealthy work environment. Certain members recall having tried to address the issue of lack of facilities by requesting access to the nearby public stadium. Yet, they have not received any feedback or support in that regard. It may be that executive management is not privy to the

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details on the supposed contract between the university and neighbouring stadia. Staff frustrations regarding communication inter-departmentally and with superiors and are expressed in the following quotes:

> 'There has always been talk about stuff. People have always been speaking about doing stuff like. You know there's this little area here. So, nothing happened then. Then it just went cold, then you just don't hear anything' (Member of lower management).

> 'So, from the very top management of sport, the excuse we were given is students don't want to book on time they just want to rock up today and practice tomorrow. So yeah we just have to buy it' (Member of middle management).

> 'We have engaged several people in regards to that, because each and every time the Vice-Chancellor comes to the campus, students will say we want sports facilities. He also points out that as far as he knows there is a standing contract between stadium management for students to make use of the stadium. However, the fellows who manage the stadium always complain and say students come today and say they want to use the stadium today' (Member of middle management).

The communication challenge affects staff motivation and performance. When employees are demoralised, as stated by a participant, they are not motivated to perform at their best with the skills they have, nor do they even want to acquire new skills to improve their performance. It seems the human resource management processes of human resource planning, recruitment and selection, induction, training and career development as well as career exits are implemented in an effective manner. As a result, organisational structures and roles, leadership, staff motivation and job satisfaction are negatively impacting the delivery of sport and recreation at the inner-city campus.

4.6 Information

Information is important for an organisation's livelihood, organisational success and maintaining a competitive advantage. Information is used in research and design to generate knowledge and create informed strategies that are shared throughout an organisation's communication channels. Having functional communication channels within an organisation allows information to flow which inherently improves employee productivity and efficiency. When productivity and efficiency levels are high within an organisation it can successfully manage its dependencies and power imbalances.

Information within the university sport and recreation context relates to relevant current data regarding sport codes, their resource requirement and the management processes needed in different environments. Unfortunately, majority of the departments that support the delivery of sport and recreation are dependent on the university sport and recreation department for information on how to manage and deliver activities for students. Yet, the university sport and recreation department has its focus on developing high performance sport and not mass participation. The lack of information and skills regarding sport and recreation limits departments that support social and recreational activities such as student affairs at the inner-city campus, one manager explains:

> 'You know what we don't focus much only on sport. Because remember. Our role basically is to actually just train and guide the student so we don't do much to provide sport. We leave that to sport. Ours is just to develop students holistically. That we have students that perform well academically, that participate in sport. That attend university stuff' (Member of middle management).

The lack of inter-departmental knowledge on how different roles contribute to the delivery of sport and recreation within the inner-city campus is a problem.

Limited information sharing and communication creates an environment where each department works in silos at the inner-city campus. Each department drives towards its individualised objectives with no consideration of possible collaborations with other departments. The limited skills in other departments means that employees miss collaboration opportunities and duplicate processes. The shortage of intra-departmental knowledge and communication not only impedes staff performance but also training of student assistants who need to deliver sport and recreation programmes. Students are not well informed of the support structures available to help improve their delivery of sport and recreation at the inner-city campus and therefore work at a disadvantage.

4.6.1 Intra-organisational awareness

The shortage of departmental awareness and information sharing regarding the different roles and their purpose has led to a fragmented environment at the campus, where each department works in silos. The previous narrative is an example of the absence of intra-departmental consciousness, which leads to students at the inner-city campus being misinformed and not receiving skills and tools to develop sport and recreation during induction training. It seems the training from student affairs does not provide a detailed description of the organisational layout to orientate students on where they can get support to perform their roles as student leaders at the inner-city campus. Student affairs assumes that students will be motivated to investigate and identify the relevant persons in the sport and recreation department to assist them with their activities. However, students rarely do this as they have time limitations and have other priorities such as their academics. Failure to adequately train student leaders leads to operational challenges that lead to the underperformance to deliver sport and recreation at the inner-city campus.

Below is an example of how student leaders who want to deliver sport are advised by student affairs management:

'So, my role is to help them with all their activities, whether it's sport, whether it's religious all activities and whatever they are interested in doing. So, as you know at the university there is always a way of doing things…With regards to sports normally, because here we don't have the facilities for sports. What they do is they book a venue with the other campuses' (Member of middle management).

The role of student affairs department is to provide learning opportunities outside the lecture halls through programmes, events and activities that are innovative or dynamic. Sport and recreation activities should be sustainable and suitable for a "student experience campus". However, because student affairs staff are unskilled to manage and deliver the operational processes needed for social and recreational sport, service delivery to students is unsatisfactory as resources do not work in a cohesive manner. Cohesion is absent due to the lack of information sharing between departments at the campus. In an earlier quote a member of staff confessed that he was unaware of the strategic objectives or operational processes implemented by student affairs which is an example of how little information the sport and recreation department has about other departments. When staff members are unaware of the strategy and operational processes of other departments that may assist to develop competitive, social and recreational activities the campus will continue to pull in different directions, be fragmented and underperform.

One of the executive managers rightly states that 'sport is complex'. Indeed, developing a culture of sport and recreation participation at the inner-city campus requires a lot more effort than planning one-time or sporadic events. Currently, sport and recreation on campus is delivered informally, through a sporadic event-based strategy implemented mainly by the student affairs department. Students are trained to deliver one-time events by student affairs

and while the sport and recreation department successfully delivers and manages its student-athlete needs, it fails to train student leaders to mobilise mass participation. In the quotation below, an executive manger elaborates on the demands and requirements for successful sport:

> 'The coach need to work out a training plan, for each individual. In athletics, there's not a blanket approach cause everybody is different. Everybody's height is different weight is different. Response to the program is different, everything. Now that sport manager needs to provide that guy with the best and if he can't do that, you can't blame the coach if the coach doesn't perform, who is to blame? High performance unit can you supply everything this guy needs to have that performance. Who's to blame? Who's to blame when you fire a coach? Did you as a support base? Provide everything to that coach? Did you as a support environment provide everything to that hostel? And that I mean the student life environment. So, it's a vicious circle. It is complex, sport is very complex' (Member of executive management).

Based on this narrative it is clear that the sport and recreation delivery department has a clear understanding of how to manage and deliver high performance sport for its student athletes, however it fails to deliver similar operational processes for social and recreational participation. It is unclear if this is due to be a lack of understanding, information and research regarding social and recreational delivery, resource barriers or disinterest for social recreational sport.

In the inner-city context dynamic and innovative social and recreational activities have the potential to engage mass student participants, but this can only be achieved if staff are motivated to investigate student interest and not continuously refer students to other campuses. Staff should be motivated to seek information that relates to activities that can be offered in similar environments as the inner-city campus. The lack of information at the inner-city campus works against the delivery of sport and recreation. Inadequate information leads to ill-informed strategies which result in equally poor

operational processes which then impact relations with the external environment affecting resource dependency.

4.7 Management perceptions on the purpose of sport and recreation

Irrespective of the frictions and divisions created by the absence of a shared vision and mission for sport and recreation delivery, executive, and middle management in their respective departments still maintain that sport and recreation delivery adds value to students and the inner-city campus:

> 'But I think this university as an institution has made some real strides as part of the elite concept, we have, if you see the number of some of the top sports people across disciplines we produce every year. We have quite a number of Olympians this year' (Member of executive management).

> 'Sport increases the pass rates in residences. Ahhhhm it also takes students away from issues like substance abuse and drugs. We call it risky student behaviour it also gives them a platform to socialise and forget about their academic. So, so, so whenever there is very active sport we have less disciplinary issues, less pregnancies, less suicides attempts in residences. We have students that are happy. So, it's so important if I had my way I would push it more' (Member of executive management).

> 'Look my department does not deal face to face with sport we simply encourage students to participate. For example, we are concerned, because idle students are dangerous students, so we encourage, we simply encourage them to get involved. So, it's not something that we can say we have a mission statement or whatever. We just simply want to see a healthy student' (Member of middle management).

Based on these narratives, sport and recreation are viewed as value adding, with benefits for the university brand and students, which may be the underlying reason ELG and executive management cannot formulate a clear

vision, mission and strategy regarding both these separate services. It seems the current competitive strategy does not provide enough resources to successfully deliver both sport and recreation programmes on all the campuses of the university.

Overall, the vision, mission and strategy formulation regarding the delivery of sport and recreation needs to be improved so that operational use of resources can better manage the current dependencies. Without a shared common vision, mission and strategy that accommodates both sport and recreation on all the campuses, resources and delivery cannot be implemented in a well-structured manner. The current behaviour of silo work, fragmented use of resources, and inconsistent delivery will not benefit the students who are the end-users, nor will it help the inner-city campus to achieve its objective of creating a healthy, holistically developed student community.

4.8   Delivery of sport and recreation to inner-city students

To understand the delivery of sport and recreation to inner-city university students, the researcher had to engage with those who attended at the campus of interest. Through the questionnaire, the researcher was able to gather data on student opinions based on their experiences of sport and recreation at the university. By asking questions on participation patterns, motivation, and commitment to sport and recreation, the researcher was able to collect descriptions on the value of sport and recreation in students' lives. Additionally, the researcher posed questions regarding how students perceived sport and recreation delivery at their campus. She also afforded the respondents an opportunity to make suggestions regarding activities and how they should be delivered. This gave a well-rounded description of sport and recreation in an inner-city context.

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Prior to discussing students' perceptions and lived experiences of sport and recreation at the inner-city campus, the demographic details must be discussed. This is to clarify who the participants are, within the different stratifications of the university's student population. Identifying who the participants are – through their demographic characteristics – is useful information for management. Indeed, the feedback provided can be used in future to create target-specific programmes for the delivery of sport and recreation in an inner-city context. The demographic characteristics considered are gender, race, nationality, programme enrolled in, financial spending behaviour, residency, and disability, as depicted in the pie charts found in section 4.8.1.

4.8.1   Profile of the participants

The participant population consisted of three cohorts: non-sport participants, internal participants, and external participants in sport and recreation. The percentages of the population spread are reflected in Figure 4.1.
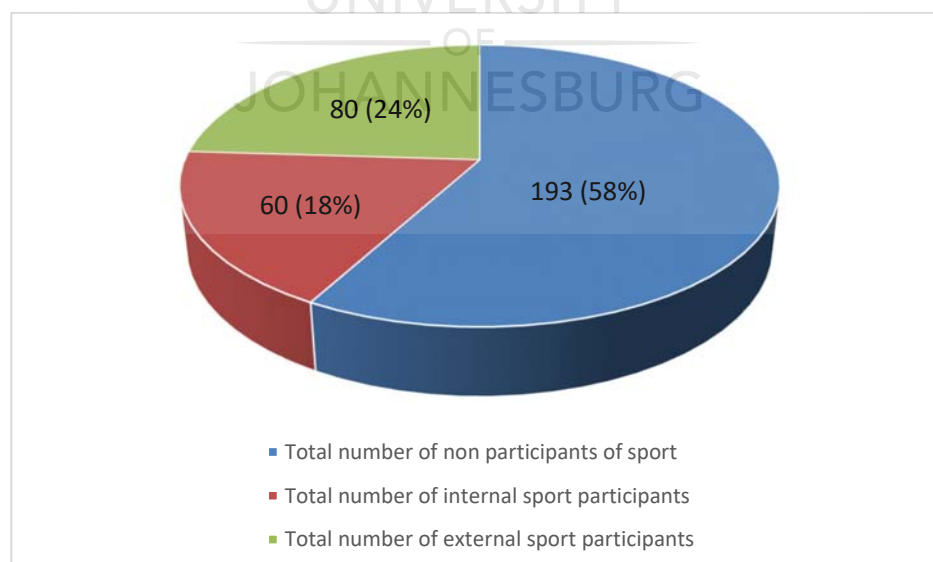
Figure 4.1: Student research population

The majority of the sample population 58%, do not participate in any form of sport or recreational activity. The second largest population, 24% of the sample, participates externally, while internal participation has the least membership 18%, as illustrated in Figure 4.1.

Based on these findings, it can be concluded that currently, the majority of the student population does not participate in sport and recreation. This implies that, at present, holistic development of its students through sport and recreation is not taking place.

Figure 4.2 is a pie chart of participants with disabilities on campus who form a very small portion of the campus population. Of the disabled student population 45% do not participate in sport, while the remaining 55% of the population is split equally into 27,5% between internal and external sport and recreation participation.
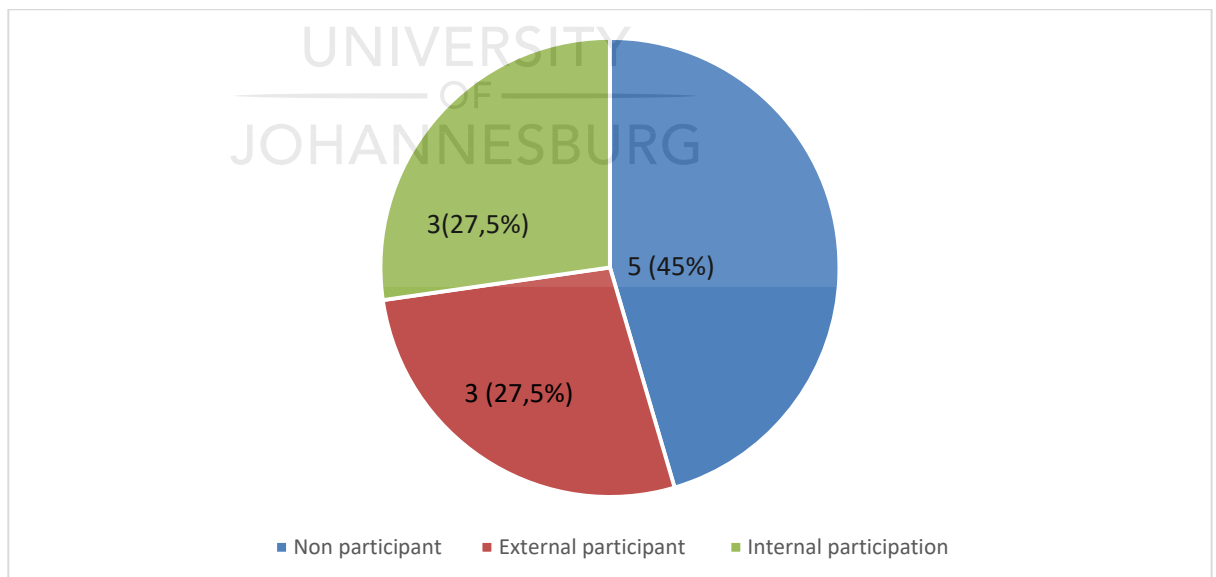
Figure 4.2: Participants with disabilities

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These results dispel the assumption that students with disabilities do not participate in sport and recreation. Over half 55% of the students with disability population is actively participating in some form of sport and recreation, be it internally or externally.

Figure 4.3 is also a pie chart of male participants within the three cohorts. It shows that 47% of males did not participate in any form of sport or recreation, while 35% participated in external activities and 18% participated in internal sport and recreation.
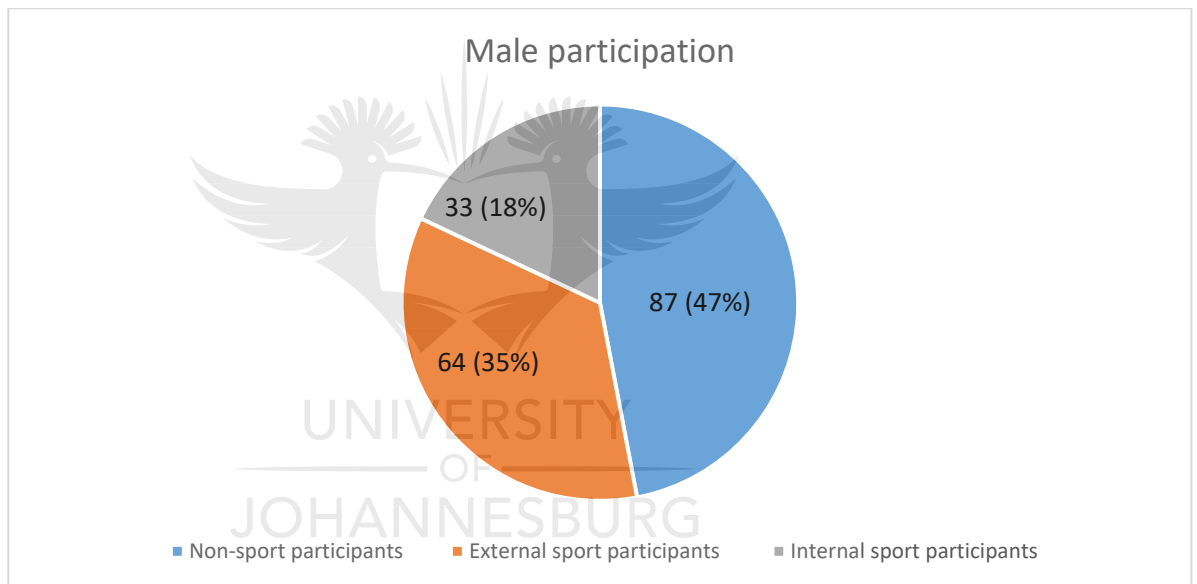
Figure 4.3: Male participants

Based on the results, it can be deduced that the majority, 53%, of males participate in sport and recreation. The number of males who participated in sport and recreation was larger than female participants, which is in line with the gender norms in society.

Figure 4.4 is a pie chart of female participants within the three cohorts. It reveals that 71% of the female sample did not participate in any sport or recreation, while 18% participated internally and 11% participated externally.
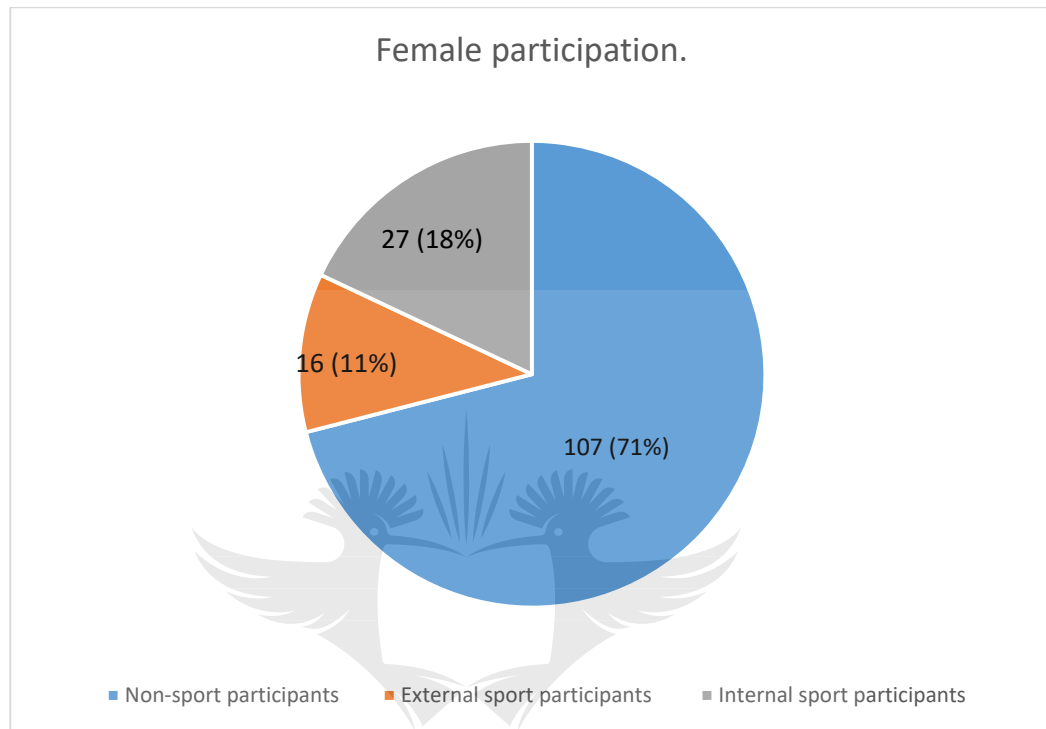
Figure 4.4: Female participation

In the light of the results, it can be deduced that the majority, 71%, of females do not participate in sport and recreation. This is congruent with the social norms of females participating less in sport and recreational activities.

Gender is a factor for participation; which may be linked to the patriarchy that permeates society. Though the South African society is changing and become more accommodating to women empowerment and liberation, male patriarchal privilege is still prevalent in the society.

Figure 4.5 illustrates the racial distribution of the participants within the three different cohorts. From the total combined sample, 86% is Black, 6% White, 3% Indian, 3% Coloured and 2% falls in the category of "other".
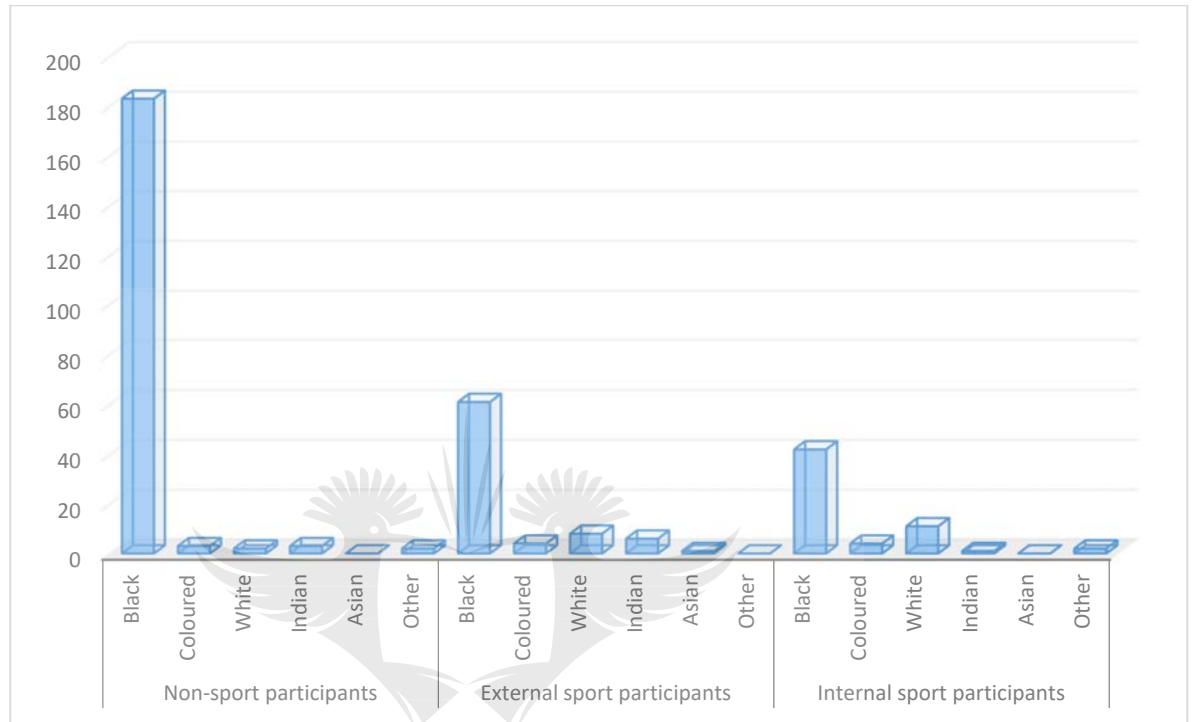
Figure 4.5: Racial demographics of the participants

Race is an important factor in the South African context. It suffices to note that legalised segregation (apartheid) was abolished in 1994. Yet, race relations are still an area that poses challenges. Racial representation in sport is an identifier of transformation and is being enforced by the national sport and recreation department through the quota system. Racial representativeness in sport is a key performance indicator in terms of transformation in the university setting. Universities subscribe to the objectives set by the national sport and recreation department.

Figure 4.6 illustrates different types of housing occupied by students. In all three instances, off-campus accommodation dominated by a collective 77%.
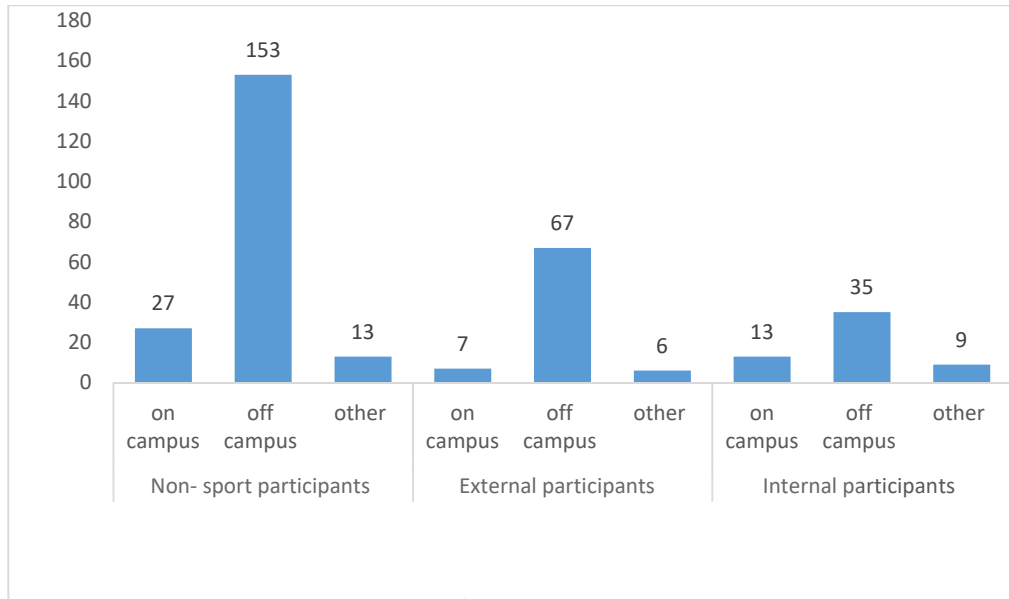
Figure 4.6 On- and off-campus accommodation spread

Most of the participating students live off campus. Living away from the campus may be affecting internal participation, as these students would have to travel to sporting facilities. Clearly, participation would depend on the students' ability to access reliable and safe transportation to other campuses that have facilities.

The unavailability of facilities on campus is a deterring factor to student participation because they have to spend additional time and money on traveling. Although the intercampus bus system is available to transport students from one campus to another, this system is overtaxed and the waiting time in queues can range from 30 minutes to an hour. The additional travel time may result in the students having to commute at night, which has negative safety implications for students as they have to travel back home through the inner-city. The probability of being victimised by criminals increases at night.

The other alternative for students, to ensure their safety, would be the use of private car hire through such platforms as Taxify, Uber, or Meter cabs. However, that would have financial implications for students. Currently, 27% of the students who participate in sport and recreation are spending between R100-R300 per month, as seen in Figure 4.7
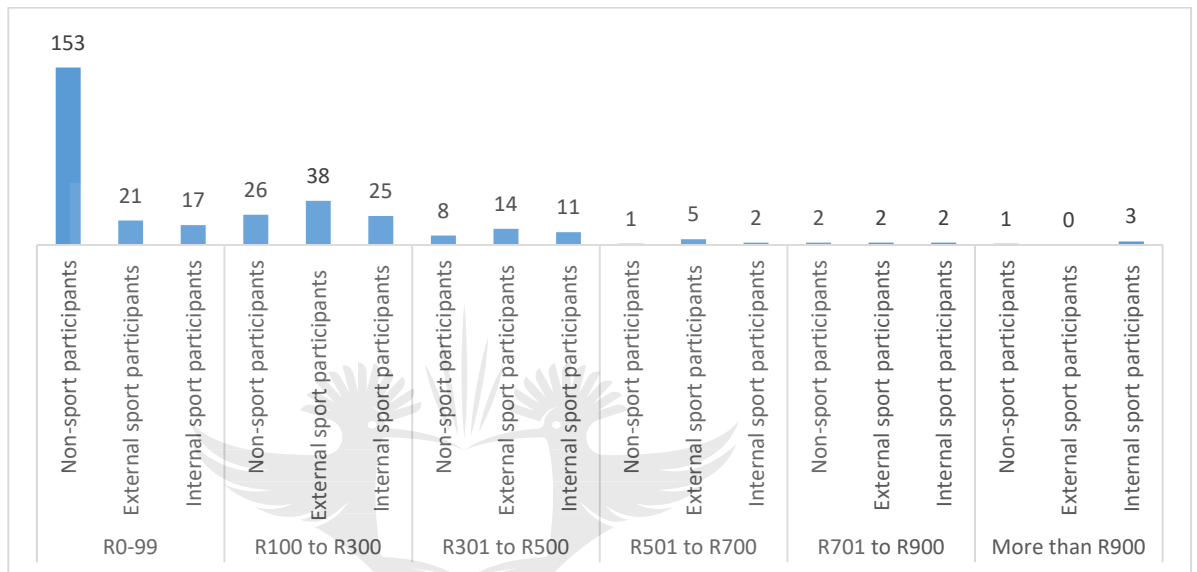
Figure 4.7: Spending patterns of the participants

These spending patterns can be interpreted to indicate that either students do not have a lot of funds to invest in sport and recreation or they do not prioritise sport and recreation and would rather spend their money elsewhere.

Figure 4.8 specifies the faculties that students are enrolled in. It shows that 21% of the internal and external participants are in the Health Sciences Faculty. The Faculty of Engineering and Building Environment follows with 14%. The Faculty of Management had recorded the least number of participants in sport and recreation at 2%. This means that the Faculty of Engineering and Building Environment has the least physically active students.

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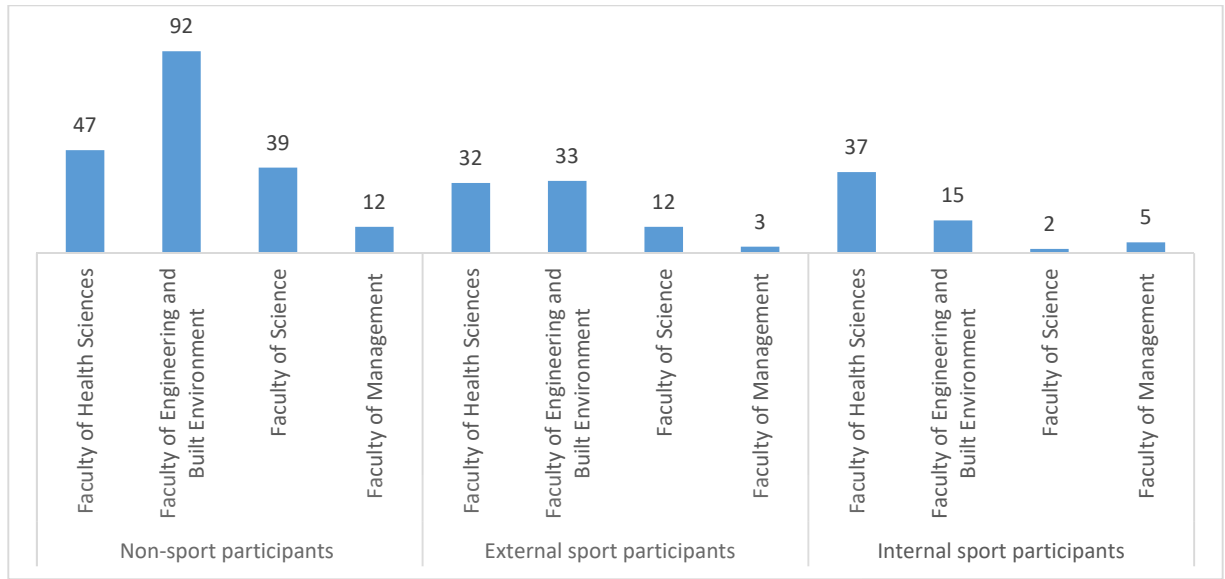
Figure 4.8: Faculties of the participants

The findings of Figure   are interpreted to mean engineering and science courses may be more time-consuming, thus negatively affecting participation rates. As one member of the executive management notes, the demands of some of the qualifications have intensified over the years. As such, they may be a factor for students not participating, as they have to put every effort and time into passing their coursework.

Figure 4.9 relates to Figure   in that the former is a representation of the participants' current level of education. The figure shows that 61% of the participants are studying towards a diploma.
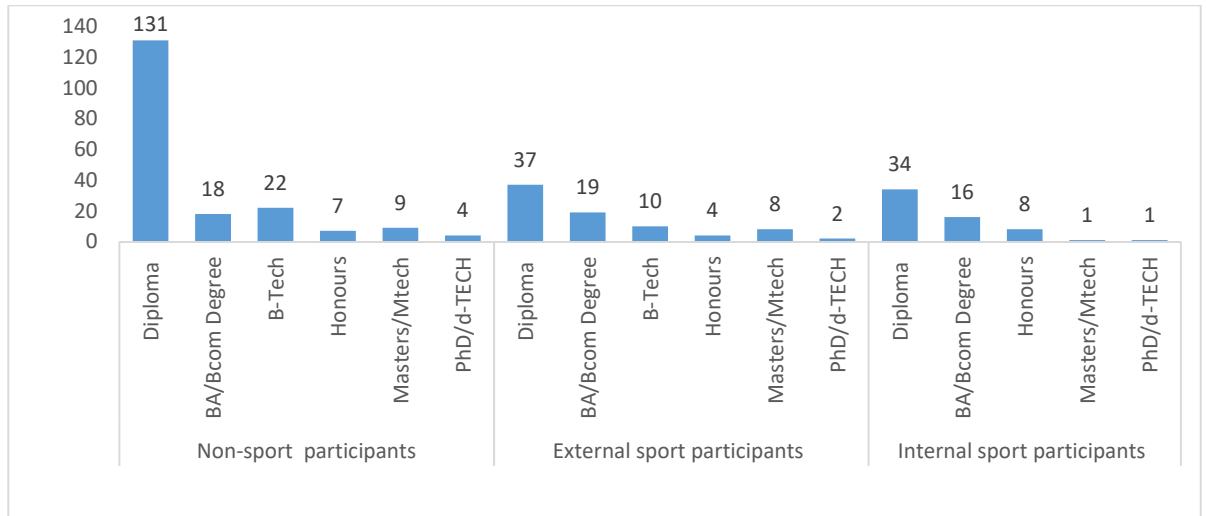
Figure 4.9: Participants' programme enrolment

The following information is snap shot of characteristics of the participants found in each segment.

Non-sport participants:

- Local black students of whom females were the majority with 5% being students with disability
- Stayed off-campus, enrolled for a diploma in the Faculty of Engineering and the Built Environment
- Spent R0-R99 per month on sport and recreation

External participants:

- Local black students of whom males constituted the majority with th 3% students with disability rate
- Stayed off-campus, registered for a diploma in the Faculty of Engineering and the Built Environment
- Spent R100-R300 per month on sport and recreation

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Internal participants:

- Local black students of whom males were the majority with a 3% students with disability rate
- Stayed off-campus and were enrolled for a diploma in the Faculty of Health Sciences
- Spent R100-R300 per month on sport and recreation

This information can be helpful to management when creating strategies to improve the inner-city campus participation of students. By identifying who the participants are, they can tailor a strategy that fits the identities found in each category.

4.8.2 Participants' sport and recreation behaviour

In this section, only internal and external sport and recreation participants were considered because they could provide input on the questions regarding their sport and recreation behaviour. The participants provided data on the sports they participated in, how frequently they participated, the duration of participation, transportation means, and the distance between the facility from campus, club and league affiliations, as well as reasons/motivation for participating in sport or recreation.

Table 4.1 represents students who participate internally in sport and recreation. Overall approximately 55% engaged in formal university sport, while 48% partook in the university's residence leagues and 33% engaged in recreational activities.

Table 4.1: Internal participants' categories of engagement in sport and recreation

Type of engagement	Yes	Percentage
1. Formal university club sport	29	54.7%
2. University residence sport/ league	20	47.6%
3. Recreational sport or activity at university	12	33.3%
4. Other	6	11.0%

Based on the findings, internal participants engaged mainly in university club sport and university residence leagues. This indicates that most internal participants are engaging at a competitive level. Table 4.2 is a cross-tabulation of internal participant's sports activities. The table indicates where and which sports are being engaged in. The majority of the sports take place on campus 1 and campus 2, which have facilities and are in close proximity to the inner-city campus.

Table 4.2: Tabulation of inter-campus participation and the sport codes of internal participants

SPORTS	CAMPUS 1	CAMPUS 2	CAMPUS 3	INNER-CITY CAMPUS
1. Athletics	3	1	0	1
2. Basketball	0	9	0	0
3. Beach volleyball	0	1	0	0
4. Cricket	3	0	0	0
5. Cycling	0	0	0	1
6. Football	1	4	1	4
7. Golf	1	0	0	0
8. Hockey	2	0	0	0
9. Netball	3	1	3	0
10. Rowing	2	0	0	0
11. Rugby	11	0	0	2

12. Squash	2	0	0	0
13. Other	4	1	0	1

This information is helpful because it gives insight into what sports are participated in and which sports codes need better marketing and management. If internal participants are not partaking in specific sports or using certain facilities, management should modify its offerings to better suit the needs and interests of the students. Rugby had the highest number of participating students at campus 1 followed by basketball at campus 2. Table 4.3 relates to students who participate externally in sport and recreation. The results show that most participants (28%) engage recreationally.

Table 4.3: External participant categories of engagement in sport and recreation

Type of engagement	Yes	Percentage
1. Formal club sport	10	15.4%
2. Sport/ league	7	11.5%
3. Recreational sport or activity	18	27.7%
4. Other	4	20.0%

It seems that external participants engaged in informal sport and recreation, while internal participants partook in formal competitive platforms. Table 4.4 is a cross-tabulation of sport codes and the distance students are travelling to and from campus. Football, athletics and cricket were the sports mainly participated in at facilities situated at a distance of 5km and more. The campus is in close proximity to government owned facilities that offer these sport codes. Yet there are no arrangements made by the university to give students to access these facilities.

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Table 4.4: Tabulation of location and sport activity by external participations

Sports	3-5km	5-10km	10 or more
1. Athletics	1	5	4
2. Basketball	1	2	3
3. Beach volleyball	0	0	1
4. Cricket	2	1	4
5. Cycling	0	0	3
6. Football	7	15	13
7. Golf	0	1	2
8. Hockey	0	1	1
9. Netball	1	0	3
10. Rowing	0	0	2
11. Rugby	0	0	2
12. Squash	1	2	2
13. Other	7	0	10

Table 4.5 illustrates motivations for sport and recreation participation by internal participants. The top three reasons to participate in the sport were to enjoy the sport (74%), to be healthy (66%), and to challenge myself (57%).

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Table 4.5: Internal participants' motivation for participation

Motivation	Marked	Percentage
1. To clear my mind	29	54.0%
2. To exercise	41	75.9%
3. To enjoy sport	40	74.1%
4. To relax	21	38.9%
5. To socialise with others outside my circle of friends	24	44.4%
6. For personal reasons	13	24.1%
7. For my weight management	10	18.5%
8. To feel good about myself	18	33.3%
9. To feel part of a group (belong)	12	22.2%
10. To challenge myself	31	57.4%
11. To help me focus on my academics	18	34.0%
12. To make my family proud	13	24.5%
13. To be healthy	35	66.0%
14. To look good physically	24	45.3%
15. To be admired by my peers	6	11.3%
16. To kill time	1	1.9%
17. To keep myself out of trouble	14	26.4%
18. To share something in common with my friends	9	17.0%
19. Other	3	5.9%

Table 4.6 is a tabulation of the different motivations for external sports participation. The external sports participants' motivations are similar to those of the internal participants; however, they differ in ranking. The results of the external participants identified the following as the most common motivators: exercise (81%), to be healthy (70%), and to enjoy the sport (66%).

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Table 4.6: External participants' motivations for participation

Motivations	Marked	Percentage
1. To clear my mind	48	61%
2. To exercise	64	81%
3. To enjoy sport	52	66%
4. To relax	31	39%
5. To socialise with others outside my circle of friends	32	41%
6. For personal reasons	11	14%
7. For my weight management	23	29%
8. To feel good about myself	23	29%
9. To feel part of a group (belong)	13	17%
10. To challenge myself	31	39%
11. To help me focus on my academics	20	25%
12. To make my family proud	8	10%
13. To be healthy	55	70%
14. To look good physically	44	56%
15. To be admired by my peers	8	10%
16. To kill time	4	5%
17. To keep myself out of trouble	17	22%
18. To share something in common with my friends	19	24%
19. Other	2	3%

Both internal and external sports participants indicated health and enjoyment of the game as motivations for their participation in sport and recreation. Participants motivations were based on intrinsic motivations which add value to their lives, the only difference was that internal participants engaged to challenge themselves while external participants for the purpose of exercise. The exercise motivation identified by external participants is understandable

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as they are participating in an informal ad hoc manner, which is free of commitment and discipline found in formal structured clubs.

Non-sport participants were asked to indicate the reasons for their non-participation. Table 4.7 lists the reasons. The most common reasons for non-participation were lack of money (70%), limited suitable facilities (56%), and too crowded facilities (56%) which were all structural constraints. The participants provided additional reasons for non-participation that were not elicited in the questionnaire. These were as follows: coaches do not allow them to participate, they were unaware of opportunities, they prioritised school, sports activities started late, and transportation by taxis was restrictive.

Table 4.7: Non-participants' constraints in participating

Reasons for non-sport participation	Marked	Percentage
1. Personal health problems	57	30%
2. Lack of money	136	71%
3. Lack of time (in general)	18	9%
4. Not interested in leisure/physical activity	27	14%
5. Feel unsafe in the area	34	18%
6. Prefer to do other things in leisure time	39	20%
7. Limited suitable facilities	107	56%
8. Need to study	40	21%
9. Public transport is not available	26	14%
10. Not fit enough	65	34%
11. Too far away, not conveniently located	24	13%
12. Facilities are too crowded	66	35%
13. Don't know what sport and recreation activities are available	23	12%

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14. Home and family responsibilities	13	7%
15. Employment demands	23	12%
16. Too lazy	29	15%
17. I don't know how to play any sports	39	20%
18. I have never tried	20	11%
19. I don't feel welcome	7	4%
20. Family doesn't support my participation	2	1%

The data provided insight on the structural constraints faced by non-participating students which is helpful data for management to identify where they need to make changes. Some of these reasons for non-participation could be addressed by changes in operations. All the constraints highlight specific areas that management can improve on.

In summary, internal and external sport participants have similar motivations: they all feel that sport adds value to their lives, by providing good health, enjoyment, exercise and challenging themselves. The value they find in sport is further highlighted by some student's willingness to travel beyond a 5km radius from the campus to participate in their sports of interest. Student participation in university sports indicated that they participate in formal club sport mainly in campus 1 and campus 2, which are in close proximity to the inner-city campus, as indicated in Table 4.2 which also fell within the 10km radius. Football, cricket, basketball and athletics were the sports students mainly participated in. It is unfortunate that government has provided facilities that cater for these sport codes within a 3km radius of the campus yet management has been unable to create working strategic partnership with the management of these facilities. Non-participating students did not engage in sport and recreation due structural constraints that relate to the lack of facilities and operations management.

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4.8.3 Student volunteering and spectator behaviour

For this segment, all three cohorts were included, as all the participants had the potential to volunteer or spectate. Figure 4.10 is a bar graph that represents all three cohorts. The graph, illustrates the volunteering patterns of the research participants which revealed that most participants did not volunteer. The external participants mainly volunteered at recreational games, while the internal participants volunteered predominantly during Varsity Cup™ or club leagues. Non-participants volunteered mostly in recreational games.
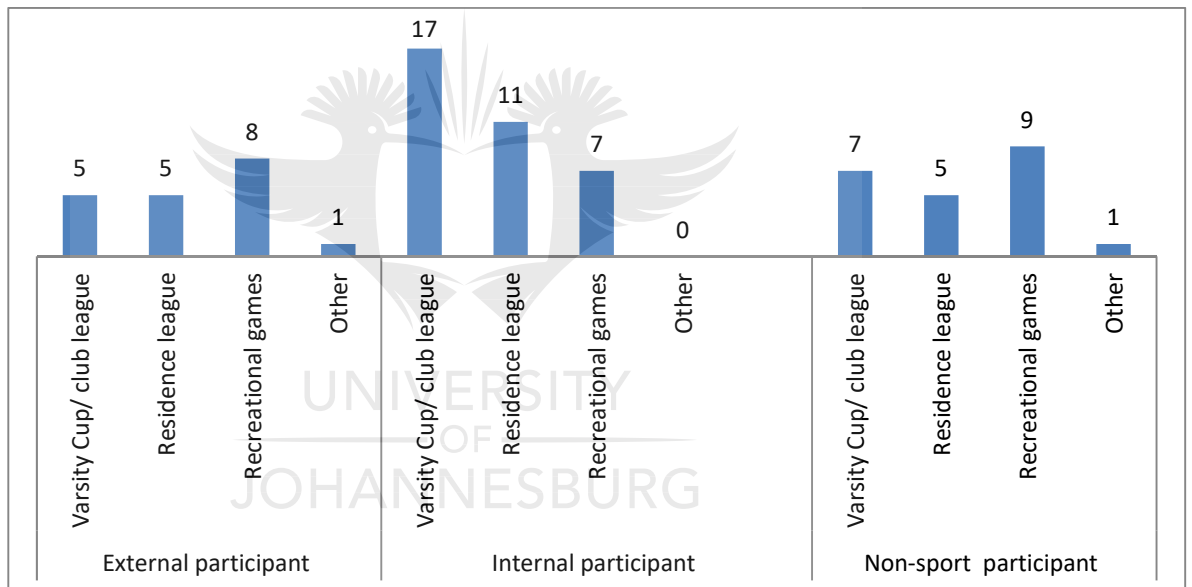
Figure 4.10: Volunteer participation

The volunteering patterns identified the different interests of each cohort which could be helpful information for volunteer recruitment for the different sport offerings, particularly Varsity Cup™ sports which are broadcast live and need lots of volunteers.

In relation to spectatorship, very few students attended sport and recreation activities. Those who did, attended mainly supported varsity sport games as shown in Figure 4.11
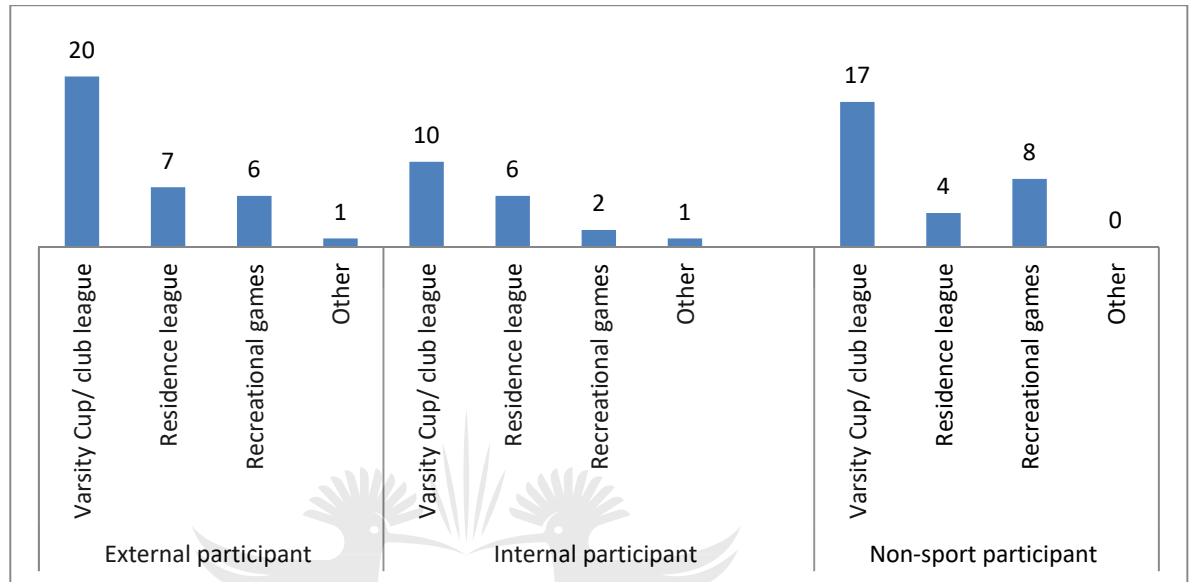
Figure 4.11: Spectator participation

The data from Figure suggest that students support university sports more than any other form of organised sport, however the low number of spectatorship may be an indication of low brand loyalty and support for the university sport brand which may stem from management's failure to deliver satisfactory sport and recreation services.

Table 4.8 is a Likert scale that portrays the participants' perspectives on the delivery of sport and recreation at the university. The following findings stood out: 66% of the participants were unhappy with scheduled activity times, 60% wanted improved access to sport/recreation equipment, and 44% would like better communication from the sport and recreation department regarding sport/recreation opportunities.

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Table 4.8: Combined participant perspective on sport and recreation delivery

Items		Poor	Undecided	Good
1. Access to sport/recreation equipment	Count	198	42	93
	Row N %	60%	13%	28%
2. Access to sport/recreation facilities	Count	132	105	96
	Row N %	40%	32%	29%
3. Access to sport support services (e.g. coach or physiotherapist)	Count	129	136	68
	Row N %	39%	41%	20%
4. Access to financial assistance for sport	Count	133	147	53
	Row N %	40%	44%	16%
5. Consultations to communicate sport/recreation needs	Count	122	162	49
	Row N %	37%	49%	15%
6. Communication from university sport and recreation department regarding sport/recreation opportunities	Count	138	134	61
	Row N %	44%	40%	18%
7. Frequency of sport/recreation events	Count	107	141	85
	Row N %	32%	42%	26%
8. Range of available types of sport to participate in	Count	102	128	103
	Row N %	31%	38%	31 %
9. Opportunities to participate in sport activities	Count	124	127	82
	Row N %	37%	38%	25%
10. Extent to which your needs for active participation are catered for	Count	107	158	68
	Row N %	32%	47%	20%
	Count	101	162	70

11. Extent to which your interest for active participation is catered for	Row N %	30%	49%	21%
12. Quality of sport programmes delivered	Count	85	147	101
	Row N %	26%	44%	30 %
13. Scheduled activity times	Count	219	69	45
	Row N %	66%	21%	14%

The insights from Table 4.8 scale identify priority areas that management should improve on to enhance sport and recreation delivery to students. It is important to note that none of the current measures were perceived as good delivery as none of them were rated over 50%.

4.9   Chapter summary

This chapter discussed the findings pertaining to the delivery of sport and recreation at an inner-city university campus. Perspectives from management and students give insights into sport and recreation delivery and a clear depiction of the environment. Strategy and operational management of finance, human resource, physical and information resources towards the delivery of sport and recreation to inner-city students were the primary themes covered in this chapter. The data collected on each of these primary themes contributed towards answering the research question and providing clarity on the dynamics of the study.

At present, the ELG and executive management have a blanket effect approach towards vision, mission, and strategies for sport and recreation which causes conflict, silos and a fragmented delivery system. These challenges are aggravated by poor communication that exists at all the levels of management responsible for the delivery of sport and recreation as there

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are no working interdepartmental relationships that exist at the inner-city campus. The frictions within the managerial structure result in a lack of cohesion, which in turn, prevents the optimised management of resources as departments work in silos and do not share their resources interdepartmentally. Ultimately these operational challenges negatively impact the student life experience of students at the inner city. Because cohesion between departments is absent, cohesion in the external environment is unlikely. The lack of strategic networks and relationships in the external and internal environments increases the resource dependency of the inner-city campus.

Physical resources within the inner-city environment are scarce, as space is a challenge. In addition, financial challenges and the prioritising of academic needs over sport are challenges that contribute to the poor delivery of sport and recreation at the inner-city campus. Nevertheless, students and management have tried to use open spaces creatively, to stimulate participation.

Financial resources are essential as they enable the campus to acquire the resources it needs to improve sport and recreation delivery. However, due to a history of biased financial management and accountability challenges, the campus has limited opportunities and access to finances. Nevertheless, there are instances where finances have been used in creative ways to stimulate sport and recreation participation. Through innovative financial management, resource dependency can be minimised.

Human resources remain a challenge, as the many changes in leadership and organisational culture have unsettled the environment. With HR transitioning

through these changes, many activities and processes have been lost along the way. The poor retention of skills and programmes has had negative impacts on the delivery of sport and recreation.

Information sharing is vital in a multi-campus environment like this university. Awareness of what others provide and how they contribute to the delivery of sport and recreation is essential to the creation of cohesive working environments. Currently, challenges regarding effective communication, collaboration and information sharing are experienced.

Students' perspectives on the provision of sport and recreation are central to improved delivery. Based on the findings of this research, delivery needs to be improved. Students identified three main areas that need improvement, scheduling of activities, effective communication and access to equipment and facilities. Additionally, the findings assisted in identifying students who participate in sport and those who do not, as well as the reasons in each case, also it identifies what activities are valued by students and their level of commitment to those sports. In relation to students who don't participate, the data collected in the study gives management insight on why students do not participate, which could assist in creating campaigns to engage this cohort of students. This data is important for the development of audience-specific strategies that will attract and engage students. In summary, both management and student perspectives are key to the enhancement of the delivery of sport and recreation at the inner-city campus.

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.1   Introduction

This chapter offers an overarching reflection on the main findings from this study. It is a macro view of what the findings from this study mean collectively as opposed to the micro perspectives provided in chapter four. Therefore, a summary of the main findings is provided.

According to Mandew, (2003), and Van Rensburg, Surujlal and Dhurup, (2011), studies on university sport and recreation have increased since the early 2000's. The interest in university sport and recreation delivery is influenced by universities being positioned as vital stakeholders in the development of a healthy and holistically developed society as well as developing future professional athletes (Pope & Pope, 2009; Wang, 2017). This study finds that all of the public universities in Gauteng have a vision and mission that support the aspirations to develop a healthy student community. Having such a vision and mission shows institutional commitment which, by implication, means that management need to create strategic and operational means that can assist in fulfilling its aspirations.

Through literature and document review the researcher came to the realisation that all public universities in Gauteng and their inherent university sport and recreation departments operate in a resource poor environment which inadvertently causes operational constraints. Similar findings were reported by multiple researchers (Hodges, Keyter., Tarr, Serra & Surujlal, 2014; Kriemadis, 2009; Piva, Santarelli & Vivarelli, 2005; Shank & Lyberger, 2014).

With this appreciation, the researcher aimed to understand how resources (in particular physical resources) influence the optimised delivery of sport and recreation in an inner-city environment. Globally, inner-cites face a limitation regarding physical space (City of Johannesburg, 2013) which has to be considered when dealing with delivery of sport and recreation delivery in the inner city.

The Resource Dependency Theory (RDT) was used for this study's theoretical framework as it makes considerations for the internal and external environments and how university sport managed these aspects. Globally, RDT strategies have been utilised in various industries to build unique networks and partnerships that share resources to ensure organisational viability (Davis & Cobb, 2010). RDT entails three main components. The first component refers to effects that the external environment has on the organisation, namely politics, economy and social factors. The second relates to the organisation's efforts to manage environmental constraints, specifically the survival strategies organisations apply when managing their resource dependencies. The last, is how environmental constraints affect internal organisational dynamics and relates to the operational management of resources (Pfeffer & Salancik, 2003). These components provide insight into the university sport and recreation environment as well as how and why resources are managed in certain way to deliver sport and recreation – also considered by Burnett (2010b).

The study's findings, however, show that the main cause of resource dependency and the inability to optimise sport and recreation delivery were mainly due to internal problems that related to the vision, mission, strategy and operational management.

5.2   University vision and mission

The section will discuss the importance of a vision and mission and how it relates to resource dependency and optimised delivery at the inner-city campus. An organisation's vision and mission is associated with its strategic direction and organisational success (Darbi, 2012). Without clarity in this regard an organisation's behaviour and outputs can become disjunctive and unreliable, leading to organisation's failure to meet its goals. The study found that there was a misalignment between the university and the university sport and recreation department, in regards to the vision and mission. The sport and recreation department subscribed to a niche interpretation of the university's vision and mission (focusing on competitive sport), inherently excluding the majority. Such an interpretation isolates one aspect of the broad spectrum of sport and recreation offerings, in this instance the sport and recreation department has opted to prioritise competitive sport.

This competitive sport focused vision and mission, which did not have buy-in from all relevant stakeholders, inherently led to management and delivery challenges that include the following: ill-suited activities delivered at the campus; inconstancy in delivery and unhappy employees. In the inner-city context, these challenges cause resource dependency resulting in less capacity to optimally deliver sport and recreation to students at the inner-city campus.

5.2.1   Vision and mission, resource dependency and optimal delivery

The Resource Dependency Theory (RDT) focuses on organisational behaviour and survival in the environment in which the organisation operates. Relationships, networks, power dynamics, dependencies, uncertainty,

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resources and external influence are all included in RDT (Hillman, Withers, & Collins, 2009; Pfeffer & Salancik, 1978). The theory focuses on reducing uncertainty and unfavourable influences from external environments and strengthening external and intra-organisational networks as a strategy for organisational survival (Hillman, Withers & Collins, 2009). Dependency is derived from an organisation's inability to acquire the necessary resources it needs to perform its duties (Davis & Cobb, 2010).

This study found that the misalignment between the university and university sport and recreation department was the cause of internal friction and uncertainty. Furthermore, the competitive sport strategy did not make provisions to meet the sport and recreation needs of students at the inner-city, which further affected the ability of the campus to manage its power imbalances, increasing dependencies, dwindling relationships and network with external organisations.

Bill (2009) and Brown, Lamming & Bessant (2013) define optimised delivery as effective management at strategic and operational levels. Organisational vision and mission, as previously stated, are linked to strategic aspirations (Darbi, 2012), and narratives in chapter 4.2 expose the misalignment between the university and the department of sport and recreation in this regard. The misalignment had a negative effect on the campuses ability to optimise sport and recreation delivery because the campus did not operate under a practical strategy.

5.3 Strategic management of sport and recreation at the inner city

This section will discuss strategic management and its effects on resource dependency and optimal delivery. The strategic management process involves strategic analysis, strategic formulation and strategic implementation (Bill, 2009). Based on the study's findings, it can be assumed that the sport and recreation department strategy is misinformed and inappropriate for the inner-city campus. The misinformation or inappropriateness of the strategy may stem from the fact that this university has been forced to merge unequally resourced campuses that have differing capacities to deliver on sport and recreation, yet are expected to comply with one strategy. An accurate strategic analysis may have informed executive management of the capacity of the campus and the change in student needs at its inner-city campuses. The increase in student population translates to an increase in student preferences which fall anywhere within the sport and recreation spectrum. Students' needs are different and encompass a broad spectrum from social and recreational activities to high-performance sports, which must be considered during the strategic formulation process.

5.3.1 Strategic management in relation to resource dependency

It seems that there may be challenges in executive sport and recreation management addressing inner-city student needs. Sport and recreation executive management should have the expertise and experience to successfully analysis the inner-city environment and lead the department towards the institutions objectives, vision and mission. Part of the strategic analysis process is conducted through VC[6] campus visits, where students are given a platform to share their grievances. Based on the narrative in section

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[6] Vice Chancellor

4.2 in chapter four, a strategic analysis has been conducted, yet the Executive Leadership Group (ELG) and executive management have made a cognitive decision not to address student needs. Alternatively, it may be that the findings from the strategic analysis have been incorrectly interpreted regarding student needs, which has led to their strategic formulation being misinformed. Another possibility is, that management is aware of student needs, but believes it lacks the resources needed to deliver activities for students at the inner-city campus.

Students indicated an interest in traditional sports such as netball, soccer and gymnasium fitness related activities in their responses to the questionnaire used in this study. These activities can be implemented on a social recreational level which does not require an equivalent resource investment as competitive sport. Also, the student affairs department has already made an investment by purchasing mobile equipment, such as netball poles, balls and soccer goal posts which reduces the financial investment needed by the sport and recreation department. Had management in the sport and recreation department adequately scanned the external environment, it would have identified new external stakeholders who could become resource providing delivery partners for the inner-city campus. The Mavuso (2016) study highlights such potential new delivery partnerships that could assist in managing the physical resource shortage at the inner-city.

The Executive Leadership Group of the university and executive management of the sport and recreation department need a mind-set shift regarding resources and sport and recreation delivery at the inner-city campus. A new strategic thrust should involve a willingness to address the resource dependency of the inner-city campus, right from the strategy formulation process. Resource dependency is inevitable, to a degree, as organisations do not work in isolation, but compete for finite resources with other organisations.

Every organisation has some degree of resource dependency, the resource dependency theory simply advises organisations to leverage its strengths, find opportunities and minimise its threats and weakness through networking and strategic responses. (Hillman, Withers, & Collins, 2009; Pfeffer & Salancik, 1978).

The strategy implemented by the sport and recreation department focuses on competitive sport which benefits only a handful of students, excluding the mass student population in the university. In the inner-city context, this strategy excludes all students as the campus does not even have capacity to deliver competitive sport. The strategic direction chosen by the executive management of the sport and recreation department therefore reduces the ability of the campus to gain access to university resources and intra-organisational strategic partnerships which inherently increases resource dependency at the campus. Access to resources is reduced by the centralised system, which requires a campus to have physical resources to qualify for resource distribution.

5.3.2 Strategic management and optimal delivery

Strategic management in a resource poor environment is a complex task that requires a flexible plan and leadership that can accommodate both mass participation and student-athlete needs. On the one hand, the department invests in high performance student-athletes because it attracts external resource providers and maintains the university's competitive advantage. On the other hand, resource poor campuses such as the one in the inner-city still need to be developed because mass participation falls within the university's broader organisational goals. Finding a balance between the two extremes of the sport and recreation spectrum is a difficult task because the university,

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which is less than 20 years' old, has experienced many changes which have reduced leadership efficiency and effectiveness with its operations and delivery. However, delivering to both student and student-athletes is not impossible, but requires the development of a strategy that has willingness, creativity and innovation in its approach to delivering within an inner-city environment (Kundu & Bairi, 2016).

This study found that the overarching competitive sport strategy was exclusionary of the inner-city campus which translated to operations being fragmented at the campus. Fragmented operations at the inner-city campus were found to prevent coordination, communication and a shared understanding of student demographic and their needs. The strategy and its effects caused staff to operate in a disjunctive and inconsistent manner which prevented optimal sport and recreation delivery.

5.4   Operations management and the delivery of sport and recreation

Strategy translates into the operational management which determines how resources are used to create value (Greasely, 2009). Operational management incudes the structure, processes, systems and resources which contribute to achieving the strategy, mission and vision of the organisation (Witcher & Sum Chau, 2014). Structure refers to the organisational layout, while processes refer to the manner in which things are done, systems refer to multiple processes that must be collectively performed and resources relate to the tools required such as information, finance, physical and human resource. The inner-city campus forms part of the structure of the sport and recreation department and it is governed by the same strategic objectives as all the other campuses. The challenge for the inner-city campus is that it lacks

effective processes, systems and resources which enable it to meaningfully contribute to the strategic objectives of the department.

5.4.1 Operations, resource dependency and optimised delivery

Bush and Middlewood (2008), as well as Mhlanga (2008) believe that public universities operate through a centralised system which is within their organisational structural design with predetermined hierarchical roles and responsibilities. Sport and recreation executive management is a chief decision maker regarding strategy and operations within the hierarchical system.

Executive management at the sport and recreation department rationalises its decisions regarding the exclusion of the inner-city campus on its lack of physical resources. This reason has allowed the campus to be operationally isolated by executive management at the sport and recreation department. The centralised system distributes resources based on the ability of a campus to contribute to strategic objectives (by providing competitive sport), in the process excluding the inner-city campus from resource allocation because it cannot deliver competitive sport at the campus. The limited resource allocation perpetuated resource dependency and increased power imbalances between the inner-city campus and the sport and recreation department.

As long as the sport and recreation departments does not create practical processes, systems and resources for the inner-city campus, it will not be able to build capacity to manage its resource dependency or optimise delivery. Capacity at the inner-city campus translates to the campus having its own

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resources and intradepartmental and external networks that have structure, processes and systems for social and recreational delivery.

5.4.2 Decentralised systems as a means to manage dependency

Decentralised systems entrust significant powers to subordinates within the hierarchical structure. When power is entrusted to the lower levels of management, the institution experiences what Bush (2008) terms 'self-management'. This is where employees have the power to make decisions and inevitably allow the institution, department or unit to build a culture of its own processes and systems that are aligned with the organisation's objectives (Bush & Middlewood, 2008).

A decentralised system would enable the inner-city campus to create innovative processes, systems and resources that enable the delivery of social and recreational sport, which is what the campus has the capacity to deliver. By executive management adapting the current competitive strategic plan to include social and recreational objectives, the sport and recreation department could re-align with the university's vision and mission, which is to create an enriching student-friendly learning and living experience to all its students by using sport and recreation as a medium of learning. Making provisions for social and recreational sport at the inner-city campus allows for the majority of the student needs to be met.

Students indicated that they found value in sport and recreation but a majority were hindered by structural constraints caused by management's operations. A decentralised system would enable the campus to have what Teece, Pisano and Shuen (2008) term 'dynamic capabilities'. Dynamic capabilities relate to

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an organisation's ability to integrate, build upon and reconfigure internal and external resources and functional competence to deal with environments which are constantly evolving, similar to that found in the inner-city campus.

A decentralised system would also empower the inner-city campus to manage its dependency on the sport and recreation department. This would allow inner-city sport and recreation management to create their own strategic networks, relationships with their power dynamics and secure resources to allow the campus to effectively manage uncertainty, resource shortages and the effects from external influences (Hillman, Withers, & Collins, 2009; Pfeffer & Salancik, 1978). A decentralised system may also assist in building better rapport between management and students. A better relationship could lead to better delivery of student social and recreational needs. A decentralised system empowers staff on the ground to make decisions because this system is far less bureaucratic and has faster turnaround time of delivery (Bush & Middlewood, 2008).

Based on Burnett's (2010e) university typology, the inner-city campus does not have the capacity to deliver competitive sport at the campus. However, the data captured in questionnaires shows that there is interest from students to participate in competitive sport. To address this need, student affairs management at the inner-city campus has implemented a mitigating plan which is providing students with transport to campuses with facilities. In order to continue to encourage student participation at a competitive sport level, sport and recreation management can form a strategic partnership with the student affairs department at the campus. Sharing of resources between these two departments would allow more students to overcome the structural constraints they are experiencing. By having access to safe and reliable transport, students who have competitive sport needs could be catered for.

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5.5   Students perception on the value if sport and recreation

The value of sport and recreation in the higher learning institutions is a contested subject (Chalfin, 2014). Brand, (2006); Duderstadt, (2009) and Henderson, Olbrecht & Polachek, (2006) argue that sport and recreation in higher learning institutions develop participants to become well-rounded future leaders. It is widely accepted that sport and recreation enables its participants to learn life skills that relate to physical, mental, emotional and psychological wellbeing, however the extent to which these life skills are learnt is unknown due to a lack of empirical studies that quantify these outcomes (Chalfin, 2014). This study's findings provided insight on the participation rates and the value of sport and recreation for inner-city sport students. Perceptions on value were gathered from students who participated in sport and recreation externally, students who participated by engaging the internal offerings of the university and students who did not participate at all.

In the inner-city campus, the majority (58%) of participants did not participate in any sport and recreation. While (24%) participated externally of the university and (18%) participated in internally provided sport and recreation. Non-participants indicated that they found value in sport and recreation participation but were faced with structural constraints that prevented their participation. Structural constraints such as poor communication on available activities, inappropriate schedules of activities and incorrect pricing, are some of the challenges students face. Irrespective of the constraints, non-participants did indicate that if the constraints were removed they would participate in sport and recreation. Students that participated externally and internally indicated that they found value in participation because it contributed to good health, exercise and brought about enjoyment. These findings neither refute nor support past academic findings as participant's motivations relate to physical benefits.

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5.6   Conclusion

Overall the study found that the inner-city campus was resource dependent in the sport and recreation department. However, its dependencies stemmed from the department's misalignment to the vision and mission of the university, caused by ELG and executive management who are the decision-makers. The sport and recreation department's strategic plan focused its operations towards the delivery of competitive sport, which inherently excluded the needs of majority of the students. By opting for a competitive sport strategy, the contribution was limited as the campus did not have capacity to deliver competitive sport. These limitations further increased dependency of the inner-city campus as it could not gain access to resources and decision-making power within the centralised system.

The strategic direction chosen by the sport and recreation department inherently affected the operational management of the campus and needs to be re-evaluated. The operational structure, processes, systems and resources were used in a manner that disadvantaged the inner-city campus and hindered optimised delivery. However, the study identified two opportunities to improve operations and optimise delivery. The sport and recreation department could reinforce an existing mitigating plan implemented by the student affairs department to transport students to campuses with facilities. The sport and recreation department could also shift to a decentralised system that accommodates social and recreational delivery. If these suggestions were to be implemented, sport and recreation delivery may be optimised at the inner-city campus.

Ultimately optimised sport and recreation at the inner-city campus can be achieved, but management at the Executive Leadership Group level needs to

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clearly describe what it means by an enriching, student-friendly learning and living experience of student and student-athletes through sport and recreation at the inner-city campus. In addition to the description, a clear definition of what success in this regard would look like, what resources need to be provided in order to achieve success, and how ELG is prepared to support the sport and recreation department to achieve these newly defined objectives at the inner-city campus.

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter summaries the findings of a study conducted with the aim of understanding the optimal delivery of sport and recreation within an inner-city campus in Gauteng. A situational analysis utilising a mixed method approach was conducted to ascertain the capacity of an inner-city university campus to manage and deliver sport and recreation to its student population. In the process, an attempt was also made to establish student and management perspectives regarding the value of sport and recreation at the inner-city campus as well as the role of the university in the delivery of sport and recreation at inner-city campuses. The study was framed from a resource dependency theory perspective. The main findings from the study are summarised below.

Since the merger process, access to resources has become increasingly challenging for universities which has affected their ability to deliver quality sport and recreation to diverse student populations (Karodia, Shaikh & Soni, 2015; Mhlanga, 2008). Over the years, university sport and recreation has worked hard to position itself as a vital stakeholder in the development of a healthy, holistically developed student community, as well as developing future professional athletes (Pope & Pope, 2009; Wang, 2017). This study aimed to understand the role of the university in the delivery of sport and recreation in an inner-city context and how a resource dependent inner-city campus delivered sport and recreation to its students. This study's findings contribute to the academic body of knowledge by providing insight on the intricacies of sport and recreation delivery in an inner-city university setting.

6.1.1 Summary and conclusion

With regards to the first part in the aim of this study, findings show that sport and recreation at the inner city-campus were not managed or delivered in an optimised manner. The underlying factors that led to the campus being unable to optimise its delivery, stem from the sport and recreation department's misalignment to the universities overarching mission and vision. The university's vision and mission subscribe to a wide spectrum, ranging from social and recreational sport to high-performance sport. Yet in reality, the sport and recreation department focuses only on competitive sport. The challenge for the inner-campus is that ELG and executive management has not been able to make the needed ideological shift and change in strategic direction for the inner-city campus to improve its sport and recreation delivery. The inner-city's inability to accommodate competitive sport systematically excludes it from institutional resources to provide sport and recreation to its non-competitive student population.

Based on Burnett's (2010, e) typology the inner-city campus can deliver social and recreational activities but does not have the capacity to manage and deliver competitive sport on the premises. Apart from the physical limitations, the campus was found to lack the necessary operational structure, processes and systems to deliver optimised sport and recreation. Without these operational factors present at the inner-city campus, even social recreational sport is difficult to sustain. This conclusion is backed by the findings in this study, the student affairs department has provided some resources for the inner-city campus, but as a department they don't have the expertise to develop sustainable structures and manage effective processes and systems to continually deliver social and recreational sport.

Based on the postulations of resource dependency theory, there are opportunities for intra-organisational strategic partnerships to be formed, which would assist in managing resource dependency within the inner-city campus and optimise social and recreational sport delivery. Equally there are opportunities for mitigating the challenges of a lack of access to competitive sport for students at the campus. An example is an initiative by the student affairs department to provide transport to resident students at the inner-city to participate in competitive sports at other campuses. Overall the findings show that there is a need for change at a strategic level so that sport and recreation delivery at the inner-city campus can be optimised and resource dependency improved. The change in strategy would translate to operational change at the inner-city campus. An innovative operational structure with supportive processes and systems would enable the inner-city campus to build capacity to deliver sport and recreation, therefore reducing its dependency.

6.2 Recommendations

Based on findings from this study, the recommendations are made to management as well as for future research.

6.2.1 Recommendations for management

Given that the research found that the inner-city campus qualifies for social and recreational sport and has potential to mitigate competitive sport challenges. The following suggestions are put forward to assist management to manage resource dependency and optimise sport and recreation at the inner-city campus:

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- The study findings show that ELG and executive management needs to translate how they intend to shape an enriching student-friendly learning and living experience for students and student-athletes in an inner-city campus context, in relation to its vision and mission. In addition to translating the vision and mission to an inner-city context ELG needs to communicate what resources it is willing to contribute to ensure that these objectives are achieved.

- A detailed needs analysis should be conducted to inform the vision, mission and objectives related to the inner-city. A needs analysis would assist executive management in identifying the student needs, and the manner in which students want their needs to be met at the inner-city campus.

- Strategic analysis would also assist in the strategy formation process for executive management. Strategy formulation inherently touches on the operational changes that need to take place at the inner-city campus. These changes relate to operational structure, process, systems, resource and delivery programmes. Making these provisions would then enable the inner-city campus to start managing its resource dependency and begin the process to optimised delivery.

6.2.2 Recommendations for future studies

The possible areas of focus for future studies in this subject area could include:

- An exploratory study on policies and frameworks required to implement external stakeholder configuration for optimal delivery of sport and recreation delivery within an inner-city university.

- One of this study's findings indicates a possible shift in gender norms that relate to female perceptions on the value of participation in sport

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and recreation. A study conducted in a category one or "sport experience" university, with a focus on the perceptions and preferences of sport and recreation by female students would be insightful.

- As this study did not engage the Executive Leadership Group, a similar study that compares two multi-campus university's sport and recreation management and delivery systems could include Executive Leadership Group perspectives. Such a study would expand on the field of university sport and recreation management practices.

- Lastly, a study that utilises Burnett's (2010) campus typology to gauge transformation on all campuses that form part of public universities. This study would provide insight on the state of transformation in university sport and recreation since the merger process. It would also identify differential positioning and relevant practices for different campuses that require differential managerial approaches and resource provision.

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APPENDIX A

QUESTIONNAIRE ON STUDENT NON-PARTICIPATION IN SPORT AND RECREATION

This questionnaire seeks to probe your sport and recreational behaviour. Please read each question carefully and mark the option that is applicable to you with an **x** in the relevant boxes. Below is an example of how you should answer the following set of questions.

Are you male or female?		
1.	Female	X
2.	Male	

SECTION A: DEMOGRAPHICS

1. Are you male or female?		
1.1	Male	
1.2	Female	

2. Please select the option that best describes your ethnicity.		
2.1	Black	
2.2	Coloured	
2.3	White	
2.4	Asian	
2.5	Indian	
2.6	If other, please specify	

3. Please write your age in the space provided.	years

4. Please select the category that best describes you as a current university student.		
4.1	International student	
4.2	South African student	
4.3	If other, please specify	

5.1. Are you a day or resident student?		
5.1.1	Day student	
5.1.2	Resident student	

5.2. Please select the option that best describes your accommodation status.		
5.2.1	University on-campus resident	
5.2.2	University off-campus resident	
5.2.3	If other, please specify	

5.3. Please select the faculty you are currently studying in.		
5.3.1	Faculty of Health Sciences	
5.3.2	Faculty of Engineering and the Built Environment	
5.3.3	Faculty of Science	
5.3.4	Faculty of Management	
5.3.5	If other, please specify	

6.1. Please select the academic programme that you are currently enrolled for.		
6.1.1	Diploma	
6.1.2	BA/ BCom degree	
6.1.3	B-Tech	
6.1.4	Honours	
6.1.5	Master/ M-Tech	
6.1.6	PhD/ D-Tech	

6.2. How many years have you been enrolled for the academic programme you are currently studying?		
6.2.1	Less than one year	
6.2.2	1 year	
6.2.3	2 years	
6.2.4	3 years	
6.2.5	4 years	
6.2.6	5 years	
6.2.7	More than 6 years	

7. Do you have any disability?		
7.1	Yes	
7.2	No	

8. How much do you spend monthly on sport and recreation?		
8.1	Zero	
8.2	R100 to R300	
8.3	R301 to R500	
8.4	R501 to R700	
8.5	R701 to R900	
8.6	More than R900	

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SECTION B: VOLUNTEERISM AND SPECTATORSHIP AT UNIVERSITY

9. Please select which university activities you are a volunteer for / are a spectator at – on a weekly basis.				
Sport activities		**N/A**	**Volunteer**	**Spectator**
9.1	Varsity Cup			
9.2	Residence league			
9.3	Recreational games			
9.4	If other, please specify			

10. On average, how many hours do you devote to volunteering in university sport activities –on a weekly basis?					
Sport activities		**N/A**	**1-2 hrs.**	**3-4 hrs.**	**Over 4 hrs.**
10.1	Varsity Cup				
10.2	Residence league				
10.3	Recreational games				
10.4	If other, please specify				

11. On average, how many hours do you devote to being a spectator at university activities?					
Sport activities		**N/A**	**1-2 hrs.**	**3-4 hrs.**	**Over 4 hrs.**
11.1	Varsity Cup				
11.2	Residence league				
11.3	Recreational games				
11.4	If other, please specify				

SECTION C: UNIVERSITY STUDENT SPORT AND RECREATION PERCEPTIONS

12. Please select the rating option that best suits your opinion (from 1/very poor to 5/very good)		Very poor (1)	Poor (2)	Undecided (3)	Good (4)	Very good (5)
12.1	Access to sport/recreation equipment					
12.2	Access to sport/recreation facilities					
12.3	Access to sport support services (e.g. coach or physiotherapist)					
12.4	Access to financial assistance for sport					
12.5	Consultations to communicate sport/recreation needs					
12.6	Communication from university sport Regarding sport/recreation opportunities					
12.7	Frequency of sports/recreation events					
12.8	Range of available types of sport to participate in					

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12.9	Opportunities to participate in sport activities					
12.10	Extent to which your needs for active participation are catered for					
12.11	Extent to which your interests for active participation are catered for					
12.12	Quality of sport programmes delivered					
12.13	Scheduled activity times					

13. Please select all the reasons you do not participate in sport		
13.1	Personal health problems	
13.2	Lack of money	
13.3	Lack of time (in general)	
13.4	Not interested in leisure/physical activity	
13.5	Feel unsafe in the area	
13.6	Prefer to do other things in leisure time	
13.7	Limited suitable facilities	
13.8	Need to study	
13.9	Public transport is not available	
13.10	Not fit enough	
13.11	Too far away, not conveniently located	
13.12	Facilities are too crowded	
13.13	Do not know the sport and recreation activities that are available	
13.14	Home and family responsibilities	
13.15	Employment demands	
13.16	Too lazy	
13.17	I do not know how to play any sports	
13.18	I have never tried	
13.19	I do not feel welcome	
13.20	Family does not support my participation	
13.21	If other, please specify	

14. Are there any recommendations that you would like to make regarding sport and recreation provision (opportunities) and delivery (implementation) on the campus? Please list activities you would like to participate in and indicate how they should be presented.	
Activities/sports to be provided	**Implementation (When, where, by whom, and how?)**
14.1	**14.1**
14.2	**14.2**
14.3	**14.3**

APPENDIX B

QUESTIONNAIRE ON INTERNAL STUDENTS' PARTICIPATION IN SPORT AND RECREATION

This questionnaire probes your sport and recreational behaviour. Please read each question carefully and mark the option that is applicable to you with an **x** in the relevant boxes. Below is an example of how you should answer the following set of questions.

Are you male or female?		
1.	**Female**	**X**
2.	**Male**	

SECTION A: DEMOGRAPHICS

1. Are you male or female?		
1.1	Male	
1.2	Female	

2. Please select the option that best describes your ethnicity.		
2.1	Black	
2.2	Coloured	
2.3	White	
2.4	Asian	
2.5	Indian	
2.6	If other, please specify	

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3. Please write your age in the space provided.	years

4. Please select the category that best describes you as a current university student.	
4.1	International student	
4.2	South African student	
4.3	If other, please specify	

5.1. Are you a day or resident student?	
5.1.1	Day student	
5.1.2	Resident student	

5.2. Please select the option that best describes your accommodation status.	
5.2.1	University on-campus resident	
5.2.2	University off-campus resident	
5.2.3	If other, please specify	

5.3. Please select the faculty you are currently studying in.	
5.3.1	Faculty of Health Sciences	
5.3.2	Faculty of Engineering and the Built Environment	
5.3.3	Faculty of Science	
5.3.4	Faculty of Management	
5.3.5	If other, please specify	

6.1. Please select the academic programme that you are currently enrolled for.		
6.1.1	Diploma	
6.1.2	BA/ B.Com Degree	
6.1.3	B-Tech	
6.1.4	Honours	
6.1.5	Master/ M-Tech	
6.1.6	PhD/ D-Tech	

6.2. How many years have you been enrolled for the academic programme you are currently studying?		
6.2.1	Less than one year	
6.2.2	1 year	
6.2.3	2 years	
6.2.4	3 years	
6.2.5	4 years	
6.2.6	5 years	
6.2.7	More than 6 years	

7. Do you have any disability?		
7.1	Yes	
7.2	No	

8. How much do you spend monthly on sport and recreation?		
8.1	R0	
8.2	R100 to R300	
8.3	R301 to R500	
8.4	R501 to R700	
8.5	R701 to R900	
8.6	More than R900	

SECTION B: PARTICIPATION IN SPORT AND RECREATION AT UNIVERSITY

9. Do you participate in any of the following activities at university – on a weekly basis?			
Sport activities		**Yes**	**No**
9.1	Formal club sport		
9.2	Residence sport/ league		
9.3	Recreational sport or activity at university		
9.4	If other, please specify		

10. In which of the following university sport activities do you participate on a weekly basis? Please mark all activities you participate in and indicate whether this occurs in a formal club (FC), recreational sport (RS) form, or residence league (RL)				
Sport activities		**Formal club**	**Recreational sport**	**Residence league**
10.1	Athletics			
10.2	Basketball			
10.3	Beach volleyball			
10.4	Cricket			
10.5	Cycling			
10.6	Football			
10.7	Golf			
10.8	Hockey			
10.9	Netball			
10.10	Rowing			
10.11	Rugby			
10.12	Squash			
10.13	If other, please specify			

11. Please select the university campus where you participate in the following sport activates.		APK	APB	SWC	DFC
11.1	Athletics				
11.2	Basketball				
11.3	Beach volleyball				
11.4	Cricket				
11.5	Cycling				
11.6	Football				
11.7	Golf				
11.8	Hockey				
11.9	Netball				
11.10	Rowing				
11.11	Rugby				
11.12	Squash				
11.13	If other, please specify				

12. Please select your mode of transport to sport facilities.		
12.1	Mega-bus	
12.2	Public transport	
12.3	Private transport	
12.4	Walk	
12.5	If other, please specify	

13. On average, how many hours do you devote to university sport activities – on a weekly basis?					
Sport activities		**N/A**	**1-2 hrs.**	**3-4 hrs.**	**Over 4 hrs.**
13.1	Formal university club sport				
13.2	Residence league				
13.3	Recreational sport				
13.4	If other, please specify				

14. Please select all the possible reasons you participate in sport at university.		
14.1	To clear my mind	
14.2	To exercise	
14.3	To enjoy sport	
14.4	To relax	
14.5	To socialise with others outside my circle of friends	
14.6	For personal reasons	
14.7	For my weight management	
14.8	To feel good about myself	
14.9	To feel part of a group (belong)	
14.10	To challenge myself	
14.11	To help me focus on my academics	
14.12	To make my family proud	
14.13	To be healthy	
14.14	To look good physically	
14.15	To be admired by my peers	
14.16	To kill time	
14.17	To keep myself out of trouble	
14.18	To share something in common with my friends	
14.19.	If other, please specify	

SECTION C: VOLUNTEERISM AND SPECTATORSHIP AT UNIVERSITY

15. Please select which activities you volunteer for / are a spectator at – on a weekly basis – at the university?				
Sport activities		**N/A**	**Volunteer**	**Spectator**
15.1	Varsity Cup/ club league			
15.2	Residence league			
15.3	Recreational games			
15.4	If other, please specify			

16. On average, how many hours do you devote to volunteering in sport activities – on a weekly basis?					
Sport activities		**N/A**	**1-2 hrs.**	**3-4 hrs.**	**Over 4 hrs.**
16.1	Varsity Cup				
16.2	Residence league				
16.3	Recreational games				
16.4	If other, please specify				

17. On average, how many hours do you devote to being a spectator at sport activities?					
Sport activities		**N/A**	**1-2 hrs.**	**3-4 hrs.**	**Over 4 hrs.**
17.1	Varsity Cup				
17.2	Residence league				
17.3	Recreational games				
17.4	If other, please specify				

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SECTION D: UNIVERSITY STUDENT SPORT AND RECREATION PERCEPTIONS

18. Please select the rating option that best suits your opinion (from 1/very poor to 5/very good)		Very poor (1)	Poor (2)	Undecided (3)	Good (4)	Very Good (5)
18.1	Access to sport/recreation equipment					
18.2	Access to sport/recreation facilities					
18.3	Access to sport support services (e.g. coach or physiotherapist)					
18.4	Access to financial assistance for sport					
18.5	Consultations to communicate sport/recreation needs					
18.6	Communication from university sport regarding sport/recreation opportunities					
18.7	Frequency of sports/recreation events					

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18. Please select the rating option that best suits your opinion (from 1/very poor to 5/very good)		Very poor (1)	Poor (2)	Undecided (3)	Good (4)	Very Good (5)
18.8	Range of available types of sport to participate in					
18.9	Opportunities to participate in sport activities					
18.10	Extent to which your needs for active participation are catered for					
18.11	Extent to which your interests for active participation are catered for					
18.12	Quality of sport programmes delivered					
18.13	Scheduled activity times					

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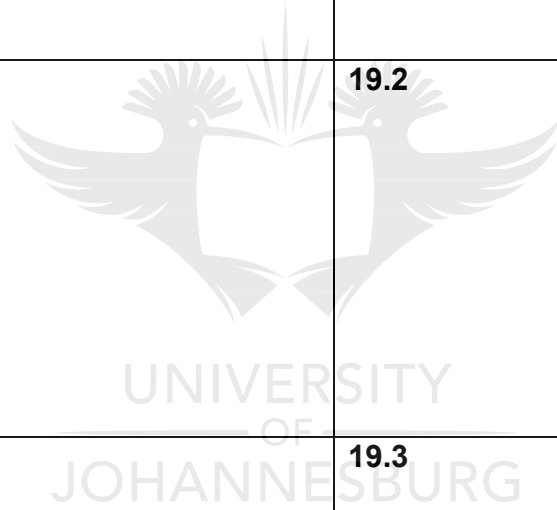| 19. Are there any recommendations that you would like to make regarding sport and recreation provision (opportunities) and delivery (implementation) on the campus? Please list activities you would like to participate in and how they should be presented.	
Activities/sports to be provided	Implementation (when, where, by whom, and how?)
19.1	19.1
19.2	19.2
19.3	19.3

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APPENDIX C

QUESTIONNAIRE ON STUDENT EXTERNAL SPORT AND RECREATION PARTICIPATION

This questionnaire probes your sport and recreational behaviour. Please read each question carefully and mark the option that is applicable to you with an **x** in the relevant boxes. Below is an example of how you should answer the following set of questions.

Are you male or female?		
1.	**Female**	**X**
2.	**Male**	

SECTION A: DEMOGRAPHICS

1. Are you male or female?		
1.1	Male	
1.2	Female	

2. Please select the option that best describes your ethnicity.		
2.1	Black	
2.2	Coloured	
2.3	White	
2.4	Asian	
2.5	Indian	
2.6	If other, please specify	

3. Please write your age in the space provided	years

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4. Please select the category that best describes you as a current university student.		
4.1	International student	
4.2	South African student	
4.3	If other, please specify	

5.1. Are you a day or resident student?		
5.1.1	Day student	
5.1.2	Resident student	

5.2. Pleas select the option that best describes your accommodation status		
5.2.1	University on-campus resident	
5.2.2	University off-campus resident	
5.2.3	If other, please specify	

5.3. Please select the faculty you are currently studying in.		
5.3.1	Faculty of Health Sciences	
5.3.2	Faculty of Engineering and the Built Environment	
5.3.3	Faculty of Science	
5.3.4	Faculty of Management	
5.3.5	If other, please specify	

6.1. Please select the academic programme that you are currently enrolled for.		
6.1.1	Diploma	
6.1.2	BA/ B.Com degree	
6.1.3	B-Tech	
6.1.4	Honours	
6.1.5	Master/ M-Tech	
6.1.6	PhD/ D-Tech	

6.2. How many years have you been enrolled for the academic programme you are currently studying?		
6.2.1	Less than one year	
6.2.2	1 year	
6.2.3	2 years	
6.2.4	3 years	
6.2.5	4 years	
6.2.6	5 years	
6.2.7	More than 6 years	

7. Do you have any disability?		
7.1	Yes	
7.2	No	

8. How much do you spend monthly on sport and recreation?		
8.1	Zero	
8.2	R100 to R300	
8.3	R301 to R500	
8.4	R501 to R700	
8.5	R701 to R900	
8.6	More than R900	

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SECTION B: NON-UNIVERSITY-RELATED SPORT AND RECREATION ACTIVITIES

9. Do you participate in any of the following activities – on a weekly basis?			
Sport activities		**Yes**	**No**
9.1	Formal club sport		
9.2	Social league		
9.3	Recreational sport or activity		
9.4	If other, please specify		

10. In which of the following sport activates do you participate – on a weekly basis? Please mark all activities you participate in and indicate whether it is in a formal club (FC), sport league (SL), or recreational sport (RS) form.				
Sports activities		**Formal club**	**Social league**	**Recreational sport**
10.1	Athletics			
10.2	Basketball			
10.3	Beach volleyball			
10.4	Cricket			
10.5	Cycling			
10.6	Football			
10.7	Golf			
10.8	Hockey			
10.9	Netball			
10.10	Rowing			
10.11	Rugby			
10.12	Squash			
10.13	If other, please specify			

11. Please indicate how far from the university campus you participate in the following activities.				
Sport activity		**3-5km**	**5-10km**	**10km or more**
11.1	Athletics			
11.2	Basketball			
11.3	Beach volleyball			
11.40	Cricket			
11.5	Cycling			
11.6	Football			
11.7	Golf			
11.8	Hockey			
11.9	Netball			
11.10	Rowing			
11.11	Rugby			
11.12	Squash			
11.13	If other, please specify			

12. Please select your mode of transport to sport facilities.		
12.1	Mega-bus	
12.2	Public transport	
12.3	Private transport	
12.4	Walk	
12.5	If other, please specify	

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13. On average, how many hours do you devote to sport activities – on a weekly basis?		N/A	1-2 hrs.	3-4 hrs.	Over 4 hrs.
13.1	Formal club sport				
13.2	Social league				
13.3	Recreational sport				
13.4	If other, please specify				

14. Please select all the possible reasons you participate in sport.		
14.1	To clear my mind	
14.2	To exercise	
14.3	To enjoy sport	
14.4	To relax	
14.5	To socialise with others outside my circle of friends	
14.6	For personal reasons	
14.7	For my weight management	
14.8	To feel good about myself	
14.9	To feel part of a group (belong)	
14.10	To challenge myself	
14.11	To help me focus on my academics	
14.12	To make my family proud	
14.13	To be healthy	
14.14	To look good physically	
14.15	To be admired by my peers	
14.16	To kill time	
14.17	To keep myself out of trouble	
14.18	To share something in common with my friends	
14.19.	If other, please specify	

SECTION C: VOLUNTEERISM AND SPECTATORSHIP AT UNIVERSITY

15. Please select which university activities you volunteer for / are a spectator at – on a weekly basis.				
Sport activities		**N/A**	**Volunteer**	**Spectator**
15.1	Varsity Cup			
15.2	Residence league			
15.3	Recreational games			
15.4	If other, please specify			

16. On average, how many hours do you devote to volunteering in university sport activities –on a weekly basis?					
Sport activities		**N/A**	**1-2 hrs.**	**3-4 hrs.**	**Over 4 hrs.**
16.1	Varsity Cup				
16.2	Residence league				
16.3	Recreational games				
16.4	If other, please specify				

17. On average, how many hours do you devote to being a spectator at university activities?					
Sport activities		**N/A**	**1-2 hrs.**	**3-4 hrs.**	**Over 4 hrs.**
17.1	Varsity Cup				
17.2	Residence league				
17.3	Recreational games				
17.4	If other, please specify				

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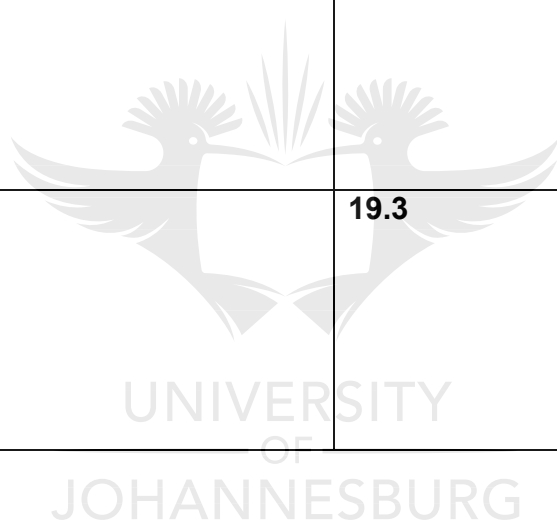## SECTION D: UNIVERSITY STUDENT SPORT AND RECREATION PERCEPTIONS

18. Please select the rating option that best suits your opinion (from 1/very poor to 5/very good)		Very poor (1)	Poor (2)	Undecided (3)	Good (4)	Very Good (5)
18.1	Access to sport/recreation equipment					
18.2	Access to sport/recreation facilities					
18.3	Access to sport support services (e.g. coach or physiotherapist)					
18.4	Access to financial assistance for sport					
18.5	Consultations to communicate sport/recreation needs					
18.6	Communication from university sport regarding sport/recreation opportunities					
18.7	Frequency of sports/recreation events					
18.8	Range of available types of sport to participate in					

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18. Please select the rating option that best suits your opinion (from 1/very poor to 5/very good)		Very poor (1)	Poor (2)	Undecided (3)	Good (4)	Very Good (5)
18.9	Opportunities to participate in sport activities					
18.10	Extent to which your needs for active participation are catered for					
18.11	Extent to which your interests for active participation are catered for					
18.12	Quality of the sport programmes delivered					
18.13	Scheduled activity times					

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19. Are there any recommendations that you would like to make regarding sport and recreation provision (opportunities) and delivery (implementation) on the campus? Please list activities you would like to participate in and how they should be presented.	
Activities/sports to be provided	**Implementation (when, where, by whom, and how?)**
19.1	**19.1**
19.2	**19.2**
19.3	**19.3**

APPENDIX D

INTERVIEW QUESTIONS FOR MANAGEMENT
Introduction to the research topic and its aims.

1. What position do you hold at the University of Johannesburg? Please describe the roles and responsibilities you currently have in this position in terms of the delivering of sport and recreation. (directly and indirectly: Describe your role and comment on own responsibility and role as well as who the other stakeholders are with whom you would be cooperating for delivering on the sport and recreation mandate. What is the mandate and who is involved? In terms of the quality of delivery what works well and what are the challenges?)

   a. How does this role contribute to the bigger picture?
   b. Who you work with (superior and subordinates)?
   c. Day to day requirements of the position.
   d. Specific roles and responsibilities at the university.
   e. What are the key performance indicators for this role, especially at university?

2. Which other university stakeholders are involved in the delivery of sport and recreation? Please explain their roles? (First focus on the ones with whom you work and to deliver what? Then others and also mention with whom you should speak to get direct information).

   a. Describe the relationship, why they collaborate and the benefits of this relationship,
   b. Frequency of collaborations.
   c. How this relationship operates at the university.
   d. How the collaborations are measured in terms of quality control.
   e. What have you tried that did not work out so well? Describe challenges.

3. What is your division's vision and mission for sport and recreation delivery at university?
   a. Short, medium, and long term – next year, 3 years, and 5 years or longer, tying in with the vision of the university.
   b. Strategies to achieve the mission (differentiate between vision and mission statements).
   c. Plan of action to achieve these visions and missions.
   d. Timeframes – see (a).

4. How does the university make provision for the "ultimate student sport and recreation experience" regarding the roles and functions needed to be qualify (maybe elite sport, mass participation, health and then the 'ultimate sport experience'?
   i)   Social and recreational participation?
   ii)   Competitive participation?
   iii) Elite participation?
        i. Define the ultimate student sport and recreation experience
        ii. Specifically, the inner-city campus
        iii. Range of sporting competitions
        iv. Support structures in place for students
        v. Selection processes
        vi. Integration and management of first years
        vii. Challenges in creating this experience
        viii. Sustainability

5. UJ has multiple campuses spread across Johannesburg which makes this university unique. How is equal access to sport and recreation participation managed for students on the different campuses? And at the inner-city campus?

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a. Manpower – policy, strategies, shared and specific structures, resources

b. Material

c. Money

d. Machinery

e. Methods

6. Discuss good practices in the delivery of sport and recreation at university.

   a. What made it a success?

   b. Though successful, what were the challenges faced and how were they overcome?

   c. What role did students play in the success of this event?

7. What are the major challenges to delivering quality sport and recreation to students on all campuses at university? And at the inner-city campus?

   a. How are these challenges being addressed and has the approach worked, if not why not?

8. What plan is in place to address these challenges? How could students contribute to addressing these challenges? List them and also link the solutions to the content of the lists.

   a. If yes, how is this process facilitated and how often does this process occur?

Follow up by asking if there is any outstanding issue to be discussed that the interviewee would like to bring up.

APPENDIX E

QUESTIONNAIRE INFORMATION SHEET TO STUDENT

Dear Sir/Madam

My name is Zinhle Phakathi, I am a masters' student at the University of Johannesburg in the Faculty of Health Sciences in the Department of Sport and Human Movement Studies conducting research on: *The optimal delivery of sport and recreation for students at an inner-city university in Gauteng*, which seeks to identify and understand sport and recreation needs of students and suggest areas of improvement for the university.

Your participation is very important to the study, and I would really appreciate it if you complete this questionnaire. It will take about 15 minutes to complete.

Strict ethical guidelines and practices will be observed at all times. All information will be utilised for research purposes only and stored safely. All raw data will be destroyed 3 years after it has been incorporated in the final research dissertation. As part of the process you will be invited to sign an informed consent form that indicates that you understand the purpose and manner of the research, as well as your right to discontinue with the research at any time as your participation is voluntary. I will treat you with respect and all information will remain confidential. This study poses no risks to you. You may ask questions at any time relating to the research and contact the researcher, if you wish to do so.

The proposed study has been approved by the Faculty of Health Sciences' Higher Degrees Committee (HDC) and Research Ethics Committee (REC) and been given the following ethics clearance number _____.
The study will adhere to national and international ethics standards and principles.

Should you give consent to participate in the study and would like to access the completed study please contact the researcher on the contact detail below:

Contact details of researcher:

Cell: 0764236469   Email: zinhlephakthi@yahoo.co.uk

Faculty representative to contact:

Prof Marie Poggenpoel

Chairperson of the Research Ethics Committee of UJ's Faculty of Health Sciences:

Email: mariep@uj.ac.za   Tel: 011 559 6686

APPENDIX F

INTERVIEW INFORMATION SHEET TO LEADERSHIP

Dear Sir/Madam

My name is Zinhle Phakathi, I am a masters' student at the University of Johannesburg in the Faculty of Health Sciences in the Department of Sport and Human Movement Studies conducting research on: *The optimal delivery of sport and recreation for students at an inner-city university in Gauteng*, which seeks to identify and understand sport and recreation needs of students and suggest areas of improvement for the university.

Your participation is very important to the study. In order to complete the study, leadership perspectives need to be collected, this will be done through the administration of an interview which is estimated to last an hour. Individual interviews will be held for leadership within the inner-city university.

Strict ethical guidelines and practices will be observed at all times. All information will be utilised for research purposes and stored safely. All raw data will be destroyed 3 years after data is incorporated in the final research dissertation. As part of the process you will be invited to sign an informed consent form that indicates that you understand the purpose and manner of the research, as well as your right to discontinue with the research at any time as your participation is voluntary. I will treat you with respect and all information will remain confidential. This study poses no risks to you. You may ask questions at any time relating to the research and contact the researchers, if you wish to do so.

The proposed study has been approved by the Faculty of Health Sciences' Higher Degrees Committee (HDC) and Research Ethics Committee (REC) and has been given the following ethics clearance number _____.
The study will adhere to national and international ethics standards and principles.

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Should you give consent to participate in the study and would like to access the completed study please contact the researcher on the contact detail below:

Contact details of researcher:

0764236469   Email: zinhlephakthi@yahoo.co.uk

Faculty representative to contact:

Prof Marie Poggenpoel

Chairperson of the Research Ethics Committee of UJ's Faculty of Health Sciences:

E-mail: mariep@uj.ac.za   Tel: 011 559 6686

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Auckland Park Bunting Campus I Auckland Park Kingsway Campus
Doornfontein Campus I Soweto Campus

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APPENDIX G

QUESTIONNAIRE INFORMED CONSENT TO STUDENT

Dear Sir/Madam

I volunteer to become a participant in the masters' study of Zinhle Phakathi concerning identifying opportunities for inner city university students. I understand it will be done through the university under the supervision of Professors Cora Burnett and Wim Hollander of the Department of Sport and Human Movement Studies in the Faculty of Health Sciences.

I am aware that my participation is on a voluntary basis and therefore will not expect any remuneration. I am also aware that should I feel I no longer wish to participate in the study I have the right to decline participation. I should feel comfortable in answering all questions and are free to opt out at any time and to ask questions if I am unsure of any aspect of the study.

I have been ensured that at no time will my identity or any statement made that would lead to any identification or connection with myself occur. All data captured will be stored in a secure location and then be destroyed 3 years after data is incorporated in the final research dissertation. Strict ethical guidelines and practices will be observed at all times; all information will be utilised for research purposes only.

I am aware I may ask questions at any time relating to the research and contact the researcher or supervisor, through provided contact details.

I am aware that this research has been reviewed and approved by Higher Degrees Committee and Research Ethics Committee at the University of Johannesburg. I have read and understood the above information and the information letter provided to me previously.

_____   _____   _____

Participant's name   Signature   Date

_____   _____   _____

Witness Name   Signature   Date

For further information, please contact Prof Cora Burnett:

Telephone number: +27 11 559 6963 / +27 (0)8333016350

E-mail: corab@uj.ac.za

Faculty representative to contact:

Prof Marie Poggenpoel

Chairperson of the Research Ethics Committee of UJ's Faculty of Health Sciences:

E-mail: mariep@uj.ac.za   Tel: 011 559 6686

APPENDIX H

INFORMED CONSENT TO STUDENT

Dear Sir/Madam

I volunteer to become a participant in the masters' study of Zinhle Phakathi concerning identifying opportunities for inner city university students. I understand it will be done through the university under the supervision of Professors Cora Burnett and Wim Hollander of the Department of Sport and Human Movement Studies in the Faculty of Health Sciences.

I am aware that my participation is on a voluntary basis and therefore will not expect any remuneration for my participation. I am aware that should I feel I no longer wish to participate in the study I have the right to decline participation. I am aware that I will need to complete a questionnaire and should I feel comfortable I will indicate my desire to be part of the focus group. I am aware of time commitments to the study and I am willing to give of my time.

I understand that at no time will my identity or any statement made that would lead to any identification or connection with myself occur. All data captured will be stored in a secure location and then be destroyed 3 years after data is incorporated in the final research dissertation. Strict ethical guidelines and practices will be observed at all times; all information will be utilised for research purposes only. I am aware I may ask questions at any time relating to the research and contact the researcher or supervisor, through the provided contact details.

I am aware that this research has been reviewed and approved by Higher Degrees Committee and Research Ethics Committee at the University of Johannesburg.

I have read and understood the above information and the information letter provided to me previously.

_____	_____	_____
Participant's name	Signature	Date
_____	_____	_____
Witness Name	Signature	Date

For further information, please contact Prof Cora Burnett:

Telephone number: +27 11 559 6963 / +27 (0)8333016350

E-mail: corab@uj.ac.za

Faculty representative to contact:

Prof Marie Poggenpoel

Chairperson of the Research Ethics Committee of UJ's Faculty of Health Sciences:

E-mail: mariep@uj.ac.za   Tel: 011 559 6686

APPENDIX I

INTERVIEW INFORMED CONSENT TO LEADERSHIP

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I am aware that my participation is on a voluntary basis and therefore will not expect any remuneration for my participation. I am aware that should I feel I no longer wish to participate in the study I have the right to decline participation. I am aware that I will need to participate in a one on one interview. I am aware of time commitments to the study and I am willing to give of my time.

I understand that at no time will your identity or any statement made that would lead to any identification or connection with myself occur. All data captured will be stored in a secure location and then be destroyed 3 years after data is incorporated in the final research dissertation. Strict ethical guidelines and practices will be observed at all times; all information will be utilised for research purposes only.

I am aware that I may ask questions at any time relating to the research and contact the researcher or supervisor, through the provided contact details. I am aware that this research has been reviewed and approved by Higher Degrees Committee and Research Ethics Committee at the University of Johannesburg.

I have read and understood the above information and the information letter provided to me previously.

_____   _____   _____

Participant's name   Signature   Date

_____   _____   _____

Witness Name   Signature   Date

For further information, please contact Prof Cora Burnett:
Telephone number: +27 11 559 6963 / +27 (0)8333016350
E-mail: corab@uj.ac.za

Faculty representative to contact:

Prof Marie Poggenpoel

Chairperson of the Research Ethics Committee of UJ's Faculty of Health
Sciences:

E-mail: mariep@uj.ac.za

Tel: 011 559 6686

APPENDIX J

**CONSENT FORM FOR AUDIO TAPING AND TRANSCRIBING
INTERVIEW OF LEADERSHIP**

Dear Sir/Madam

This study involves the audio taping of your interview with the researcher. Neither your name nor any other identifying information will be associated with the audiotape or the transcript. Only the research team will be able to listen to the tapes.

The tapes will be transcribed by the researcher and erased once the transcriptions are checked for accuracy. Transcripts of your interview may be reproduced in whole or in part for use in presentations or written products that result from this study. Neither your name nor any other identifying information (such as your voice) will be used in presentations or in written products resulting from the study.

Immediately following the interview, you will be given the opportunity to have the tape erased if you wish to withdraw your consent to taping or participation in this study.

By signing this form you are consenting to
☐ Having your interview taped;
☐ Having the tape transcribed;
☐ Use of written transcription used for presentation and written product

This consent for taping is effective until 2018. On or before that date, the tapes will be destroyed.

_____	_____	_____
Participant's name	Signature	Date
_____	_____	_____
Witness Name	Signature	Date

For further information, please contact Prof Cora Burnett:

Telephone number: +27 11 559 6963 / +27 (0)8333016350

E-mail: corab@uj.ac.za

Faculty representative to contact:

Prof Marie Poggenpoel

Chairperson of the Research Ethics Committee of UJ's Faculty of Health Sciences:

E-mail: mariep@uj.ac.za   Tel: 011 559 6686

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APPENDIX K

FACULTY OF HEALTH SCIENCES

HIGHER DEGREES COMMITTEE

04 April 2016

TO WHOM IT MAY CONCERN:

Student: PHAKATHI, Z
Student Number: 201103719

TITLE OF RESEARCH PROPOSAL: The Optimal Delivery of Sport and Recreation for Students at an Inner City University in Gauteng

DEPARTMENT OR PROGRAMME: SPORT AND MOVEMENT STUDIES

SUPERVISOR: Prof C Burnett   CO-SUPERVISOR: Prof W Hollander

The Faculty Higher Degrees Committee has scrutinised your research proposal and confirms that it complies with the approved research standards of the Faculty of Health Sciences; University of Johannesburg.

The proposal has been awarded a Code 02 – Approved with suggestions without re-submission. Attached recommendations were made by the Committee which will add value to your proposal.

Please make these amendments to the satisfaction of your supervisor/s and submit a corrected copy of the proposal to the Faculty Research Administrator after which your clearance number will be issued.

The HDC would like to extend their best wishes to you with your postgraduate studies.

Yours sincerely,

Prof Y Coopoo
Chair: Faculty of Health Sciences HDC
Tel: 011 559 6944
Email: ycoopoo@uj.ac.za

APPENDIX L

UNIVERSITY OF JOHANNESBURG

FACULTY OF HEALTH SCIENCES

RESEARCH ETHICS COMMITTEE
NHREC Registration no: REC-241112-035

29 March 2016

TO WHOM IT MAY CONCERN:

Student: PHAKATHI, Z
Student Number: 201103719

TITLE OF RESEARCH PROPOSAL: The Optimal Delivery of Sport and Recreation for Students at an Inner City University in Gauteng

DEPARTMENT OR PROGRAMME: SPORT AND MOVEMENT STUDIES

SUPERVISOR: Prof C Burnett   CO-SUPERVISOR: Prof W Hollander

The Faculty Research Ethics Committee has scrutinised your research proposal and confirm that it complies with the approved ethical standards of the Faculty of Health Sciences; University of Johannesburg.

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Please make these amendments to the satisfaction of your supervisor/s and submit a corrected copy of the proposal to the Faculty Research Administrator after which your clearance number will be issued.

The REC would like to extend their best wishes to you with your postgraduate studies.

Yours sincerely,

Prof M Poggenpoel
Chair : Faculty of Health Sciences REC

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