

Strategic Management of Campus Recreation at the University of Pretoria

by

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DECLARATION

I, Ingrid Elisabeth Windisch, hereby declare that this research study was composed solely by myself and is not a copy of any other existing work.

Further, I declare that the language of this research report has been edited by Miss Thandi Meets.

Ingrid Elisabeth Windisch

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Summary

Title: Strategic Management of Campus Recreation at the University of Pretoria
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Campus recreation is an essential part of any tertiary educational institution, and contributes to the development of students. Recreation activities not only enhance the quality of student life, but also help combating perceived academic stress. Research has suggested that campus recreation has a positive influence on tertiary university's organisational climate, culture, and reputation, and can contribute to the loyalty of important constituencies (e.g. students, alumni, and legislators). This implies that recreation programmes could contribute to the competitive advantage of tertiary educational institutions in general and the University of Pretoria specifically, and can therefore enhance the attainment of its mission in the areas of teaching, research, and service. In order to unlock the full potential of recreation on tertiary educational level the sport or recreation manager has to continuously craft a strategic plan concerning campus recreation. Modern sport and recreation function on business principles and any sport or recreation programme should meet the needs of the users, be cost effective or risk the possibility of being phased out. To achieve this the sport or recreation manager must plan a specific pattern of action to achieve organisational goals (strategy) to take advantage of the planning process.

Strategic management involves broad environmental scanning (strategic planning) to generate applicable strategies (strategy formulation) to obtain and maintain competitive advantage (strategic control). If TuksSport (as the business unit responsible for sport and recreation at the University of Pretoria) wants to achieve organisational success, it has to analyse its environment, assess its strengths and weaknesses and identify opportunities where it could gain a competitive advantage.

The following hypothesis was formulated for this study: “Campus recreation at the University of Pretoria lacks strategy and structure and does not satisfy the needs and preferences of all enrolled students”. In the study, relevant strategic facets of TuksSport service delivery were analysed and discussed in attempt to test the above hypothesis and answer the research questions posed in Chapter 1. The primary goal of this study was to provide strategic guidelines for efficient strategic management of campus recreation at the University of Pretoria. Based on the strategic management process the secondary aims are therefore to:

- to determine the role and place of campus recreation in tertiary institutions (external environment analysis);
- to analyse the existing campus recreation product and service supply and structure at the University of Pretoria (internal environmental analysis / supply analysis);
- to determine the client (enrolled students) preferences and needs pertaining to campus recreation at the University of Pretoria (demand analysis);
- to synchronise the demand and supply regarding campus recreation at the University of Pretoria in a strategic management plan.

The gathered and collected data in this study was processed by means of qualitative research. Research methods include an external environmental analysis (literature review analysis), an internal environmental analysis (literature study, interviews) and a research questionnaire. The questionnaire was administered to a 10% sample of undergraduate students at the University of Pretoria from the men residences, the women residences, and the daily student’s house Zeus. The following dimensions of campus recreation were focused on in the questionnaire:

Section A: Demographic information: questions in this section included personal information and the social environment of the students. Section B: Current sport and recreation participation patterns: this section focused on identifying the students’

demonstrated preferences towards sport and recreation participation, as well as identifying the problem areas that inhibit the students to participate in sport and recreation activities. Section C: Latent sport and recreation participation: this section focused on identifying the needs and the interests of students concerning sport and recreation participation. Section D: Evaluation of sport and recreation facilities and services at the University of Pretoria: questions in this section dealt with identifying possible problems concerning the current sport-, and recreation facilities and services, and aimed to identify means and ways to improve and upgrade the sport, and recreation facilities and services at the University of Pretoria.

The results indicated the following:

- Lack of a formal strategic plan for campus recreation
- Lack of relevant management information
- Incongruity of mission statement and product/service mix
- Misunderstanding of the concept of “recreation”
- Emphasis on elite sport.

The following recommendations were concluded: TuksSport needs to give attention to their strategic management plan, mission statement, external business environment, internal business environment, strategies, strategic objectives, and their functional plans.

In order to deploy the full potential of recreation at tertiary educational institutions, the following issues are suggested for further research:

- Longitudinal research on tendencies of campus recreation at South African tertiary educational institutions.
- Comparative research on campus recreation in SADEC and other African universities.

Keywords: Tertiary educational institutions, campus recreation, strategic management, recreation, recreation preferences.

Samevatting

Titel: Strategiese Bestuur van Kampusrekreasie aan die Universiteit van Pretoria

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Kampusrekreasie vorm 'n essensiële deel van die dienste van tersiêre opvoedkundige inrigtings en dra by tot die ontwikkeling van die student. Rekreasieaktiwiteite bevorder nie alleen die lewenskwaliteit van die student nie maar dra ook by tot vermindering van akademiese stres. Navorsing suggereer dat kampusrekreasie 'n positiewe invloed het op die tersiêre opvoedkundige instelling se organisatoriese klimaat, kultuur en reputasie en dra ongetwyfeld by tot die lojaliteit van studente, alumni en besluitnemers teenoor 'n betrokke instansie. Dit impliseer dat tersiêre opvoedkundige inrigtings oor die algemeen, en die Universiteit van Pretoria in die besonder, 'n mededingende voordeel deur middel van sinvolle kampusrekreasieprogramme mag verkry.

Ten einde die volle potensiaal van rekreasieaktiwiteite op tersiêre opvoedkundige vlak te verkry moet die sport- of rekreasie bestuurder egter 'n rollende strategiese plan vir kampusrekreasie formuleer. Moderne sport en rekreasie funksioneer volgens besigheidspraktyke en –beginsels en rekreasieprogramme moet aan die behoeftes en voorkeure van die kliënt voldoen om lewensvatbaar en koste-effektief te bly. Die sport- of rekreasiebestuurder moet dus 'n spesifieke patroon van aksie bepaal ten einde die organisatoriese doelstellings (strategie) te bereik.

Strategiese bestuur omvat eksterne omgewingsanalise (strategiese beplanning) om toepaslike strategieë (strategieformulering) te identifiseer en sodoende kompeterende voordeel (strategiese beheer) te behou. Indien TuksSport (as die besigheidseenheid verantwoordelik vir sport- en rekreasievoorsiening aan die Universiteit van Pretoria)

sukses ten opsigte van kampus rekreasie wil behaal, sal omvattende omgewingsanalises onder neem moet word om die sterk- en swakpunte te bepaal en geleenthede en bedreigings te identifiseer om sodoende 'n kompeterende voordeel te verkry.

Die volgende hipotese is vir die onderhawige studie gestel: “ Kampusrekreasie aan die Universiteit van Pretoria kort struktuur en strategie en bevredig nie die behoeftes en voorkeure van ingeskrewe studente nie”. In hierdie studie is die relevante strategiese fasette van TuksSport se kampusrekreasiedienslewering ontleed en bespreek in 'n poging om die gestelde hipotese en navorsingsvrae te beantwoord. Die primêre doelstelling van die studie was om strategieseriglyne vir effektiewe strategiese bestuur van kampusrekreasie aan die Universiteit van Pretoria te voorsien.

Literatuurstudie, onderhoude en 'n navorsingsvraelys is as navorsingsmetodes in hierdie kwalitatiewe studie gebruik. Die ekstrene besigheidsomgewing is deur middel van 'n literatuurstudie ontleed, die interne besigheidsomgewing deur middel van onderhoude en relevante dokumente en die mark omgewing deur middel van 'n navorsingsvraelys. Die navorsingsvraelys is aan 'n ewekansige 10% steekproef van ingeskrewe studente in mans- en dameskoshuise van die Universiteit van Pretoria asook die dagstudentehuis Zeus, geadministreer. Die navorsingsvraelys het op die volgende dimensies van kampusrekreasie gefokus:

Afdeling A: Demografiese inligting: vrae in hierdie afdeling het die demografiese inligting sowel as inligting rakende die sosiale omgewing van die studente ingesluit. Afdeling B: Bestaande sport- en rekreasiedeelnamedeelnemers: hierdie afdeling het die studente se sport en rekreasiedeelnamedeelnemers geïdentifiseer, ook was die inheerders geïdentifiseer wat studente se deelname aan sport en rekreasie ingeperk het. Afdeling C: Latente sport- en rekreasiedeelnamedeelnemers: hierdie afdeling het die behoeftes en belangstellings van studente aangaande sport en rekreasie deelname bepaal. Afdeling D: Evaluering van sport en rekreasiefasiliteite en dienste aan die Universiteit van Pretoria: vrae in hierdie afdeling het beoog om inheerders en probleemareas ten opsigte van die bestaande sport- en rekreasiefasiliteite asook dienste onder die soeklig

te bring. Namate hierdie aspekte geïdentifiseer was, was metodes aangewys om die sport- en rekreasie fasiliteite aan die Universiteit van Pretoria te verbeter, te opgradeer en ook te korrigeer.

Die vernaamste resultate het die volgende getoon:

- Tekort aan formele strategieseplan vir kampusrekreasie
- Tekort aan relevante bestuursinligting
- Ongepastheid van die missie en produkte en dienste
- Wanpersepsie aangaande die term “rekreasie”
- Beklemtoning van elite sport.

Die volgende aanbevelings was geformuleer: TuksSport moet aandag gee aan die strategiese bestuursplan, missie, eksterne besigheidsomgewing, interne besigheidsomgewing, strategieë, strategiese doelwitte en ook funksionele planne.

Indien die volle potensiaal van rekreasie aan tersiêre opvoedkundige instansies bewerkstellig wil word, word die volgende voortgesette navorsing voorgestel:

- Longitudinale navorsing aangaande die tendense van kampusrekreasie aan Suid-Afrikaanse tersiêre opvoedkundige instansie.
- Vergelykende navorsing van kampusrekreasie aan die Suid-Afrikaanse Demokratiese Opvoedkundige Raad en ander Afrika universiteite. **(SADEC)**

Sleutelterm: Tersiêre opvoedkundige instansies, Kampusrekreasie, Strategiese bestuur, Rekreasie, Rekreasie voorkeure.

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CHAPTER 1

INTRODUCTION, PROBLEM STATEMENT, AIM AND METHODOLOGY

1.1. INTRODUCTION

Contemporary sport and recreation are well established as areas of considerable social, economic, health and political significance. Although the perceived benefits of sport and recreation participation have been documented, there is limited reference to its place in higher education (Harris in McMahon-Beattie and Yeoman, 2004). Both South African sport and recreation and higher education have undergone changes during the past decade. February 2001 saw the implementation of a National Plan for Higher Education, which, together with the Higher Education Act of 1997, focused on the establishment of a single co-ordinated higher education system that responds to the changed needs of South African society (Waghid, 2000). The apartheid regime seriously affected the nature and opportunities of higher education available to South Africans. The basic aim of the National Plan for Higher Education was hence to recognise the strengths and weaknesses of the previous system and replace it with a system that responds to the equity and developmental challenges critical to the improvement of the quality of life of all South Africans. Waghid (2000) proposes that the process of transformation of the higher education system fundamentally calls for an ongoing change in the way students and educators approach the acquisition of knowledge and competencies and transfer them to a broader societal context. Problem solving skills and visionary leadership are of the essence in the transformed higher education system. An essential performance benchmark is the producing of skilled individuals who can contribute towards maintaining the values of a democratic society.

Favish (2003) identifies three primary areas of transformation in a knowledge-driven South Africa namely, human resource development, high level skills training and acquisition and application of new knowledge. Human Resource development

emphasises the mobilisation of human talent and potential through continued education to facilitate social, economic and intellectual upliftment of the changing South African environment. Van Wyk (2004) states the key policy goals and strategic objectives necessary to achieve the transformation of the higher education system as:

- increased access to higher education and graduates with the skills and competencies needed to meet the human resource needs of South Africans;
- increased equity of access and outcomes and restore past inequalities by ensuring that student and staff profiles reflect the demographic composition of the South African society;
- establish diversity in the higher education system through programme differentiation based on skills and knowledge needs;
- high-level research capacity to link research outputs with national development needs;
- South African higher education institutions become consistent with the vision and values of a non-racial, non-sexist and democratic society.

The transformed South African Higher Education System does not only emphasise the acquisition of technical and academic knowledge but also the acquisition and transfer of social skills and the provision of community services. Harris (in McMahon-Beattie and Yeoman, 2003) agrees and suggests that Higher Education is no longer an environment where only educational development takes place but also an environment where social and personal development through sport and recreation programmes is evident. Students should be capacitated to adopt healthy lifestyles and higher education institutions should concern themselves with providing a supportive environment to enable students to gain knowledge and understanding, explore possibilities, experiment safely, make informed choices and discover their potential (Dooris, 2001). These

objectives will only be achieved within a holistic framework where all programmes, departments or business units are perceived as an organisational whole. Sport and Recreation departments within the organisational whole of higher educational institutions obviously have a significant part to play.

The South African sport landscape has also transformed dramatically since 1994, not only from a macro perspective but also from a micro perspective. The business environment of South African sport and recreation seem to resemble a white-water-business environment as depicted by Robbins & De Cenzo (1998). Van Wyk (2004) recorded (amongst others) the following changes in the sport and recreation business environment of South African higher educational institutions:

- changed demographic profile due to increased accessibility created by the National Plan for Higher Education of 2001;
- changes in the student market due to mergers of tertiary institutions;
- social and political changes in the form of quota systems, transformation regulations and implementation requirements of specific Acts such as the Employment Equity and Affirmative Action;
- changed expectations and preferences of students attending higher educational institutions.

The contribution of regular physical activity and positive spending of leisure time to physical, psychological and emotional well-being are well-debated realities and will not be elaborated on as it falls outside the ambit of this study. Sport and recreation do have an important role to play in the contemporary transformation of the South African student community, and sport and recreation departments should develop their role as facilitators and enablers of planned change and adopt a pro-active approach to obtain optimal competitiveness.

1.2. PROBLEM STATEMENT

Change and transformation are realities in South African sport and higher education. Effective management of this inevitable change is essential to the success of all sport and recreation organisations in contemporary South Africa. Sport and recreation bureaux are integral business units of most South African higher education institutions and they too must anticipate change and meet the needs of their market (enrolled students). A strategic approach is therefore essential to pro-actively manage this change.

Strategic thought and action are getting increasingly important to sustainable competitiveness in the future. Kriemadis (1997) postulates that many educational institutions today are faced with a multitude of changes relating to factors such as ageing facilities, changing technology, increasing competition, changing demographics, rising costs and funding cuts. Although there seems to be an affluence of literature focusing on strategic management (Thompson, 1990; Certo & Peter, 1995; Thompson & Strickland, 2003; Hunger & Wheelen, 2003; Griffin, 2005) and texts focusing on sport and recreation management have increased (Lussier and Kimball, 2004; McMahon-Beattie and Yeoman, 2004; Torkildsen, 1999), studies focusing on the strategic development of sport and recreation at higher educational institutions are rare. Harris (1999; 1999; 1993) seems to be the major advocate of strategic management of sport and recreation in these settings. Harris (1993; 1999) highlighted the need for a strategic approach to the development of sport and recreation at two higher education institutions. His research (1993) revealed extensive dissatisfaction with the provision of sport and recreation opportunities at the institutions and indicated a dominance of particular user-groups (males, elite performers). Both the institutions lacked a strategic plan for sport and recreation at that particular time. Harris (1999) recorded considerable evidence of dissatisfaction with equality issues in higher education sport and recreation. From a strategic perspective, McMahon-Beattie & Yeoman (2004) emphasised the fine balance between revenue-generating activities and social and participation objectives.

As sport and recreation departments constitute integral business units of higher education institutions, the sport and recreation strategy needs to be aligned to the vision, mission and strategic aims of the specific education institution. In this regard, the University of Pretoria states unequivocally in its strategic plan for 2002 to 2005 that sport and recreation form an essential element of their service mix. The University of Pretoria envisions that it wants to enable students to become well-rounded, creative persons, responsible, productive citizens and future leaders by encouraging them to participate in and excel in sport, cultural activities and the arts. In the University of Pretoria's strategic plan for 2002 – 2005 (2002:23) it is therefore stated that:

- “The University of Pretoria has a proud tradition of excellence in sport. Sport forms an important component of student life at the University of Pretoria – it is becoming the new sport address in South Africa. Not only is sport an important element of recreation, but it also contributes to the personal development of students. In addition to the recreational and competitive elements of sport, the University also has a very strong academic involvement in sport. Given the important role of sport in the development of people, be it on the recreational or competitive side, it is the University's strategic intent to improve, extend and enhance its involvement and participation in sport. This will include facilities, organisational structures as well as participation rates”.

Neluvhalani (2003) in addition states that TuksSport, as a responsible business unit, strives to provide students, staff and club members with optimal opportunities to participate in sport and recreation within their means; contribute to the positive marketing of the University of Pretoria by way of the performance of the participants in sport and the presentation of outstanding programmes; and ensure an involvement in the community through programmes and services.

David (2001) justifies the importance of strategic management in the pro-active positioning of organizations. Strategic management involves the planning, directing, organising, and the controlling of the strategy-related decisions and actions of any

organisation. According to David (2001), strategic management can be defined as, the art and science of formulating, implementing, and evaluating cross-functional decisions that enable an organisation to achieve its objectives. This implies that in order to achieve holistic organisational success, strategic management should exist in all business units focusing on integrating management, marketing, finance, production, research and development.

Although campus recreation services are recognized as an essential element of the University of Pretoria's mission statement, it became very lucid after several interviews with TuksSport officials (Neluvhalani, 2003; Van der Walt, 2004) that problems do exist regarding campus recreation participation rates as well as the management thereof. The following factors have been identified which may give reason to this problem:

- the absence of a written strategic management process plan for recreational sport;
- low sport and recreation participation rates of all enrolled students;
- most students participating in sport or recreation live in either women or men residences, and very few daily students participate;
- most of the resources are focused on competitive sport and not on recreational sport.

Interviews held with TuksSport officials (Neluvhalani, 2003; Van der Walt, 2004), thus clearly revealed that there is an absence of a structure and commitment for campus recreation at the University of Pretoria. Thus far, competitive sport has been the main focus of TuksSport even though recreation has always been part of the University of Pretoria services to students. It therefore seems that TuksSport does not meet all the needs of its clients, probably not because of a poor needs analysis or a lack of interest in the needs, but because of a lack of long-term strategy, specifically concerning campus recreation.

1.3. HYPOTHESIS

Based on the above discussion the following hypothesis has been formulated for this study:

Campus recreation at the University of Pretoria lacks strategy and structure and does not satisfy the needs and preferences of all enrolled students.

In order to test the formulated hypothesis, certain research questions ought to be answered satisfactorily:

- What are the clients' (enrolled students) needs and preferences pertaining to campus recreation at the University of Pretoria?
- What are the current and existing sport and recreation patterns of the clients (enrolled students) at the University of Pretoria?
- Do the sport and recreation facilities of the University of Pretoria satisfy the needs and preferences of the clients (enrolled students)?
- At what level are the quality and the standard of the services delivered from TuksSport to its clients (enrolled students)?
- How good or at what level are the quality and the standard of the sport and recreation facilities at the University of Pretoria, which are available to all enrolled students?

1.4. AIMS OF THE STUDY

The primary aim of the study is to provide strategic guidelines for efficient strategic management of campus recreation at the University of Pretoria. Based on the strategic management process the secondary aims are therefore to:

- to determine the role and place of campus recreation in tertiary institutions (external environment analysis);
- to analyse the existing campus recreation product and service supply and structure at the University of Pretoria (internal environmental analysis / supply analysis);
- to determine the client (enrolled students) preferences and needs pertaining to campus recreation at the University of Pretoria (demand analysis);
- to synchronise the demand and supply regarding campus recreation at the University of Pretoria in a strategic management plan.

1.5. TERMINOLOGY

In order to establish a baseline of interpretation for terms used in this study, the following terms are clarified:

1.5.1. Leisure

The term leisure is derived from the Latin word *licere* meaning *to be free*, which refers to activities engaged in an informal atmosphere, as well as time which is free from any obligations, implying that there are no internal or external pressures or coercions when participating in leisure activities. Edgington, Hanson & Edgington (1992: 4) therefore suggest that leisure is “...freedom to pursue those things of interest to an individual”. Du

Plessis (1996) states that the old and the modern definitions of the term leisure have three characteristics in common, namely:

- leisure is time free from obligations;
- leisure is pursued out of own free will and choice;
- the motivation for pursuing leisure activities is mostly for intrinsic rewards.

1.5.2. Recreation

The terms leisure and recreation are often used interchangeably in the sport and recreation context, but it is important to note that these two terms are in fact not synonyms. The term recreation comes from the Latin word *recreatio* or *recreate* meaning *restoration*, *recovery* or *to refresh*, thus implying the recreation of energy or the restoration of the ability to function. Recreation is an activity pursued during leisure time and aims at gaining personal and social advantages. Goslin (1983) identifies several essential characteristics of recreation, namely:

- Recreation is a universal phenomenon.
- Recreation implies those activities engaged in during leisure time.
- Recreation implies those activities that are enjoyable and meaningful to the individual as well as morally and socially acceptable to a specific community.
- Recreation is a freely chosen activity.
- Recreation is not universal in form. Recreation to one person may be work to another.

For the purpose of this study, recreation will be defined as voluntary participation in leisure activities that are meaningful and enjoyable to the person involved. The term braces both indoor and outdoor activities and refers to sports and exercises as well as to less physically active pursuits.

Cordes & Ibrahim (2003) suggest that recreation is one aspect of the broader term “leisure”, which encompasses not only vigorous activities such as softball and hiking, but also sedentary hobbies such as coin and stamp collecting, as well as more passive pastimes, such as dozing in a hammock or sunbathing.

1.5.3. Sport

In general sport implies having fun, but it can also be work (professional athlete), a means of employment (sport tourism), or a business (sport management agency). Parks, Zanger & Quaterman (1998) also mention the fact that sport is any competitive human physical activity that is governed by institutional rule. For the aim of this study it is important to be aware of several characteristics; sport is a form of physical activity and also a form of physical skills, it is either for recreation purposes or competitive advantages, it is play-like by nature and it involves elements of skill, strategy and chance. Taking all the above-mentioned characteristics of sport into consideration, Pitts, Fielding & Miller (1994) stated that sport is any activity, experience, or business enterprise focused on fitness, recreation, athletics or leisure. In their view, sport does not have to be competitive, nor does it always require specialised equipment or rules.

1.5.4. Campus recreation

Campus recreation was traditionally known as intramural recreation. The word “intramural” is a combination of the Latin word *intra*, meaning “within” and *muralis* meaning, “wall”. When using this in terms of sport, it refers to sport events for members confined within walls or jurisdiction of a setting (Mull, Bayless, Ross & Jamieson, 1997).

Campus recreation is programmed sport and recreation activities for the sake of participation and fun. Programmes offered within campus recreation departments vary dramatically. According to Parks *et al.* (1998) campus recreation can be categorised into four different scopes:

- Informal sport – it involves the process of self-directed participation. It is an individualised approach pursued for the sake of fun and fitness. Mostly there are no predetermined goals except that of participation.
- Extramural sport – it is structured participation between different universities / campus settings. This means that two or more universities compete against each other at different university grounds every time.
- Intramural sport – structured contests, tournaments, leagues or other events in which participation is limited to the setting where the recreational sport system is located. Only individuals “belonging” to that specific university may participate.
- Sport clubs – a group of people with a common interest in a specific sport.

1.5.5. Strategic Management

Robbins and Mukerji (1994: 140) define strategic management as to:

“... develop a systematic means of analysing the environment, assessing their organisations strengths and weaknesses, and identifying opportunities where the organisation could have a competitive advantage”. According to Collins (1995: 475), strategic management refers to the long-range organisation plan identifying what the organisation wants to achieve and how it is going to achieve it.

1.5.6. Strategic management process

The strategic management process is a continuous process encompassing strategic planning, implementation and evaluation.

1.6. RESEARCH METHODOLOGY

1.6.1. Type of research

The gathered and collected data in this study will be processed by means of qualitative research. According to Thomas and Nelson (1996), some basic characteristics of qualitative research include the following:

- Intensive, long-time observation and extensive interviewing in a natural setting;
- Precise and detailed recording of what happens in a setting through the use of field notes, audiotapes, videotapes and other types of documentary evidence (questionnaire);
- Data interpretation and analysis using rich descriptions, interpretive narratives, direct quotes, charts, tables, and sometimes statistics (usually descriptive).

Qualitative research hardly ever establishes hypotheses in the beginning of a study, and therefore follows the scientific method of problem solving only to a certain degree. It is also seen as a systematic method of inquiry (Thomas & Nelson, 1996). The researcher tries to develop hypotheses from observations, by means of inductive reasoning, and theories are based on the gathered and collected data.

1.6.2. Demarcation of study area

The study is limited to the area of jurisdiction of TuksSport (the strategic business unit responsible for delivering sport and recreation at the University of Pretoria in South Africa). The study will further be primarily limited to residential students enrolled at the University of Pretoria as primary clients at the University of Pretoria and will not include other clients (staff, alumni).

1.6.3. Data collection

The research topic necessitates the use of the following research methods to collect data:

1.6.3.1. External environmental analysis

A literature review analyses the external environmental dimensions relevant to campus recreation internationally and nationally.

1.6.3.2. Internal environmental analysis

A literature study (internal policies, programmes, and business plans), interviews and a research questionnaire will be used to collect data on the internal business environment of campus recreation at the University of Pretoria.

1.6.3.2.1. Research questionnaire

A research questionnaire was designed to determine the campus recreation preferences and needs of enrolled students as the primary clients of the proposed product (campus recreation) at the University of Pretoria. The questionnaire design focused on the following dimensions of campus recreation:

Section A: Demographic information

Questions in this section primarily deal with the demographic information of the students. This includes personal information and the social environment of the students. Research shows that factors such as gender, age, language, environmental upbringing, residential accommodation, enrolled courses, income and the amount of classes a week have an influence on the amount of time spent on the utilisation of sport and recreation.

Section B: Current sport and recreation participation patterns

Questions in this section primarily deal with the students' current sport and recreation participation. The questions are not only directed towards the participation of sport and recreation at the University of Pretoria, but also towards participation in other sport and recreation clubs outside the University of Pretoria. This section focuses on identifying the students' demonstrated preferences towards sport and recreation participation, as well as identifying the problem areas that inhibit the students to participate in sport and recreation activities.

Section C: Latent sport and recreation participation

Questions in this section primarily deal with identifying other sport and recreation activities the students would like to participate in. This section focuses on identifying the needs and the interests of students concerning sport and recreation participation.

In order to strategically plan future sport and recreation facilities, programmes and services at the University of Pretoria, it is of vital importance to identify the additional needs and interests of the students concerning their sport and recreation participation.

Section D: Evaluation of sport and recreation facilities and services at the University of Pretoria

Questions in this section deal with the quality and the standard of the University of Pretoria's sport and recreation facilities as well as the professionalism of the personnel at TuksSport being the responsible business unit.

Section D deals with identifying possible problems concerning the current sport-, and recreation facilities and services, and aims to identify means and ways to improve and upgrade the sport, and recreation facilities and services at the University of Pretoria.

1.6.3.3. Research Sample

The questionnaire was administered to a 10 % probability sample (n=500) of undergraduate students at the University of Pretoria from:

➤ All women's residences (hostels):

- Asterhof
- Erika
- Jasmyn
- Katjiepieping
- Klaradyn
- Madelief
- Magrietjie
- Nerina

➤ All men's residences (hostels):

- Boekenhout
- Kollege
- Maroela
- Mopanie
- Olienhout
- Sonop
- Taaibos

➤ The Daily student's house:

- Zeus

(The questionnaires will not only be handed out to daily students that are part of the Daily's house, but also to daily students that are not part of Zeus.)

1.6.3.4. Administering the questionnaire

The research questionnaire was delivered by hand to House Committees of the respective University of Pretoria's residences. The research questionnaire was distributed to the primaria of women residences and to the chairpersons of the student committee in men residences, who obtained permission from Sport Representative Committee member and co-ordinated the internal distribution and collection.

1.6.3.5. Statistical interpretation

Obtained data was statistically interpreted by means of the arithmetic average, or also called the mean ($\bar{x}$). The mean is the most widely used measure of tendency (Neuman, 1997). Means can only be produced for numerical data. Means cannot be used for

coded variables where the codes represent qualitative categories and not quantities (Veal, 1997).

Five hundred questionnaires were administered to undergraduate students of the University of Pretoria. In response to the request, 115 questionnaires were returned. A response rate of 23.0% was thus obtained ($n = 115$) therefore making the result valid (Thomas & Nelson, 1996). Unresponsive undergraduate students were reminded but produced no further completed questionnaires. Means were used for the analysis when using the “Likert” type scale.

1.7. OUTLINE OF THE PROPOSED STUDY

This study comprises six chapters that are set out as follows:

Chapter 1: Introduction, problem statement, aim and methodology

In this chapter the rationale for the study is presented, followed by the formulation of the problem statement and descriptions of the study’s aims, importance and its research methodology are presented.

Chapter 2: Recreation provision in university settings

Recreation in the context of educational settings, especially tertiary institutions, is critically examined in this chapter. Attention is given to the explanation of the various terms: sport, recreation and tertiary educational institutions. The work of previous researchers in this context will be analysed by means of a literature study. The chapter is concluded by thoroughly examining the relevance and importance of recreation in tertiary institutions.

Chapter 3: Strategic management of recreation in educational settings

This chapter focuses mainly on the theoretical background of strategic management. A closer look is taken at the concept “strategic management” and its relevance in tertiary educational settings. The strategic management process in a tertiary recreational provision context is analysed.

Chapter 4: Service provision of recreation at the University of Pretoria

This chapter critically examines the provision of recreation at the University of Pretoria. The primary focus of this chapter is to analyse the development of recreation provision at the University of Pretoria from a strategic management perspective.

Chapter 5: Research results and interpretation

In this chapter, the findings and results of the study obtained from the use of the research questionnaires are analysed and interpreted.

Chapter 6: Conclusions and recommendations

In this final chapter, a summary is made of all the previous chapters. From here on, conclusions are then drawn and recommendations are made on how the University of Pretoria can optimally approach the strategic management of recreation provision.

CHAPTER 2

RECREATION PROVISION IN UNIVERSITY SETTINGS

2.1. INTRODUCTION

The primary reason for the existence of sport and recreation at schools and universities is the educational value it imparts to the students (Coakley, 2001).

With this point of view, it seems that recreation and sport have a definite place at a university. Yet, not everyone will agree with Coakley's statement but rather consider a university as a place of academic excellence and that recreation and sport be considered as an activity outside the environment of an institution of higher learning. Personal and direct requests for information on campus recreation policies at South African universities yielded limited results. This created the impression that there are no formal written policies in this regard. However, Internet searches provided access to the South African universities. These searches also reflected broad guidelines that identified various Universities in America, in Europe and in Australia as the international leaders concerning campus recreation.

Before any attempt can be made to ascertain whether recreation and sport in fact, have a place on the university campus, it is essential to first analyse development and main function of a university as such.

2.2. A BRIEF HISTORICAL SURVEY OF THE ORIGIN AND THE DEVELOPMENT OF UNIVERSITIES

2.2.1. The Classical university

The term *university* is derived from the term used in the Middle Ages *universitas magistrorum atque scholarium*, which means a unity of students and mentors. The term

studium is often added in this context, which means that the unity was established with the aim to study the science (Verster, van Heerden & van Zyl, 1994). Two types, namely:

- *Studium generale* where the mentors were in the arts, biblical law and the civil law, and was developed by means of a decree put up by a pope or by a king; and
- *Studium particulare* where the mentors teach students on a personal level, which was developed by a spiritual, a council or by a city.

The concept university originated during the period of the Middle Ages, and more specifically, during the twelfth and the thirteenth century (Verster *et al.*, 1994). However, in classical times, certain schools showed tendencies similar to university functioning and they in fact, served as the foundation stones for the later developed university. In this regard, examples were the Academy of Plato established in 386 B.C., the Lyceum of Aristotle (335 B.C.), the Stoic schools of Zeno (308 B.C.) and the school of Epicurus, which first saw light in 306 B.C. These philosophic and rhetoric schools were then united into one institution, the University of Athens that was established in about 200 A.D. and existed until about 529 A.D. when Justinian disbanded it. Towards the end of the first century A.D., a start was made in introducing higher education in Rome, which came about when Vespucius shipped a consignment of stolen loot which included books, to the Roman capital. In this way, Rome became a centre of learning about 75 A.D.

2.2.2. The Middle Ages university

During the early Christian period very little was done to promote higher education. The exception was the Catechism schools where clergymen were prepared for their professions. However, it was only during the Middle Ages that institutions of higher learning really came to the fore. No exact date can be given for the beginning of these universities since they developed gradually. With certainty, however, it was clear that during the twelfth and thirteenth centuries they took on a definite structure akin to what constitutes a university, as is known today. According to Verster *et al.* (1994), there is no

doubt that their existence too must be ascribed to the rise of the great cities where intellectuals were often to be found. The most important of these institutions were the 'schools' of Salerno, Bologna, Paris, and Oxford. It must be noted that these institutions were specialised. Bologna was known as an excellent school for Law studies and Salerno was renowned for its Medical studies. The many students that came to study at the institutions soon formed themselves into 'corporations' (or universities) as a means of protection from extortion and violence, which was rife at the time. The corporations of students constituted the beginning of the Middle Age University.

Oxford University grew out of schools centred on a nunnery and an abbey, and after 1168, allusions to Oxford as a place of study became more frequent. No doubt, educational activities were being carried out at this time in the neighbourhood of Cambridge and they were strengthened by a migration of students from Oxford in 1209. In both cases, a unique and permanent feature of English universities was established through the halls of residence, later known as colleges, which have retained a considerable measure of autonomy. The number of universities in Europe grew rapidly during the fourteenth century. Charters to start such institutions were granted to Prague, Cracow, Vienna, Heidelberg and Cologne.

During the Middle Ages, the university saw itself as an institution where students could acquire knowledge of the sciences. This was its main function. With the advent of the Renaissance period and the resulting emphasis on humanism, the emphasis shifted. The university saw its main function then as that of the broadening of knowledge through self-analysis (Verster *et al.*, 1994).

2.2.3. The South African universities

During the period of the Dutch East Indian Company's occupation in South Africa, no provision was made for any form of higher education. During the first half of the nineteenth century, a start was made to prepare young men for higher education in Europe. It was, however, during the second half of the century that the first step towards

the introduction of university education in Southern Africa was taken in Cape Town in 1858 with the creation of a board of public examiners under the name of “Board of Public Examiners in Literature and Science”. This led to the founding of new colleges such as the well-known South African College established as early as 1859 (Verster *et al.*, 1994).

By the end of the nineteenth century, the South African College and the Victoria College could be considered true university colleges. In the Eastern Province of the Cape Colony, higher education was concentrated in 1904 in a new institution in Grahamstown namely Rhodes University College. After the Anglo-Boer War, the Orange River Colony and the Transvaal secured representation on the Council of the University of the Cape of Good Hope in 1906. Degree courses were offered in Bloemfontein, and Grey University College was established in 1910. In the Transvaal, emphasis fell on technological needs. In 1904, the Transvaal Technical Institute in Johannesburg took over the work formerly undertaken by the Kimberley School of Mines, and in 1906, it became Transvaal University College. In 1908 a branch of the university college was established in Pretoria, and on the eve of the Union this branch became the Transvaal University College, while the original Johannesburg institution, restricted in its activities, was renamed the South African School of Mines and Technology. In Natal, a university college was opened in Pietermaritzburg in 1920 (Verster *et al.*, 1994).

In 1916 the basic patterns of universities in South Africa was laid down by legislation. The Victoria College became the University of Stellenbosch, the South African College was incorporated in the University of Cape Town; the examining university (the University of the Cape of Good Hope) together with the existing smaller colleges became the federal University of South Africa in Pretoria, the colleges being – Grey university College (later the University College of the Orange Free State), the Natal University College, Rhodes University College, the South African School of Mines and Technology, the Transvaal University College (Verster *et al.*, 1994).

In 1919, the Arts Department of the Theological School of the Gereformeerde Kerk became the “Potchefstroomse Universiteitskollege vir Christlike Hoër Onderwys”. In

1922, the University of the Witwatersrand was established as the fourth university in South Africa. Eight years later the Transvaal University College became the University of Pretoria.

The Brooks Commission of 1947 recommended that the constituent colleges of the University of South Africa should gradually move towards independence and this duly happened. The twin-campus, Natal University College became the University of Natal in 1949 with branches in Pietermaritzburg and Durban. In 1950, the University of the Orange Free State was established followed the next year by Rhodes University and the “Potchefstroomse Universiteit vir Christelike Hoër Onderwys”. In 1961, Rhodes University opened a branch in Port Elizabeth but in 1964 a separate university was established there, viz. the University of Port Elizabeth. After a fruitless attempt to expand the University of South Africa to include a residential university in Johannesburg, the Rand Afrikaans University was established in 1967 (Verster *et al.*, 1994).

After forty-five years of Apartheid rule, Nelson Mandela was appointed the new President of South Africa in 1994. In February 1995, President Nelson Mandela appointed a National Commission on Higher Education (NCHE), which submitted its Report, *A Framework for Transformation*, in August 1996. The National Commission of Higher Education believed that even though the previous higher education system had considerable capacity, was internationally recognised, and had acknowledged areas of excellence, it was also fundamentally flawed by inequities, imbalances and distortions deriving from its apartheid history and present structure (Bengu, 1996).

Several changes to the higher education structure were subsequently made. In the preceding apartheid years, South Africa constituted of thirty-six higher educational institutions. This number of higher educational institutions was dramatically reduced to twenty-one higher educational institutions. Of these twenty-one higher educational institutions, eleven are Universities, six are Technikons, four are Comprehensive Institutions and two are National Institutes for Higher Education (South African Government, 1996).

At the beginning of 2003, the higher educational landscape in South Africa transformed to the following:

Eastern Cape

- Port Elizabeth Technikon and The University of Port Elizabeth were merged, with the Port Elizabeth campus of Vista University incorporated into the merged institution.
- Border Technikon and Eastern Technikon were merged, sited in East London and Umtata. The infrastructure of The University of Transkei formed the core of the academic activities in Umtata of the new technikon.
- The University of Fort Hare was retained as a separate institution, incorporating the East London campus of Rhodes University and The Medical School of the University of Transkei remained in Umtata.
- Rhodes University was retained as a separate institution.

Free State

- Technikon Free State was retained as a separate institution, incorporating the Welkom campus of Vista University.
- The University of the Free State was retained as a separate institution, incorporating the Bloemfontein campus of Vista University and the Qwa Qwa campus of the University of the North.

Gauteng

- The Rand Afrikaans University and Technikon Witwatersrand were merged to form a comprehensive institution, incorporating the East Rand and Soweto campuses of Vista University.
- The University of Witwatersrand was retained as a separate institution.
- The University of Pretoria was retained as a separate institution, incorporating the Mamelodi campus of Vista University.
- Technikon Northern Gauteng, Technikon North-West and Technikon Pretoria were merged.
- The Vaal Triangle Technikon was retained as a separate institution, incorporating the infrastructure and facilities of the Sebokeng campus of Vista University.
- The students and staff of the Sebokeng campus of Vista University will be incorporated into the Vaal Triangle campus of the merged Potchefstroom University for Higher Christian Education and the University of the North-West.

KwaZulu-Natal

- Mangosuthu Technikon was merged with the new Durban Institute of Technology.
- The Umlazi campus of the University of Zululand was transferred to the merged technikon.
- The University of Durban-Westville and the University of Natal (including the Pietermaritzburg campus) were merged.

Northern Province

- The University of the North, University of Venda and Medical University of Southern Africa were merged.
- The Potchefstroom University for Higher Education and the University of the North-West were merged.
- The Vaal Triangle campus of Potchefstroom University was retained as part of the merged institution, incorporating the student and staff (but not the facilities of the Sebokeng campus of Vista University).

Western Province

- The University of the Western Cape was retained as a separate institution.
- The University of Cape Town was retained as a separate institution.
- The University of Stellenbosch was retained as a separate institution.
- The dentistry schools of the University of Western Cape and Stellenbosch were merged into a single school, and were relocated to the University of the Western Cape.
- The Cape Technikon and Peninsula Technikon were merged.

National Institutes for Higher Education in Mpumalanga and the Northern Cape

- National Institutes for Higher Education were established in Mpumalanga and the Northern Cape to serve as the administrative and governance hub for ensuring the coherent provision of higher educational programmes.

After the announced mergers, it became evident that historical names of some institutions of higher education will have to be changed to get rid of historical political baggage. Consultations on name changes took place during 2003 and further changes to the higher educational landscape in South Africa were announced:

- Technicons changed to “University of Technology” with new names;
- Merged institutions adopted new names such as:
 - University of Johannesburg (RAU and TWR)
 - Nelson Mandela University (UPE and PE Technikon)
 - University of North-West (PU for CHE and North-West University)

2.3. THE FUNCTION OF THE UNIVERSITY

“The victory over the apartheid state in 1994 set policy makers in all spheres of public life the mammoth task of overhauling the social, political, economic and cultural institutions of South Africa to bring them in line with the imperatives of a new democratic order. The vision for the transformation of the higher educational system was articulated in Education White Paper 3: A Programme for the Transformation of Higher Education (1997). Central to this vision was the establishment of a single, national co-ordinated system, that would meet the learning needs of our citizens and the reconstruction and development needs of our society and economy”, Asmal (2001: 2).

According to the Green Paper of Higher Education (Bengu, 1996), there are several main purposes of a university:

- To meet the learning needs and aspirations of individuals through the development of their intellectual abilities and aptitudes. Higher education equips individuals to make

the best use of their talents and of the opportunities offered by society for self-fulfilment. Higher education is thus a key allocator of life chances.

- Higher education provides the labour market, in a knowledge-driven and knowledge-dependent society, with the high-level competencies and expertise as necessary for the growth and prosperity of a modern economy. It teaches and trains people to fulfil specialised social functions, enter the learned professions, or pursue vocations in administration, trade, industry and the arts.
- Higher education is responsible for the socialisation of enlightened, responsible and constructive citizens. Citizenship of this nature presupposes a commitment to the common good, but it also implies a reflective capacity and a willingness to review and renew prevailing ideas, policies, and practises.
- Higher education is directly engaged in the creation, transmission and evaluation of knowledge. Its purpose is to ensure the continued pursuit of academic scholarship and intellectual inquiry in all fields of human understanding, through research and teaching.

The transformed South African Higher Education System does not only emphasise the acquisition of technical and academic knowledge but also the acquisition and transfer of social skills and the provision of community services. Harris (in McMahon-Beattie and Yeoman, 2003) agrees and suggests that Higher Education is no longer an environment where only educational development takes place but also an environment where social and personal development through sport and recreation programmes is evident. Students should be capacitated to adopt healthy lifestyles and higher education institutions should concern themselves with providing a supportive environment to enable students to gain knowledge and understanding, explore possibilities, experiment safely, make informed choices and discover their potential (Dooris, 2001). These objectives will only be achieved within a holistic framework where all programmes, departments or business units are perceived as an organisational whole. Sport and

Recreation departments within the organisational whole of higher educational institutions obviously have a significant part to play.

Thus far, the development and the function of a university have been analysed. Some historical aspects of recreation on the university campus will subsequently be analysed in order to ascertain the role that recreation plays at such an institution.

2.4. THE DEVELOPMENT OF RECREATION AT UNIVERSITIES

In looking at the development of recreation at universities, it is essential that one view several university recreation systems in order to acquire a broad perspective. For this reason, it is essential to view recreation in the medieval university context, followed by the American context, and finally the British situation, before analysing recreation service provision in the South African model.

2.4.1. Recreation in Medieval universities

“Despite much church disapproval, many forms of play continued during the Middle Ages” Kraus (1984: 65). Kraus (1984) continues by stating that the medieval society was marked by rigid class stratification: below the nobility and clergy were the peasants, and that life in the Middle Ages, even for the feudal nobility, was crude and harsh.

The favourite pastimes during the Middle Ages were hunting, hawking, gambling, music and dance, sport and jousting (Kraus, 1984). Mechikoff and Estes (2002) add to this list of favourite pastimes the rugged ball games. “Ball games that were popular during the Roman times continued to be popular during the Middle Ages and often took place on church land if a common area was not available” (Mechikoff & Estes, 2002: 94). As the favourite pastimes continued to be popular, both the ecclesiastical and the royal authority forbade most of these pastimes (Kraus, 1984).

Although the noble, the clergy and the peasants all enjoyed pastimes, it was very clear that no recreation or sport of any nature was catered for at the medieval universities. This was most probably because university regulations prescribed a certain asceticism which prohibited the lawful pleasures, and which by excessive restraint it put upon the craving for amusement which is natural to youth, provoked violent reactions. So for example, members of the universities were forbidden under penalty of expulsion, to dance anywhere except in their own houses (Verster *et al.*, 1994).

Although sport and recreation might not have been catered for at medieval universities, leisure and play are ancient ideas. Play and leisure were given a valuable position in the life of children, according to Plato and Aristotle. For both of these philosophers, play and leisure gave an opportunity to develop.

As life in the middle Ages became somewhat easier, an increasing amount of pastimes emerged. Many modern sports were developed at this time in rudimentary form (Mechikoff & Estes, 2002).

2.4.2. Recreation in American universities

The history of intramural sports in the United States is closely interwoven with the histories of physical education, recreation and varsity sports, and purely intramural history becomes much clearer after the 1850's. "History reveals that intramural sports are the oldest form of sports in the American school system" (Colgate, 1978: 3). Mitchell (1939) agrees with this by saying that the beginning of sport and recreation was of an intramural nature in the colleges in America.

Before 1700, students in American universities and colleges wanted to play, but because of many factors, were not allowed to do so. These so-called factors included the *puritan ethic* decreed that only work was good for the body and for God and that idleness was the devil's work. Early religious dogmas and educational systems were against play or any form of pastime and little free time was available because of the challenges of

nature and the settling of the American frontier (Hyatt, 1977). No provision was made for sport or recreation when the college educational system was first established. Rice (1929) agrees with the fact that during the colonial days the educational spirit and the religious beliefs were hostile to physical education and play. Rice (1929) further states that the chief concern of college students was gaining a liberal education or entry into the elite professions. Although the students began to take up sports and recreation, few thought of them as having any importance or educational value, a point of view that was prevalent until late in the nineteenth century.

A form of intramurals existed in Boston in 1701 when the city banned the playing of football, squibs, and the throwing of snowballs (Colgate, 1978). In 1743 Benjamin Franklin spoke out for the values of healthy living and recommended that schools have a *healthful situation* with gardens and fields, and a provision for students to engage in games, running, leaping, wrestling and swimming (Hyatt, 1977).

Indian wars and the economic status, location, and the religion of the individual affected the recreational pursuits of the early college students. According to Rudolph (1962: 516), students at Princeton in 1787 were forbidden to play shinny, a type of hockey, because the game was “in itself low and unbecoming of gentlemen and scholars, and is attended with greater danger to the health”.

Student life in early American colleges in the early 1800's provided opportunities for sports to develop on campuses, since many schools were founded during the westward movement and many colleges were established in rural areas so that sons could be safe from the sins of the cities or towns (Hyatt, 1977). One of the earliest accounts of unorganised intramural activity is regarded in 1807 when students from Yale University played football on the public greens in New Haven (Colgate, 1978). The first recorded organised intramural competition took place at Princeton University in 1857.

Recreation among students expanded, as higher educational institutions multiplied and the population in these institutions increased. The chaotic nature of these activities gradually gave way to better organised societies. Fraternities, dormitories and classes

started organising these recreation activities at universities, in other words students conducted their activities themselves. “In 1859, the Yale undergraduate body was divided into twelve intramural boating clubs of twenty men each. Baseball was organised as an intramural sport at Princeton in 1864. Field days for track and field activities were conducted on an intramural basis at Yale and Princeton about this time”, Tillman, Voltmer, Esslinger & McCue (1996: 287).

Something that had to be tolerated and at times even restricted, was the fact that student athletic sports was often regarded as a *necessary evil* by most colleges. When the inter-collegiate contests began to flourish, the authorities were compelled to take charge and promote them or to abolish them (Rice, 1929). Intramural activities were more or less shunted into the background when colleges accepted the idea of a programme of varsity sports (Beeman & Humphrey, 1960).

In the late nineteenth century, a new emphasis on the intramural approach began when class organisations and fraternities assumed leadership in conducting games for those students who were not on varsity teams. College teachers of physical education saw that the introduction of a competitive element might increase interest in their work (Brubacher & Rudy, 1958). Coaches of varsity teams also believed that better varsity material could be developed from the intramural teams. Educators were becoming aware that “all students should be given recreational opportunities and that organised competitive activities should not be limited to the skilful few” (Beeman & Humphrey, 1960: 1).

The University of Michigan and The Ohio State University led the way in 1913 by appointing intramural directors to administer the programme (Beeman & Humphrey, 1960). Other schools followed this lead among which were Illinois, Oregon State and Texas in 1916. Kansas started its intramural programme in 1921. Oklahoma University in 1925, and the University of West Virginia in 1928 (Means, 1963).

According to Tillman *et al.* (1996: 287), World War I and World War II exerted a “profound effect on college and university intramural programs. The war clearly demonstrated the value of sports, and a general conviction prevailed that intramurals must be made available to all who were unable to make the institutional varsity teams”. More intramural programmes were provided to more students. Mainly including additional activities expanded the intramural programmes.

Women did not experience the same rapid growth as that of men’s intramural programmes, even though many women supported intramural programmes rather than varsity competition. It was not until the 1960’s that expanded intramural opportunities became available for girls and women of all educational levels (Tillman *et al.*, 1996).

Due to the popular demand of campus recreation / intramural programmes, separate facilities from the university athletics had to be built. It was time to realise that campus recreation and athletics or physical education were entirely different. In the 1950’s, the first National Intramural Association (NIA) was founded in America. Today it is known as the National Intramural Recreation Sports Association (NIRSA) (Parks *et al.*, 1998). Intramurals initially took the form of athletic competition. In the early years of intramurals, the programmes were called intramural athletics. This term is no longer appropriate and the term campus recreation or intramural activities more accurately describe the type of programme that has developed in the American tertiary institutions.

The modern intramural movement has grown from meagre beginnings into a prominent recreational programme in many colleges and universities. From the limited objectives of physical exercise and competition, the intramural philosophy now includes objectives, which contribute to many goals of higher education, and recognises the worth of the individual as a maturing and contributing member of a democratic society (Stewart, 2000).

The intramural recreation programme of today considers and provides for individual differences and interests. It offers facilities, activities, and leadership opportunities for all students in a wide range of activities made available for student selection.

2.4.3. Recreation in British universities

According to Parks *et al.* (1998) it all started with the English in the 19th century who liked participating in sports clubs back then. Students not only organised everything, but also helped financing the development of these recreation programmes. The most common forms of recreation activities existing in England then were class competitions (e.g. first years versus third years) and inter-school competitions. The interest in the recreation programmes grew so dramatically that not only were coaches appointed to allow students specialising in certain sports, but also control began to be exerted in the form of centralised authorities. England followed America's example and founded the first department of intramural athletics in 1913.

In 1918, a Conference of Presidents of University Unions was convened at Manchester to discuss the need for some form of Association to promote the development of sport within Universities. An Association emerged, the "*Inter-Varsity Board of England and Wales*". Nine institutions attended the first event, which was an *Inter-Varsity Athletic meeting* organised by Aberystwyth on 28 July 1919. During these early years, there were no corresponding organisations in Scotland or Ireland (Parks *et al.*, 1998). In 1922 Association Football, Hockey, Rugby Union and Swimming were added to the events programme. In November 1923, the Women's Inter-Varsity Board (WIVAB) was established to cater for the needs of female students.

In 1930 following much discussion, the name of the organisation changed to *The Universities Athletic Union*. In the first few years, universities carried out the administration in rotation, but in 1927, the University of London offered to provide accommodation for the Board's headquarters and this was gratefully accepted. In 1931,

the Union was able to have Headquarters Offices of its own and appointed its first Secretary (British Universities Sport Association, 2003).

Concerning the management of British University sport and recreation today, one finds that the representations of the British Universities Sports Federation have an important voice in the government of sport and recreation in their country. Having been founded in 1962, this Federation is responsible for arranging official British University Championships and to select representative teams for international student matches and the World Student Games.

Despite having several governing bodies, University sport and recreation in Britain is a part-time, all amateur business, at least compared with American University sport and recreation. Even so, there are a number of universities and colleges in Britain, such as the Loughborough College, Oxford and Cambridge University, delivering high quality sport and recreation.

2.4.4. Recreation in South African universities

Recreation, in one form or another, has always traditionally been part of the university set-up, since the establishment of the earliest Universities in South Africa. It has been established that the game of rugby was already played sporadically at the gymnasium (later to be renamed Stellenbosch University) in Stellenbosch in 1866. When the University College of Natal was established in 1910 in Pietermaritzburg, rugby, cricket, athletics, tennis and soccer clubs were entered in the local league (Tempelhoff, 1983).

2.4.4.1. The South African Student Sports Union

The South African Student Sports Union (SASSU) was established on 16 April 1994 in Port Elizabeth. Today the South African Student Sports Union is considered as the official unified national umbrella sports structure for the co-ordination and promotion of all student sport and recreation activities organised at regional, provincial and national

levels in the tertiary educational sector of South Africa (National Department of Sport and Recreation, 1995; National Department of Sport and Recreation 1998). “SASSU was founded within the tertiary educational sector in order to represent and protect the sporting interests of all students at member institutions based on the principles of unity, accountability, non-racialism, non-sexism and democracy. SASSU programmes are aimed at promoting sport and recreation values and encouraging sport and recreation practise in harmony with, and complementary to, the academic character of tertiary educational institutions” (South African Student Sports Union, 2000: 1).

The South African Student Sports Union associates and liaises with the following national sport and recreation structures:

➤ **The South African Sports Commission (SASC)**

The South African Sports Commission (SASC) was formed in 1999 out of the amalgamation of part of the Department of Sport and Recreation (currently Sport and Recreation South Africa) and the National Sports Council, which was subsequently disbanded. It is a legislated body governed by the South African Sports Commission Act of 1998, which sets out its duties, powers and obligations (South African Sports Commission, 2003).

The South African Sports Commission has four strategic thrusts that guide its work:

- Manage, promote, and co-ordinate the provision of sport and recreation.
 - Develop and implement a national sports plan and ensure that accessible facilities, competition and club infrastructure exist, and are professionally managed.
 - Improve the quality of international sports events that are hosted by South Africa.

- Ensure participation in international events
 - Identify talented athletes to ensure that South African teams are fully representative.
 - Provide access to scientific support, training, life-skills development services, coaching as well as ensuring a supportive social environment in order to increase the number of medals and test matches won by South Africa.
- Ensure the provision of resources
 - To provide information, financial and logistical resources for the development of athletes.
- Policy development and implementation

The South African Sports Commission plays a supportive rather than regulatory role in sport in South Africa. Its services and products are geared to make sport and recreation in South Africa available to everyone.

➤ **Sport and Recreation South Africa (SRSA)**

Sport and Recreation South Africa has set the following objectives for itself, which are manifested in the White Paper. The White Paper of Sport and Recreation South Africa (National Department of Sport and Recreation, 2003) states that the recognised co-ordinating body for the organisation of sport at tertiary educational level is the South African Student Sports Union (SASSU).

The South African Student Sports Union's (SASSU) vision is to provide opportunities for excellence in student sport in order to participate and / or compete at all levels. The South African Student Sports Union's mission is to create an environment, which will encourage student sports persons to strive for excellence on an academic and sports level, while giving participants the opportunity to interact socially and competitively. South African Student Sports Union's core business is to ensure

maximum participation in student sport and recreation. Therefore, the South African Student Sports Union's fundamental goal is the development and promotion of sport and recreation at all tertiary educational institutions. Although SASSU's mission refers to maximum participation in student sport and recreation, little to no evidence on promoting recreation is visible is SASSU's service provision.

SASSU's main functions include the following:

- Implementation of government policy on sport and recreation at tertiary education level.
- Its core business involves sharing of its specialised resources (both human and infrastructural) with the community, maximising participation and co-ordinating intra- and inter- institutional competitions.
- Making representations to macro bodies and relevant government departments with respect to tertiary sport.
- Liasing with national and provincial federations with respect to tertiary sport.
- Liasing with its international parent body, the International University Sport Federation (FISU).
- Facilitating South African's participation at international tertiary educational institution sports events.

Other goals and objective are the following:

- To uphold and promote its founding principles through organisational structures as may evolve through the continuing interaction of its members;

- To facilitate and co-ordinate the development of sport, physical recreational activities and sports competition amongst its members at all levels;
- To implement government policy on sport and recreation at tertiary level;
- To make representations to the macro sports bodies and relevant government departments, with respect to tertiary sport;
- To liaise with national and provincial federations with respect to tertiary sport;
- To affiliate to the International University Sports Federation (FISU) as well as the appropriate continental and national sports structure(s), and to participate in international and continental sports events, endorsed by the above-mentioned structures;
- To co-operate with FISU in the fulfilment of their objectives and accept to respect the statutes and regulations of FISU;
- To consolidate all student sport associations under one student sport organisation;
- To facilitate the formation of sport associations where these do not exist;
- To raise and administer funds of SASSU in such a manner as SASSU may deem advisable and, in particular, by means of subscription, donations and sponsorships;
- To regulate, facilitate and co-ordinate events and matches of any student teams to and from South Africa;

- To share its specialised resources (both human and infra-structural) with the community, maximise participation and co-ordinate intra- and inter-institutional competitions;
- To establish rules and regulations to ensure that all members abide by the Constitution of SASSU.

➤ **SPORTS OFFICES**

During the course of the past decades, there has been an explosion of sport and recreation clubs on university campuses. While some smaller universities have over twenty clubs, the University of Cape Town boasts forty-two different sport and recreation clubs on its campus. To assist the students in administering their recreation and sports effectively, sport and recreation offices or bureaux staffed by professionally trained officers have been created.

From the above historical survey, sufficient evidence has been supplied to indicate that recreation has a significant place on a university campus. This is no doubt indicative that recreation must have some value in universities. In this regard, it is worthwhile to look at recreation participation in today's universities, internationally and nationally.

2.5. RECREATION IN TODAY'S UNIVERSITIES

In looking at the recreation participation in today's universities, it is essential to view several university sport and recreation systems in order to acquire a broad perspective. Personal and direct requests for information on campus recreation policies at South African universities yielded limited results. This created the impression that there are no formal written policies in this regard. However, Internet searches provided access to the South African universities. These searches also reflected broad guidelines that identified various Universities in America, in Europe and in Australia as the international leaders concerning campus recreation. For this reason it was thought essential to analyse the

recreation provision of selected American universities, followed by European universities, and finally Australian universities, before analysing recreation provision in South African Universities.

2.5.1. Recreation in American universities

The provision structures of three American universities will be discussed.

2.5.1.1. Pennsylvania State University (Pennsylvania State University, 2004)

➤ **Mission statement:**

The recreational sports programme is dedicated to providing the University community, the opportunity to participate in recreation, sports and fitness activities with the emphasis on fair play, healthy living and development of proper social skills.

➤ **Objectives:**

- To make recreational opportunities available to the University population.
- To encourage involvement in Recreational Sports as a supplement to the academic experience.
- To ensure diverse offerings which adapt to the needs of the participants.
- To instil principles of leadership, fair play, sportsmanship and teamwork.
- To promote patterns of behaviour that lead to a healthy lifestyle.
- To ensure the opportunity for self-directed recreation.
- To encourage advanced levels of participation through sports clubs.

- To provide employment opportunities and leadership development for students.
- To provide an environment which fosters acceptance of and respect for all members of a diverse university community.

➤ **Goals:**

It is the goal of the Recreational Sports Programme to provide an all-encompassing campus recreation programme in a modern recreation facility. This programme will include proper professional staffing, graduate assistant staffing and diverse programme offerings, which are supported by a common recreation fee. Additional funding will be through special fees paid by non-students, including faculty and staff user fees and facility rental fees.

➤ **Additional goals include the following:**

- Utilise modern technology in Recreational Sports to encourage involvement as a supplement to the academic experience. This would include on-line registration, facility reservations and league scheduling. This would also include restricted facility access, website enhancement, satellite offices, on-field participation verification, and expanded equipment issue.
- Survey students to provide direction on current and future programme offerings. Appoint a student advocacy group to represent Recreational Sports' concerns.
- Provide students with direction and support in developing leadership skills, through fair play and good sportsmanship.
- Maintain safety standards within recreational facilities, including controlled access buildings, security personnel, proper ventilation, secure and convenient storage locations.

- Modify and expand group exercise programmes and facilities. Develop additional classroom, office and media viewing areas to maintain the highest level of training and development of instructors.
- Co-ordinate scheduling of facilities, which provide opportunities for those participants interested in open recreational activities.
- Utilise students in a work setting that includes scheduling of activities, supervision of events, sports officiating, facility reservation, event management, judicial decisions and instruction.

➤ **Administration:**

- Only students run, organise and administer the recreation programmes of the approximately 50 clubs ranging from swimming, tennis and basketball as well as “punt, pass & kick” and “flag football”.
- An inclusive recreation fee is payable every year by the recreation programme members. Additional funding will be through special fees paid by non-students, including faculty and staff user fees and facility rental.

2.5.1.2. University of Chicago (University of Chicago, 2004)

➤ **Mission statement:**

The Campus Sports and Intramural office is committed to offering sports activities to meet students, faculty, staff, alumni and spouses the required recreational, educational and social needs. The Sport Club programme is designed to serve individuals interest in sport and recreation activities organised and administered by the club members through their elected officers.

➤ **Goals:**

The University of Chicago recognises that the goals of the sport and recreation programmes are:

- To introduce students, faculty, staff, alumni and their spouses to new activities.
- To continue and enhance skills.
- To develop student leadership.
- To provide opportunities for students, faculty, staff, alumni and their spouses to develop positive interpersonal relationships.
- To promote an appreciation for diversity.

➤ **Recreation, Entertainment and Arts offered by the University of Chicago:**

Many recreational facilities are available on the grounds of the Orthogenic School. The University of Chicago and the metropolitan area offer an even broader variety of activities. Recreational activities are designed to suit students' interests and capacities. Supervision, instruction and guidance are provided as necessary. Active and enriching pastimes are preferred to sedentary ones. Numerous after-school activities have been designed and implemented at the Sonia Shankman Orthogenic School. These include a drama programme offered by the Free State Theatre, a dance therapy programme offered through Columbia College, and a horticulture therapy programme offered by the Chicago Botanical Garden. Additionally, the school offers a wide range of activities through its Arts Education Programme. These include a puppetry workshop, ceramics studio, oil painting classes, music and photography workshops. The students have successfully written and presented their own plays and dance performances. During the summer months, students at the school design, plant, and maintain gardens on the grounds of the school and

elsewhere on campus, receiving a number of awards from local gardening associations for their quality and creativity.

➤ **Administration:**

The 38 different recreation and sport clubs ranging from aikido and basketball to drama and photography. These clubs are driven by student members and are supervised by the University for the benefit of these students.

2.5.1.3. Clark University (Clark University, 2004)

➤ **Mission statement:**

To give students the opportunity to compete and have fun without the demands of varsity athletics; and to serve individual interests in different athletic.

➤ **Administration:**

- Recreation and club sport is a student organisation, responsible for their own expenses, hiring of coaches and providing adequate emergency resources. Each of the 38 different recreation and sports programmes are initiated and administered by student officers. These sport and recreation programmes range from ice hockey and snowboarding to lacrosse and outing clubs.

- Intramural Board: consists of students and directors.

2.5.2. Recreation in European universities

Four universities were selected to present an overview on the current sport and recreation system in Europe.

2.5.2.1. Oxford University (Britain) (Oxford University, 2004)

➤ Facilities:

Because Oxford is not a typical university with one main campus, but rather an institution with several campuses and colleges, Oxford has a large amount and variety of indoor and outdoor facilities. To cover an extensive range of sport and recreation, Oxford colleges club together to share amenities such as playing fields. About 200 recreation clubs (ranging from frisbee to drama and music) and 30 sport clubs (ranging from athletics to tennis) exist at Oxford University.

➤ Administration:

- Sport: a Sports Strategy Committee is responsible for overseeing sport within the university, while a Sports Federation co-ordinates practical support.
- Recreation: The university is hugely responsible for:
 - ❑ Several major museums
 - ❑ Exhibition rooms
 - ❑ The University Parks
 - ❑ The Oxford Botanical Garden

2.5.2.2. Loughborough University (Britain) (Loughborough University, 2004)

➤ Aims and objectives:

To teach and promote various sport and recreation activities for recreation and at competition level.

➤ Administration:

- Loughborough Students' Athletic Union Executive Committee is responsible for the overall sport and recreation programmes. However, all of the 26 different activities (ranging from athletics and water polo to tug-of-war and darts) presented

by the Loughborough University, be it for recreation purposes or for sport purposes, are administered by their own individual club committees.

- The student members of the Loughborough Students' Athletic Union pay an annual subscription fee.

2.5.2.3. Hamburg University (Germany) (University of Hamburg, 2004)

➤ **Facilities:**

Because Hamburg University is not a typical university with one main campus, but rather an institution with several campuses and colleges, Hamburg University has a large amount and variety of indoor and outdoor facilities. To cover an extensive range of sports and recreation (38 different recreation and sports programmes), Hamburg campuses club together to share amenities such as playing fields.

➤ **Administration:**

- Sport: "Hamburger Sportbund" is responsible for overseeing sport within the university, while a Sports Federation co-ordinates practical support. These sport clubs range from aerobic-step-mix to volleyball.
- Recreation clubs range from yoga to travelling. The university is hugely responsible for:
 - ❑ Several major museums
 - ❑ Exhibition rooms
 - ❑ The University Parks

2.5.2.4. Heidelberg University (Germany) (University of Heidelberg, 2004)

➤ **Facilities:**

Because Heidelberg University is not a typical university with one main campus, but rather an institution with several campuses and colleges, Heidelberg University has a

large amount and variety of indoor and outdoor facilities. To cover an extensive range of sport and recreation, Heidelberg campuses club together to share amenities such as playing fields.

➤ **Administration:**

- The student members of the University of Heidelberg pay an annual subscription fee of 5 EURO.
- Sport: “Allgemeiner Hochschulsport” is responsible for overseeing the 23 different sport and recreation programmes within the university, while a Sports Federation co-ordinates practical support. The sport clubs range from boxing to swimming.
- Recreation clubs range from dancing to photography. The university is hugely responsible for:
 - ❑ Several major museums
 - ❑ Exhibition rooms
 - ❑ The University Parks

2.5.3. Recreation in Australian universities

The recreation provision structure of the Australian National University is presented in the following paragraphs.

2.5.3.1. Australian National University (Australian National University, 2004)

➤ **Objectives:**

The objectives of the Australian National University Sport and Recreation Association Incorporated are:

- To promote amateur sporting and physical recreation among members; and

- For that purpose, to encourage and assist in the formation among members of sporting and physical recreation clubs and to support and co-ordinate the activities of clubs so formed.

➤ **Administration:**

- The management and control of the 32 different recreation and sports programmes (ranging from badminton and soccer to caving and mountaineering) of the Sport and Recreation Association is vested in the Sport and Recreation Council. The financial ordinary (full) members of the Sport and Recreation Association elect nine members each year. Nominations for the Sport and Recreation Council are sought in the early part of each academic year, with elections held in the first term of each academic year. Three positions on the Council are nominated by the Students' Association, the Post Graduate Association and the University Council respectively. The other position (non-voting) is that of the Executive Officer, who is responsible for the day-to-day administration of the affairs of the Sport and Recreation Association.
- A membership fee of A\$4 is payable every year by ordinary members of the Association that are not students, by associate members and by valued club affiliate members.

2.5.4. Recreation in South African universities

The recreation provision structures of six South African universities are presented to provide an overview from a South African perspective.

2.5.4.1. University of the Free State (University of the Free State, 2004)

➤ **Mission:**

Although Koviesport does not state a clear mission, they believe that sport and recreation are one of the cornerstones of the process of shaping the students. To

achieve this, 29 different sport and recreation programmes are available to students. These sport and recreation programmes include cricket and rugby as well as chess and cycling.

➤ **KovsieSport offers:**

- The best coaching
- The best facilities
- Opportunities for competition at the highest level
- Recreational opportunities including a gymnasium

➤ **Motto:**

“Participate, become involved, be part of Kovsieland and experience the fun of being a student. Make use of the opportunities that come your way in order to become a fully balanced person” (University of the Free State, 2004).

2.5.4.2. University of Kwa-Zulu Natal (University of Kwa-Zulu Natal, 2004)

The University of Kwa-Zulu Natal offers students the choice of five campuses: Edgewood Campus, Howard College, Medical School, Pietermaritzburg and Westville. Thirty-five (35) different sport and recreation programmes, ranging from swimming and gymnastics to parachuting and water-skiing, are spread over the five campuses.

➤ **Administration:**

- Sport and Recreation is administered by a Sport Administration / Office in each Centre. The staff consists of a Head of Administration, three sports officers and two secretarial staff members.

- The policy-making bodies are UND-Sport in Durban and the Sports Union in Pietermaritzburg, both of which are student led and controlled.

2.5.4.3. University of Port Elizabeth (University of Port Elizabeth, 2004)

➤ **Mission:**

- To serve the University community (students and staff) in respect of all their sport and recreation needs through 25 different recreation and sport programmes, including squash, basketball and weightlifting.
- To create opportunities for participation in prestige sporting events by sportsmen and sportswomen to reflect the image of the University at regional and national level.
- To promote and become involved in community outreach programmes.

2.5.4.4. University of Stellenbosch (University of Stellenbosch, 2004)

➤ **Mission:**

To meet students and staff needs in respect of sport and recreation through the 32 different recreation and sports programmes at a variety of indoor and outdoor facilities. These recreation and sport programmes range from athletics and tennis to surfing and rock climbing.

2.5.4.5. Rhodes University (Rhodes University, 2004)

➤ **Overview:**

Rhodes University has a large number of active sports club to choose from. The wide range of activities (29 different recreation and sport programmes, ranging from rowing and cricket to sailing and archery) is well supported by excellent, competitive,

and recreational facilities and equipment, and students are able to experience and participate in pursuits not offered at school. Involvement in sport and recreation at Rhodes holds the promise of opportunity, achievement, enjoyment, the establishment of life-long friendships and above all, a well-rounded university experience.

➤ **Administration:**

All students are automatically members of the Sports Council, and as such are entitled to make use of the excellent facilities provided.

2.5.4.6. University of Cape Town (University of Cape Town, 2004)

➤ **Overview:**

The Sports and Recreation Department provides for all levels of competition from purely social and intra-mural programmes through to high performance sport by means of 42 different recreation and sports programmes. These programmes range from athletics and swimming to skydiving and wine tasting.

2.5.5. Comparative analysis

From the preceding broad overview of recreation provision at universities, a number of similarities and differences emerge. A comparison between providing structures is presented in Table 2.1.

Table 2.1. Comparison of the national and international university sport and recreation systems.

Similarities	Unique differences
➤ Recreation provision is a recognised part of University's product range offered to students as part of a well-rounded university experience. ➤ Universities offer a wide spectrum of activities. ➤ Universities have a wide spectrum of facilities available. ➤ Students have a strong input in managing recreation and sport structures on campus. ➤ Specific fee charged for the service. ➤ Recreation service provision available to all enrolled students. ➤ Attempts to provide strategic direction to recreation service provision in the form of mission statement, goals and objectives.	South Africa: ➤ Universities tend to narrow down recreation provision to physical recreation or recreation sport. ➤ Full-time staff members are primarily responsible for managing recreation provision. America: ➤ Universities focus on social skills development and recognition of diversity. ➤ Regular surveys to determine preferences and meet demands are implemented. ➤ Product range is designed around individual interests of students. ➤ Access to facilities and activities is extended to alumni and only enrolled students. ➤ Students are primarily responsible for managing recreation provision.

Universities recognise recreation provision on campus as an essential element in a balanced student life. As such, recreation provision obviously has some value to a university student.

2.6. RECREATION VALUES AND THE UNIVERSITY STUDENT

The programme for the transformation of higher education (South African Government, 2002) acknowledges that universities as institutions of higher learning should not only place emphasis on the acquisition of technological knowledge but also on the acquisition and transfer of social skills and the provision of community services. Community services offered by tertiary institutions include sport and recreation programmes. The place of recreation and sport programmes in the transformation process of the higher

educational system is therefore justified from a perspective of support services through the provision of skills development and knowledge building programmes, as well as the employment opportunities it creates to facilitate these campus recreation programmes as an integral part of the transformation and restructuring of higher education (Le Grange, 2002). In addition to the above argument, Hyde-Clarke Humphries (2000) speculated that as long as the changing South African business environment recognises higher education as an essential building block to the empowerment of human resources, tertiary institutions must provide opportunities for previously disadvantaged groups to have access to social and academic development. Campus recreation as a contributing vehicle for social development therefore has the potential to add value directly to human resources as well as indirectly to the betterment of the South African society at large. Although it becomes clear that campus recreation programmes could add value to student life at a university, there are arguments for and against campus recreation.

Van Wyk (2004) states that sport (as element of campus recreation) forms a significant component of tertiary education. It is imperative to deliver a balanced student to society and that requires more than mere academic training. Campus recreation programmes represent an important instrument in fostering healthy lifestyles as well as building insight and understanding amongst a growing diverse student population – all desired social skills in the current South African society.

According to Wuest & Bucher (1995), educational objectives are classified into three domains or areas of behaviour: cognitive (thinking), affective (feeling), and psychomotor (doing). “The cognitive is concerned with the acquisition of knowledge and its application. The affective domain includes the promotion of values and social and emotional development. The psychomotor domain involves the development of motor skills and physical fitness”, Wuest & Bucher (1995: 67). Participating in recreation programmes can undoubtedly contribute to learning in each of these three domains.

Recreation programmes contribute to the development of critical thinking skills, including both the higher and the lower orders within the taxonomy. “The performance of motor

skills can be viewed as an information processing task”, Wuest & Bucher (1995: 71). For a student to be able to perform a skill involves analysing the movements, comparing and contrasting the performance to a reference model, sequencing the movement correctly, evaluating the effectiveness of the attempt, and integrating the information with other information to modify future movements to enhance success. This means that for a student to perform any skill involves cognitive involvement. Another way of increasing the cognitive involvement is for the student to self-analyse his/her current level of competency, identify areas of improvement, apply the knowledge to design an individualised recreation programme, evaluating and making adjustments when necessary. Wuest & Bucher (1995) are convinced that these cognitive actions in a recreation setting provide students with skills to modify their future adult life programmes as need arises.

In addition, sport and recreation programmes also contribute to the cognitive development of students by increasing the knowledge of the human body, exercise, disease and health; increasing the student’s understanding of sport and recreation, a major institution in our society and in many other cultures throughout the world. Sport and recreation clearly affect a country’s economy, politics, government, educational systems, newspapers, magazines, radio and television and students should be informed of that. Sport and recreation programmes also help students become wise consumers of goods and services that influence not only their health and fitness, but also their total life.

Wuest & Bucher (1995: 72) define the affective domain as, “the development of values as well as social and emotional outcomes”. Recreation programmes undoubtedly contribute to this domain in many ways: institutionalising values such as respect for others, commitment, loyalty, self-discipline, honesty and responsibility; enhancing of self-esteem, co-operation, leadership and emotional control; developing ethics, aesthetics and morals and contributing to social development, by means of interaction and working together as a team or group.

The psychomotor development of the individual is an important contribution of physical campus recreation programmes. Psychomotor development is concerned with two primary objectives: development of physical fitness and the development of motor skills. The promotion of fitness as well as the skills and knowledge to maintain it throughout one's lifetime are important contributions from recreation programmes as educational goals. Physical recreation programmes also contribute to the students' attainment of educational goals. This implies that students, who are physically fit, have increased vitality and vigour, which will aid them in completing their work.

According to Wuest & Bucher (1995), students participate in sport on a tertiary institutional level, mainly for two reasons: for fun and enjoyment and for competitive reasons. Intercollegiate sport and recreation programmes (sport and recreation activities in any tertiary institution) today are as different as the higher educational institutions of which they are a part. Sports and recreation programmes range from the lowest level to major competitive programmes. On the lowest level of competition, students merely participate in campus recreation activities for fun and enjoyment.

According to Cordes & Ibrahim (2003), students spend about 60% of their time on essential activities such as school, personal care, and employment with the remaining 40% available for discretionary activities.

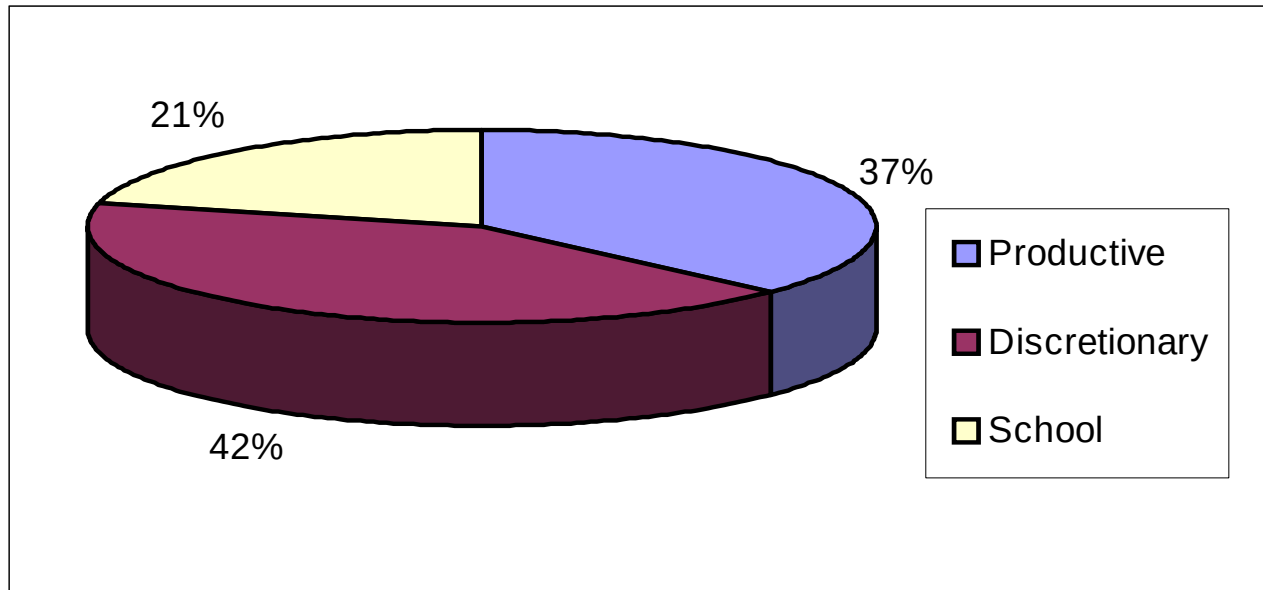


Figure. 2.1. Waking hours of students

(Cordes & Ibrahim, 2003: 86)

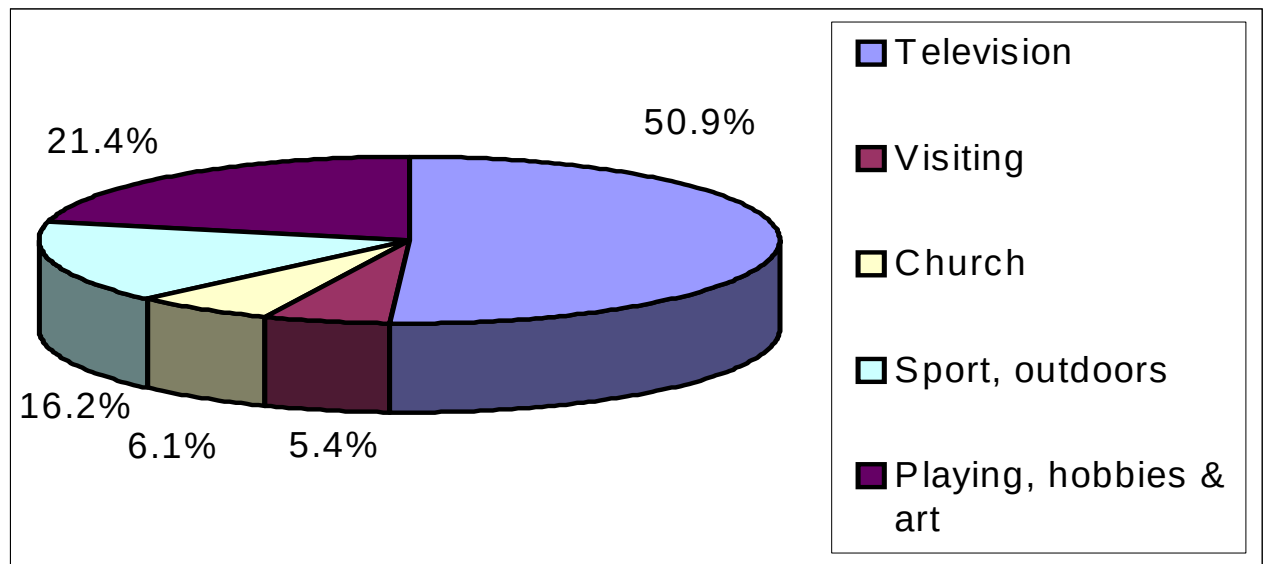


Figure 2.2. Discretionary detail of students

(Cordes & Ibrahim, 2003: 86)

Cordes & Ibrahim (2003) suggest that a way of utilising the discretionary time is by means of recreation programmes. Some form of recreation programmes serving many students in tertiary institutions consists of campus recreation. Campus recreation

includes games and sports, social and creative activities, clubs, outings and cultural programmes sponsored or conducted under the general supervision of college and university administrators. They are of the opinion that these programmes have expanded slowly in the last couple of years, while many departments of student life or campus recreation operating huge student unions, physical recreation centres, and similar facilities.

Coakley (2001) presents several arguments in favour of campus recreation programmes:

- A recreation and sport programme involves students in activities and thereby increases the interest in academic activities.
- Recreation and sport programmes build the student's self-esteem, responsibility, achievement orientation, and teamwork skills, which is required for occupational success.
- Recreation and sport programmes provide fitness training and stimulate interest in physical activities among all students in the school.
- Recreation and sport programmes generate the spirit and unity necessary to maintain the school as a viable organisation.
- Recreation and sport programmes promote parental, alumni, and community support for all school programmes.
- Recreation and sport programmes give students opportunities to develop and display skills in activities valued in the society and to receive rewards for their athletic skills.
- Recreation and sport programmes promote the corporate spirit of the University.

- Universities compete against each other for the students, and reputable sports programmes help to generate applications for admission – therefore, recreation and sport programmes serve as *an advertising vehicle* for universities.
- Recreation and sport programmes positively affect university budgets in the following ways:
 - Increased donations to the university endowment.
 - Increased publicity, which in turn increases students' applications, which in turn raise the academic qualifications of the students' body, which in turn make the university a better academic institution.

Bovaird, Nichols and Taylor, 1997 (in Collins & Kay, 2003) are convinced that campus recreation programmes yield positive social and economic benefits to universities. The intricate relationship between recreation and sport programmes on university campuses are presented in figure 2.3.

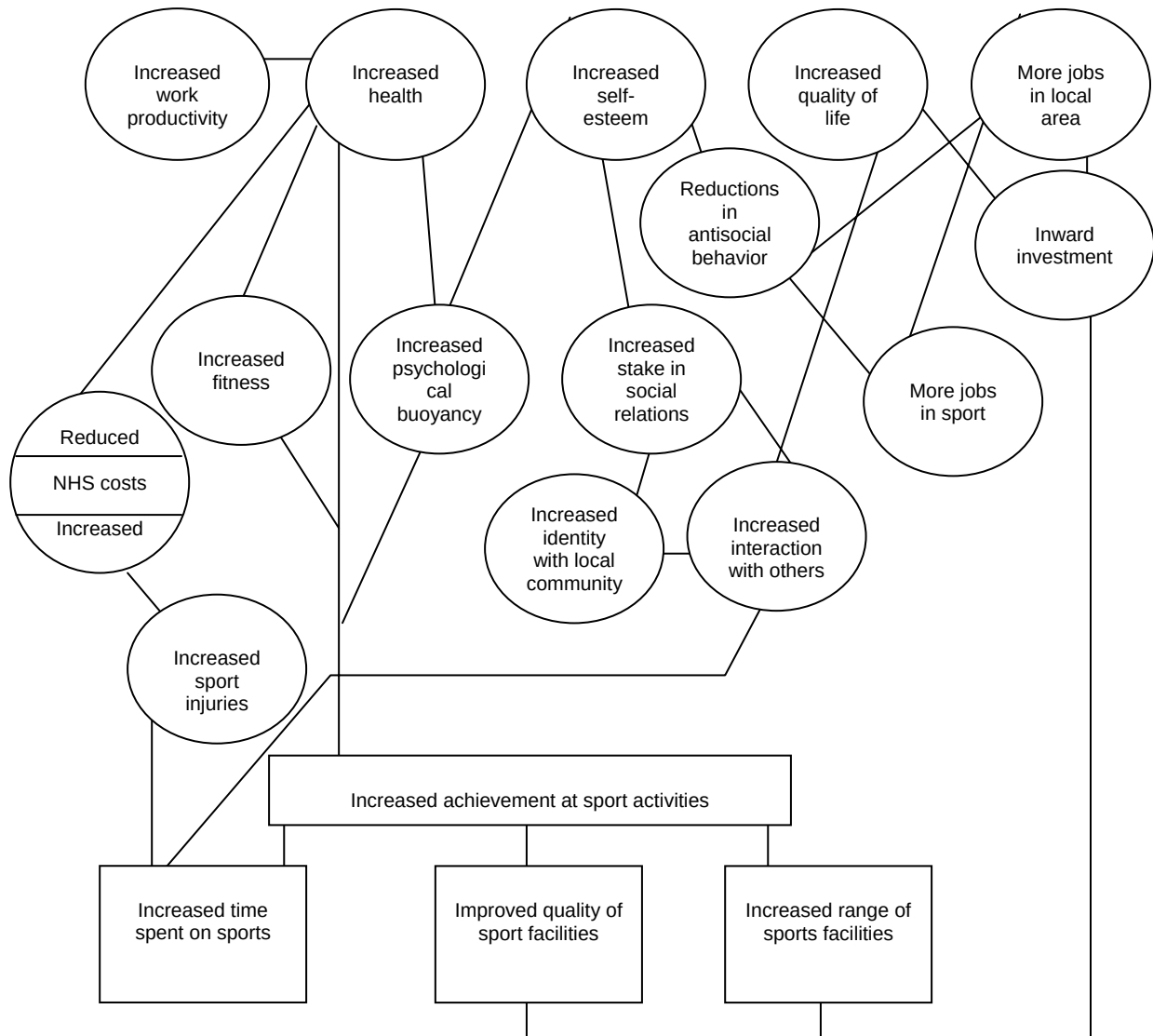


Figure. 2.3. Model of relationships between sport and recreation and the social and economic benefits

(Collins & Kay, 2003: 30)

The relationship of recreation activities (leisure activities) to stress and anxiety in academic settings has been analysed by a number of researchers. Ragheb & McKinney (1993) postulate that there is evidence that perceived academic stress relates to anxiety and depression of college students. Although leisure participation and satisfaction

showed negative associations with lower levels of anxiety in non-academic settings, there has been little research testing of some of the specific relationships among leisure domains (i.e. motivation, constraints, attitude, locus of control and satisfaction) and perceived academic stress.

Pickens & Kiess (1988) observed that assigning leisure reading to children could reduce academic stress. Ragheb & McKinney (1993) reacted on the research of Pickens & Kiess (1988) and argued that they did not address the relationship between leisure participation and satisfaction directly, as only reading as a single leisure choice was included. Their investigation attempted to fill this gap. Ragheb & McKinney (1993: 8) consequently concluded that the lower the leisure satisfaction and participation, the greater the levels of anxiety in a non-academic situation. Students who reported high stress levels scored low on leisure attitude and reached the overall conclusion that leisure participation and satisfaction were negatively but weakly related to perceived academic stress.

Divergent opinions exist on the effect of recreation participation on academic achievement varying from positive correlation between participation and academic achievement to a position of insignificant correlation. However, nowhere in any particular study, has there been evidence of negative correlation. The fact that there is no scientific evidence that recreation and sport participation negatively affects academic achievement should strengthen the merits of recreation and sport as a university activity.

It seems as if the goals of campus recreation, namely, to provide satisfying and enriching leisure programmes, support and extend the academic function of the University by offering opportunities for a wide range of experiences linked to academic subjects. Beyond this, campus recreation serves to keep the institution's spirit and moral high, and to enhance its image in terms of recruitment appeal to potential students.

Coakley (2001) however also presents arguments against the inclusion of campus recreation in an academic setting:

Arguments against:

- Recreation and sport programmes distract students' attention from academic activities.
- Recreation and sport programmes perpetuate dependence, conformity and a performance orientation that is no longer appropriate in a post-industrial society.
- Recreation and sport programmes turn most students into spectators and cause too many serious injuries to student-athletes.
- Recreation and sport programmes create a superficial, transitory spirit, which has nothing to do with educational goals.
- Recreation and sport programmes deprive educational programmes of resources, facilities, staff and community support.
- Recreation and sport programmes create strong pressure on student-athletes and support a hierarchical status system in which athletes are given excessive privilege, which may be used to assert dominance over other students.
- Maintaining a recreation programme is expensive.
- Recreation programmes are irrelevant to the academic mission of the University
- The opportunity of the student body for recreation participation are restricted
- The destructive public relations that result from a consistently mediocre or losing record
- The destruction of the university's purpose caused by commercialism

2.7. CONCLUSION

Universities as institutions of higher learning developed steadily through time, undergoing changes and functions. During the Middle Ages, the function of a university was to enable students to acquire knowledge mainly of basic sciences. During the Renaissance period, the emphasis was mainly on broadening the knowledge through self-analysis. During the twentieth century, the University saw its role as more than that of just analysing knowledge. The purpose and the functions of universities now included not only the gathering of knowledge and systematising of it, but also included the educating and moulding the character and social skills of the students.

American Universities were the first during the modern era to realise that in educating and moulding the character of the student, sport and recreation had a contribution to make. In South African Universities, sport and recreation have always been associated with and seen as a vital part of campus life. Just like American and British Universities, South African Universities also soon realised the importance of recreation and sport for the student, by giving students full approval by providing various sport and recreation programmes. Not only were sport and recreation programmes provided, but South Africa also implemented a Student Sport and Recreation Union, which is now known as South African Student Sports Union.

In the following chapter, strategic management will be discussed in a broad context to lay the foundation for the evaluation of a campus recreation programme on a specific university campus (University of Pretoria).

CHAPTER 3

THE THEORY OF STRATEGIC MANAGEMENT

3.1. INTRODUCTION

Tertiary educational institutions in South Africa are confronted with accommodating the fast-adapting socio-demographic-, economic-, technological-, and political changes in its business environment. To be able to react in time to these fast changes, tertiary educational institutions often have to take considerable and drastic steps (Van Wyk, 2004). Strydom (1992) is of the opinion that tertiary educational institutions have to be managed strategically to be able to react to the educational needs of the business, industry and the government in order to stay competitive and reflect visionary management practises.

In this chapter, the underlying theory of strategic management will be discussed in a broad context. The last part of the chapter will focus on the application of strategic management theory in a tertiary academic context.

3.2. STRATEGY

3.2.1. Defining the concept strategy

The concept strategy originates from the Antique Greek words *strategos* (Byars, 1992) and *strategia* (Rue and Holland, 1989). Directly translated these Greek words literally mean a general way, in which to be able to control and lead the art and science of military proceedings. Hill & Jones (1992: 7) emphasise the military origin of the word strategy and defines it as “the science of planning and directing military operations”. Hence, it can be deduced that the concept *strategy* implies that in management sciences a manager, like a general, has to apply strategy to be able to provide directive for the organisation in the future. This deduction is also supported by Chandler (in Hill & Jones,

1992: 7) who defines strategy as “the determination of the long-term goals and objectives of an enterprise and the adoption of courses of action for carrying out these goals”.

Certo & Peter (1995: 6) define strategy as “the pattern or plan that integrates an organisation’s major goals, policies, and action sequences into a cohesive whole”. De Wit & Meyer (1998: 32) in turn define the concept of strategy as “a fundamental framework through which an organisation can assert its vital continuity, while at the same time purposefully managing its adaptation to the changing environment to gain competitive advantage. Strategy includes the formal recognition that the recipients of the results of a firm’s actions are the wide constituency of its stakeholders. Therefore, the ultimate objective of strategy is to address the stakeholders’ benefits”.

Both Lusier & Kimball (2004) and Griffin (2005) reiterate that “strategy” refers to a comprehensive plan for pursuing the mission and achieving the goals and objectives of an organisation.

To conclude, by “strategy”, managers imply the large-scale, future-oriented plans for interacting with the competitive business environment to optimise achievement of the organisation’s objectives. Thus, a strategy represents an organisation’s “game plan”. Effective strategies would therefore promote a superior alignment between the organisation and its environment by exploiting opportunities and strengths, neutralising threats, and avoiding weaknesses and subsequently achieve the strategic goals (Griffin, 2005).

3.2.2. Levels and types of strategy

Organisations need strategies (game plans) to achieve objectives and pursue the organisation’s mission. Strategy making is not just a task for senior executives of an organisation, it is a task that involves corporate senior executives, heads of business units and product divisions, heads of major functional areas within a business, plant

managers, product managers, district and regional sales managers and lower-level supervisors. Strategies are initiated at distinct organisational levels.

According to Pearce & Robinson (1988), Thompson (1990), Byars (1992) and Thompson & Strickland (2003) the strategy making hierarchy of an organisation typically contains three levels. At the top is the corporate level, composed principally of members of the board of directors and the chief executive and administrative officers. They are responsible for the financial performance of the organisation as a whole and for achieving the non-financial goals of the organisation. Furthermore, they set objectives and formulate strategies that span the activities of individual businesses in the organisation and the functional areas of these businesses. Corporate level strategic managers attempt to exploit their distinctive competencies within their industries while typically planning over a five-year time horizon.

The second rung of the strategy making hierarchy is the business level, composed principally of business and corporate managers. These managers must translate the general statements of directions and intent generated at the corporate level into concrete, functional objectives and strategies for individual business divisions.

The third rung is the functional level, composed principally of managers of product, geographic and functional areas. It is their responsibility to develop annual objectives and short-term strategies in such areas as production, operations, and research and development; finance and accounting; marketing; and human relations or any other functional division specific to the particular organisation. However, their greatest responsibilities are in the implementation or execution of an organisation's strategic plans.

Thompson & Strickland (1993, 2003) add a fourth organisational level, namely the operational level. Although the operational level is at the bottom of the strategy making hierarchy, its importance should not be downplayed. Their responsibilities are even narrower strategic initiatives and approaches for managing key operating units and for

handling daily operating tasks with strategic significance. The managers of the operational level add relevant detail and completeness to the overall business plan.

Table 3.1. highlights the various management levels that have responsibilities for the different strategy levels, and indicates the kinds of strategic actions that distinguish each of the four strategy making levels.

Table 3.1. The strategy making hierarchy

(Thompson & Strickland, 2003: 33)

Strategy Level	Primary Strategy Development Responsibility	Strategy making functions and area of focus
Corporate strategy	Chief executive officer, and other key executives (decisions are typically reviewed/approved by boards of directors)	● Building and managing a high-performing portfolio of business units(making acquisitions, strengthening existing business positions, divesting business that no longer fit into management's plan) ● Capturing the synergy among related business units and turning it into competitive advantage ● Establishing investment priorities and steering corporate resources into business with the most attractive opportunities ● Reviewing/revising/unifying the major strategic approaches and moves proposed by business-unit managers

Business strategy	General manager/head of business unit (decisions are typically reviewed/approved by a senior executive or a board of directors)	● Devising moves and approaches to compete successfully and to secure a competitive advantage ● Forming responses to changing external conditions ● Uniting the strategic initiatives of key functional departments ● Taking action to address company-specific issues and operating problems
Functional strategy	Functional managers (decisions are typically reviewed/approved by business-unit head)	● Crafting moves and approaches to support business strategy and to achieve functional/departmental performance objectives ● Reviewing/revising/unifying strategy-related moves and approaches proposed by lower-level managers
Operating strategy	Field-unit heads / lower-level managers within functional areas (decisions are reviewed/approved by functional area head/department head)	● Crafting still narrower and more specific approaches/moves aimed at supporting functional and business strategies and at achieving operating-unit objectives

3.3. STRATEGIC MANAGEMENT

The nature and value of strategic management for organisations striving to obtain and to maintain a competitive edge have been the topic of research in business literature for decades (Mason, 1986; Thompson, 1990; Robbins & Mukerji, 1994; Certo & Peter, 1995; Thompson, 2001, Thompson & Strickland, 2003; Lussier & Kimball, 2004; Griffin, 2005).

Certo & Peter (1995) mention that the need for strategic management does not only exist on top management level. Business pressure increases as more management levels are expected to manage and perform strategically. This tendency originates because of an increase in decentralisation of organisations, the establishment of profit centres and the contracting of services or products. Thompson & Strickland (2003) identifies a number of advantages of first-rate strategic thinking and conscious strategy management as opposed to free wheeling improvisation, gut feeling and drifting along:

- Provides better guidance to the entire organisation on the crucial point of what it is they are trying to achieve.
- Making managers more alert to the winds of change, new opportunities and threatening developments.
- Helps unify the organisation.
- Creating a more pro-active management posture.
- Promoting the development of a constantly evolving business model that will produce sustained bottomline success for the enterprise.

- Providing managers with a rationale for evaluating competing budget requests – a rationale that argues strongly for steering resources into strategy-supportive, results-producing areas.

Clearly, an organisation can reap several benefits from effective strategic management. According to Certo & Peter (1995), the most important benefit is that of a higher profit. In addition to financial benefits, the organisation may also gain other advantages:

- Strategic management can strengthen organisation members' commitment to attaining long-term goals.
- Increased commitment accompanies participation in setting goals and strategies for reaching those goals.
- When strategic managers emphasise assessing the organisation's environment, the organisation reduces the chance of being surprised by movements within the market place or by actions of competitors that could put the organisation at a sudden disadvantage.

3.3.1. Defining the concept strategic management

Thompson (1990: x) defines strategic management as “the process by which an organisation establishes its objectives, formulates its actions designed to achieve these objectives in the desired timescale, implements the actions and assesses progress and results”. Certo & Peter (1995: 8) define strategic management as “a continuous, cross-functional process aimed at keeping an organisation as a whole appropriately matched to its environment”. Mason (1986) agrees with the above, and states that strategic management includes implementation, evaluation and control as well as problem analysis and resolution. It also encompasses the social and the political environment the organisation has to function within. A more comprehensive definition is added by Robbins & Mukerji (1994: 140) who state that strategic management is to “... develop a

systematic means of analysing the environment, assessing the organisation's strengths and weaknesses, and identifying opportunities where the organisation could have a competitive advantage". Griffin (2005) postulates that strategic management implies a comprehensive and ongoing management process aimed at formulating and implementing effective strategies (comprehensive plans for achieving an organisations goals) by approaching business opportunities and challenges.

From the given definitions on strategic management, it becomes evident that strategic management involves broad environmental scanning (strategic planning) to generate applicable strategies (strategy formulation) to obtain and maintain competitive advantage (strategic control).

3.3.2. The strategic management process

Strategic management deals with optimally positioning an organisation over the long-term (typically longer than one year). Strategic planning therefore refers to the process of developing a mission and long-term goals and determining in advance how they will be accomplished. Operational planning, in contrast, focuses on the process of setting short-term objectives that can be achieved in less than one year. Strategic management (including strategic planning) and operational planning differ by time frame and management level. Strategic management is done by top management in typical time frames of five years updated on an annual basis so that there is a continuous rolling five year plan while operational management and planning are handled by middle managers for time frames of one year or less. Operational plans fit into strategic plans.

There is not a single, unique universally accepted strategic management process, but rather many different views of the same process.

- Byars (1992) states that the strategic management process consists of three elements:

1. Strategy Formulation

- Establishing an organisational philosophy.
- Defining the organisation's mission.
- Analysing competitive organisations.
- Environmental scanning and forecasting.
- Internal organisational analysis.
- Establishing long- and short-range objectives.
- Identifying strategic alternatives.
- Strategy evaluation and selection.

2. Strategy Implementation

- Developing strategies, structure, and organisational leadership.
- Developing budgets, functional strategies, and motivational systems.
- Strategic control systems.

3. Feedback

Figure 3.1. illustrates the process proposed by Byars (1992).

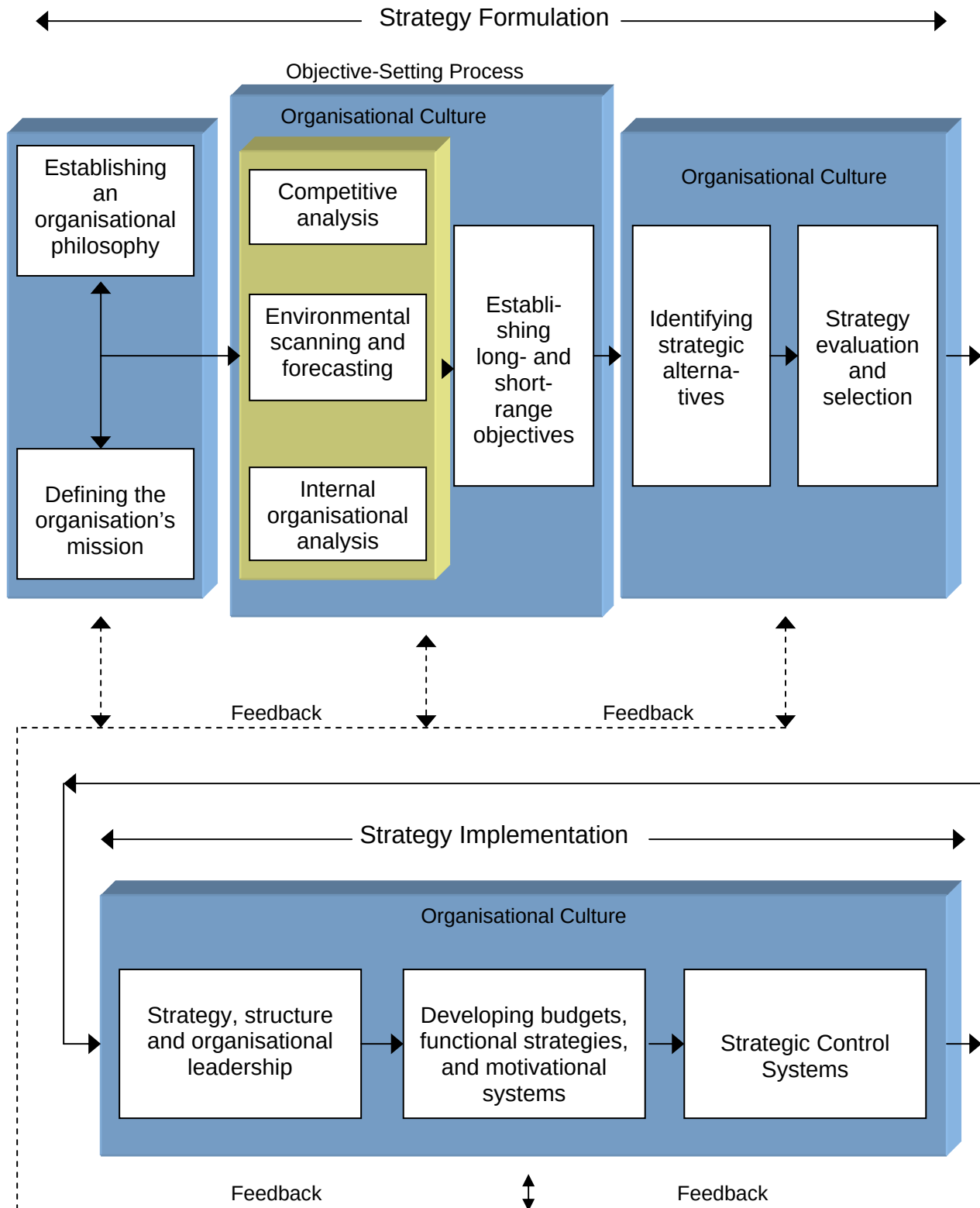


Figure 3.1. The strategic management process

(Byars, 1992: 150)

➤ Thompson & Strickland (2003) state that the strategic management process consists of five tasks:

1. **Forming a strategic vision of where the organisation is headed:** so as to provide long-term direction, delineate what kind of enterprise the company is trying to become, and infuse the organisation with a sense of purposeful action.
2. **Setting objectives:** converting the strategic vision into specific performance outcomes for the company to achieve.
3. **Crafting a strategy to achieve the desired outcomes.**
4. **Implementing and executing the chosen strategy efficiently and effectively.**
5. **Evaluating performance and initiating corrective adjustments in vision, long-term direction, objectives, strategy, or execution in light of actual experience, changing conditions, new ideas, and new opportunities.**

Thompson & Strickland (2003) display the strategic management process as follows.

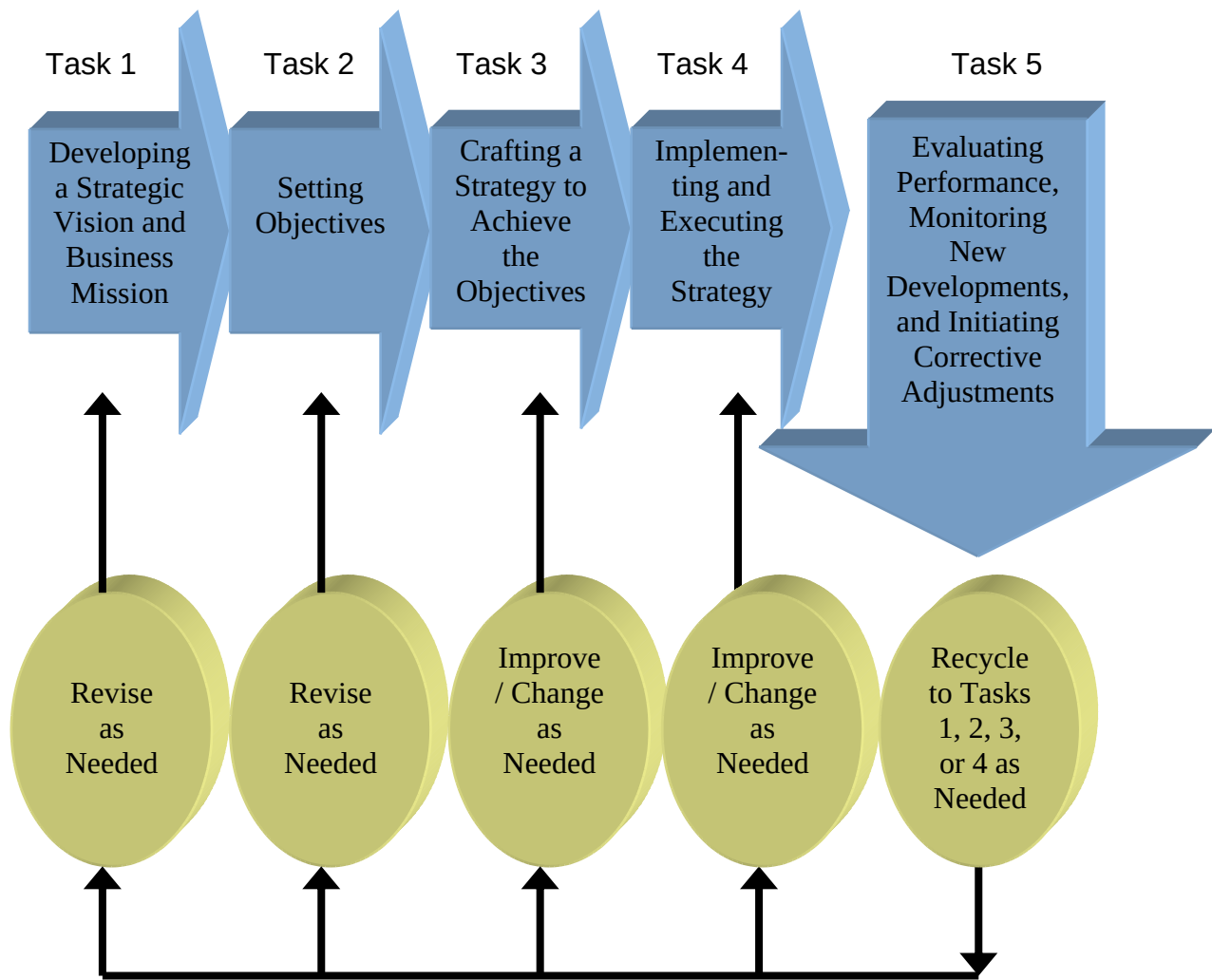


Figure 3.2. The five tasks of strategic management

(Thompson & Strickland, 2003: 7)

- Hunger & Wheelen (2003) state that the strategic management process consists of four elements.

1. Environmental Scanning

- Monitoring, evaluating, and disseminating of information from the external and internal environment.

2. Strategy Formulation

- Defining the organisation's mission.

- Specifying achievable objectives
- Developing strategies
- Setting guidelines

3. Strategy Implementation

- Strategies and policies are put into action through the development of programs, budgets, and procedures.

4. Evaluation and Control

- Organisational activities and performance results are monitored so that actual performance can be compared with desired performance.

Figure 3.3. illustrates the strategic management process proposed by Hunger & Wheelen (2003).

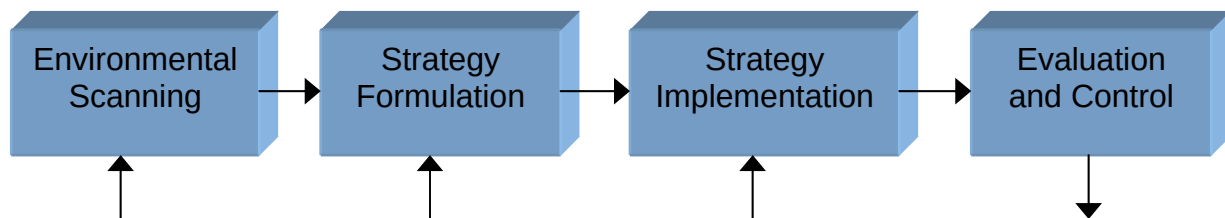


Figure 3.3. Basic elements of the strategic management process

(Hunger & Wheelen, 2003: 5)

- Strategic management implies an ongoing process. Lussier & Kimball (2004) identify the elements and actions of this continuous strategic management process as:

1. Developing a mission statement.

2. Analysing the external and internal business environment.

3. Setting goals and objectives.

4. Developing strategies.

5. Implementing and controlling the strategies.

The identified elements are inter-related, and changes in one element will affect changes in the others. The inter-relatedness of these elements is illustrated in figure 3.4.

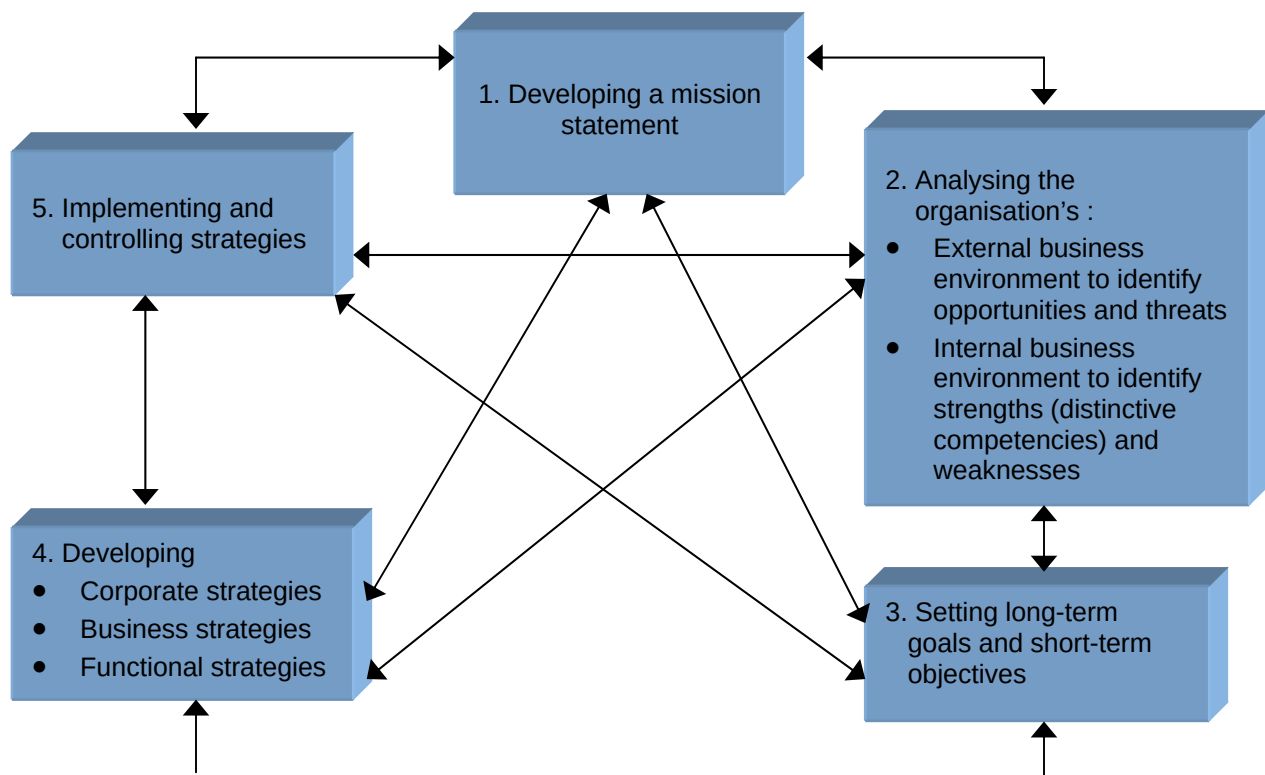


Figure 3.4. The strategic management process

(Lussier & Kimball, 2004: 83)

The scope of strategic management will be clarified by discussing the different elements of the strategic management process in the following paragraphs.

3.3.2.1. Developing a mission statement

The organisation philosophy directs the values and behaviours, and provides guidelines on how the organisation is going to be managed. It also indicates the relationship between the organisation and other parties that play an important role in the organisation, such as workers, clients, shareholders, providers, the government and the general public (Byars, 1992).

The philosophy of an organisation is normally a rather permanent statement, which is formulated by the chief executive officer of an organisation. In most organisations, the person who established the organisation formulates the corporate philosophy of the organisation. This philosophy is then maintained until the organisation no longer exists.

The mission of an organisation follows on the philosophy statement and describes the reasons why an organisation exists. An organisation's mission is its purpose, or the reason for its existence. It tells what the organisation is providing to society. Lussier & Kimball (2004) justify the importance of a mission statement by emphasising that the mission statement provides the foundation on which the remaining steps of the strategic process will be constructed.

The first question that needs to be asked is "What is our business and what will it be?" Developing a carefully reasoned answer to this question pushes managers to consider what the organisation's business makeup should be and to develop a clearer vision of where the organisation needs to be headed over the next five to ten years. The answer also begins the process of carving out a meaningful direction for the organisation to take and of establishing a strong organisational identity. Management's vision of what the organisation seeks to do and to become is commonly termed the organisation's mission. It establishes the organisation's future course and outlines "who we are, what we do, and where we're headed".

The mission of an organisation is erroneously seen as static and unchangeable. According to Byars (1992), it is not only important to formulate a mission, but it is also important to re-evaluate the mission for its relevancy.

The kind of information contained in a mission statement varies from organisation to organisation, but according to Certo & Peter (1995), most mission statements address some common themes including:

➤ **Company product or service**

This information identifies the goals and / or services produced by the organisation – what the company offers to its customers.

➤ **Markets**

This information describes the markets and customers that the organisation intends to serve. Who these customers are and where they are located are common themes.

➤ **Technology**

This information generally includes such topics as techniques and processes by which the organisation produces goods and services. This discussion may consist largely of a broad description of organisational production techniques and quality-enhancing methods.

➤ **Company objectives**

Most mission statements refer to company objectives. For many organisations, these include the general ways they propose for dealing with essential stakeholders, such as shareholders, customers, or employees.

➤ **Company philosophy or core values**

A statement of company philosophy commonly appears as part of the mission statement. A company philosophy statement reflects the basic beliefs and values that should guide organisation members in conducting organisational business.

➤ **Company self-concept**

Mission statements contain or are accompanied by information on the self-concept of the company. Company self-concept is the company's own view or impression of itself. In essence, the company arrives at this self-concept by assessing its strengths, weaknesses, competition, and ability to survive in the marketplace.

➤ **Public image**

Mission statements generally contain some reference, either direct or indirect, to the type of impression that the organisation wants to leave with its public image. In the end, of course, it is not the image that top managers want to project that is important; but the image that the public actually forms.

Thompson & Strickland (2003) present a more concise view on the mission statement by identifying three elements that have to be included in the mission statement:

- Customer needs, or what is being satisfied.
- Customer groups or who is being satisfied.
- The organisation's activities, technologies, and competencies, or how the enterprise goes about creating and delivering value to customers and satisfying their needs.

3.3.2.2. Environmental analysis

Organisations do not exist in isolation. An essential element of organisational success is the optimal alignment between the organisation and its business environment. This alignment implies analysing the external and internal business environment of an organisation. Organisations are open systems and therefore interaction between environments exists.

Before a manager can conduct an environmental analysis, the basic structure of an organisation's business environment must be understood. The environment of an organisation is typically divided into two distinct levels: the internal and the external environment. The external environment is further divided into two levels: the general environment and the operating environment.

The external business environment refer to all aspects and issues outside an organisation's boundaries that might affect it whilst the internal business environment refer to conditions and forces within an organisation (Griffin, 2005). Managers need to analyse both the external and internal environment to align optimally. Analysing the external environment reveals opportunities and threats that are outside the direct control of the organisation. Analysing the internal environment indicates the strengths and weaknesses of the organisation that can be controlled by the organisation. Figure 3.5. illustrates the business environment of an organisation.

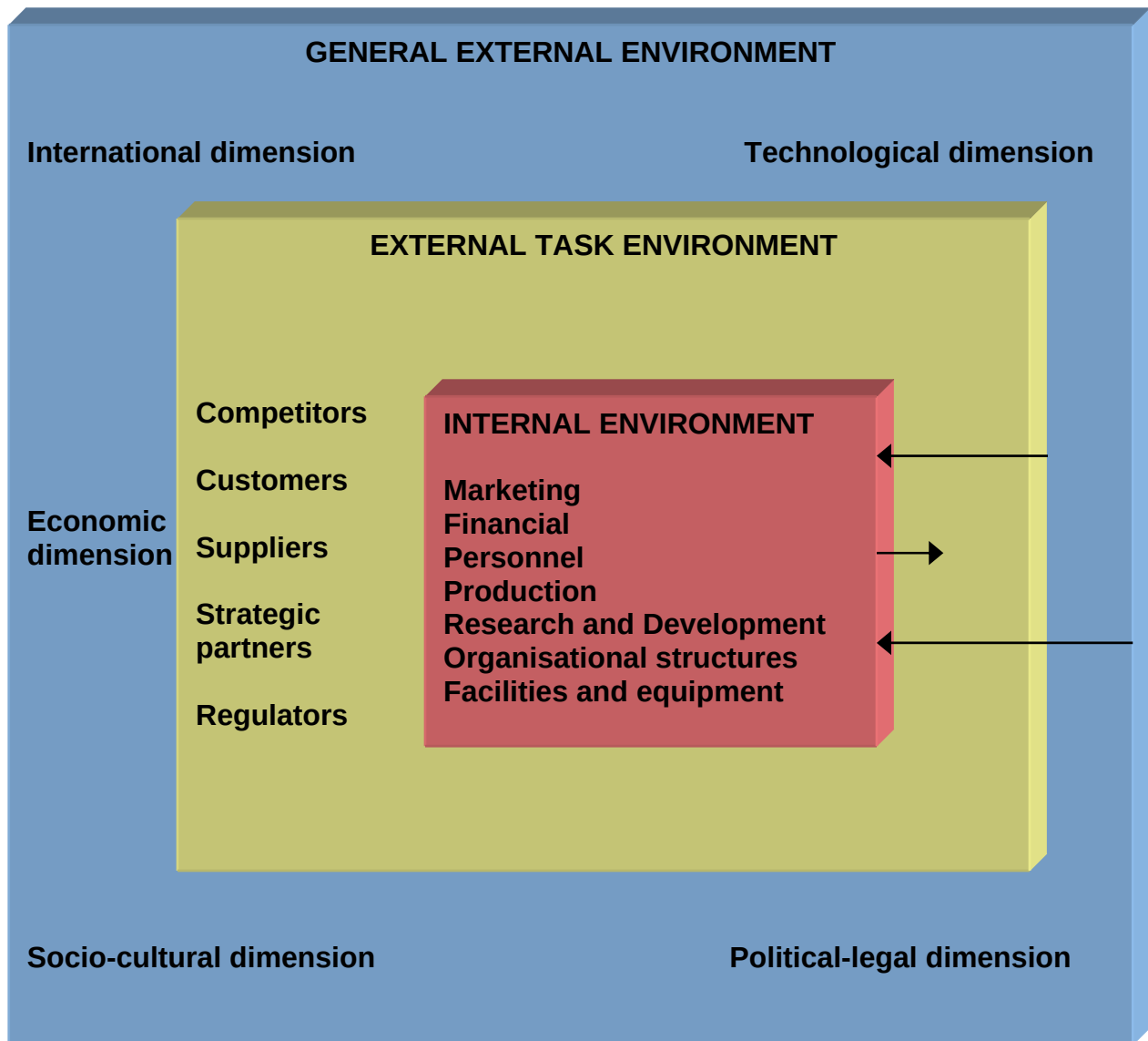


Figure 3.5. The organisational environment

(Certo & Peter, 1995: 33)

3.3.2.2.1. The general external environment

The general external environment of an organisation consists of a set of broad dimensions and forces that are not necessarily associated with other specific

organisations (Griffin, 2005; Certo & Peter, 1995; Smit & Cronjé 1999). The general environment is divided in five dimensions (Griffin, 2005):

➤ **The technological dimension**

The technological dimension is responsible for the pace of innovation and change. This means that every new technological development or innovation creates opportunities and threats in the environment. However, new development / innovation often has unpredictable consequences. The most outstanding characteristic of the technological innovation is probably the fact that it constantly accelerates the rate of change. The implication of this accelerated rate of change creates higher productivity in organisations. This higher productivity however, can produce more and better products that threaten organisations with keener competition. Technological progress affects the organisation as a whole, including its products, life cycle, supply of materials, production processes and even its approach to management. Therefore, every organisation has to be informed of technological change.

➤ **The economic dimension**

Technology, politics, the ecology, the social, and the international environments influence the economic environment. These influences cause changes in the economic growth rate, levels of employment, consumer income, the rate of inflation, the exchange rate and the general state of the economy. The economic forces ultimately result in prosperity or adversity. Economic trends demand constant awareness on the part of management and regular consideration of the mission, objectives and strategy of the organisation.

➤ **The sociocultural dimension**

The dimension that is probably most sensitive to influences by other environments, especially technology and economy, is the sociocultural change. Because it affects management indirectly through people as consumers and as employees, its ultimate effect on the strategy of an organisation should not be underestimated. People's

lifestyles, habits, and values are shaped by the culture and in turn, make certain demands on the organisation, particularly through consumerism. An organisation is at the centre of social change. It contributes to social change, on the one hand, and should always keep up with major influences of social trends on the organisation, on the other.

➤ **The political-legal dimension**

Management's decisions are continually affected by the course of a country's politics, especially political pressures exerted by the ruling government and its institutions in the business environment. By declaring and enforcing laws, the state influences the environment with measures that are usually politically directed, so steering development and economic policy in a certain direction. The government also intervenes on a large scale and influences the total environment by means of the annual budget, taxes, import control (or lack of it), promotion of exports, import tariffs, to protect certain industries against excessive foreign intervention, price control in respect of certain products or services, the marketing of agricultural products, health regulations and incentives, and other measures to force development in a certain direction. The political-legal dimension clarifies the relationship between business and government.

➤ **The international dimension**

The business environment grows in complexity with more opportunities and threats if an international dimension is added to each of the environmental factors. Local and foreign political trends and events influence the organisation and the market environment.

➤ **The ecological / physical dimension**

Certo & Peter (1995) distinguish a sixth dimension namely the ecological / physical dimension. This dimension contains the limited natural resources from which an organisation obtains its raw material and is responsible for its waste / pollution. Organisations are becoming increasingly aware of the physical environment.

Interfaces that present opportunities and threats to organisations are discernible. These include a shortage of resources, the cost of energy, the cost of pollution and damage to the country's natural resources. Management must take timely steps to limit, as far as possible, any detrimental effects the organisation may have on the environment, in order to prevent unfavourable attitudes towards the organisation.

In general, the organisation has no control and no influence over these six dimensions and has to adjust according to the conditions prevailing in the general external environment.

3.3.2.2.2. The task environment

Organisations compete with other organisations for resources. The task environment includes factors of specific interest to the organisation such as competitors, customers, suppliers, strategic partners and regulators (Griffin, 2005). It involves factors in the immediate competitive situation that provide many of the challenges a particular organisation faces in attempting to acquire needed resources or in striving to profitably market its goods and services (Certo & Peter, 1995). The task environment differs from the general environment in that it is typically subject to much more influence or control by the organisation. Therefore, when considering conditions in the task environment, organisations can be much more pro-active (as opposed to reactive) in strategic planning than they are when dealing with general factors.

3.3.2.2.3. The internal environment

The internal environment, also known as the micro environment (Smit & Cronjé, 1999), evaluates all the relevant factors in an organisation, to be able to determine the strong and the weak points. Unlike components of the general and the task environments, which act from outside the organisation, components of the internal environment come from the organisation itself.

Byars (1992: 65) is of the opinion that during the internal environmental analysis the following areas need to be analysed: financial position, product position, marketing ability, research- and developmental abilities, organisational structures, human resources, the condition of the facilities and equipment, as well as the objectives and strategies the organisation used to follow in the past.

Gathering data about the general, task and internal environments provide the raw material from which a picture of the organisational environment can be developed. SWOT (The acronym SWOT stands for Strengths, Weaknesses, Opportunities, and Threats) analysis refines this body of information by applying a general framework for understanding and managing the environment in which an organisation operates. SWOT analysis attempts to assess the internal strengths and weaknesses of an organisation and the opportunities and threats that its external environment presents. SWOT analysis seeks to isolate the major issues facing an organisation through carefully analysing each of these four elements. Managers can then formulate strategies to address key issues (Thompson & Strickland, 2003).

3.3.2.3. Setting objectives

Objectives are the result of a planned activity. They state what is to be accomplished by when and should be quantified if possible. The achievement of organisational objectives should result in the fulfilment of the organisation's mission. For strategies to succeed, management must commit to a carefully thought-out set of objectives. An organisation must set objectives that are compatible with the mission and that address strategic issues identified in the environmental analysis (Lussier & Kimball, 2004). Thompson & Strickland (2003) clearly state that unless an organisation's mission and direction are translated into measurable performance targets, and managers are pressured to show progress in reaching these targets, an organisation's mission statement is just window dressing. Managers who succeed in setting goals and objectives have a competitive advantage over other managers.

Therefore, it can be seen that the importance of establishing these objectives cannot be over emphasised. Organisations typically have two different sets of objectives: Short-term objectives and long-term objectives. Certo & Peter (1995: 64) define the objectives as follows:” Short-term objectives identify targets that the organisation wants to reach within one or two years. Long-term objectives are targets that the organisation wants to reach within three to five years”. Byars (1992: 12) agrees with this by saying, “long-term objectives specify the results derived in pursuing the organisation’s mission and normally extend beyond the current fiscal year. Short-term objectives are performance targets, normally of less than one year duration, which management uses to measure progress toward the achievement of long-term objectives”.

Although the objectives of every organisation differ from one another, the following categories of objectives are identified:

- Profit-oriented objectives
- Service-oriented objectives
- Employee-oriented objectives
- Objectives aimed at social obligations

Thompson & Strickland (2003) oppose Certo & Peter’s classification and claim that only two objectives really stand out:

- Financial objectives
- Strategic objectives

Whether there are two or four objectives that really stand out, the criteria for writing these objectives are the same. Lussier & Kimball (2004) identified four benchmarks when writing objectives.

➤ **A single result**

To prevent writing vague, meaningless objectives that are too complicated, an organisation should rather write each objective so that it only describes one result. In doing so, objectives are clear, simple, and explicit.

➤ **Specific results**

People and organisations with specific goals perform better than those with general goals do. For this reason, it is important that organisations state the exact level of performance expected.

➤ **Measurable results**

An organisation will have problems determining when and whether the objectives have been met, if they cannot measure their progress.

➤ **Results by a target date**

Because deadlines make employees in an organisation focus earlier and try harder, it is of cardinal importance for an organisation to set a date for accomplishing the objectives.

In addition to the four “must” criteria, Lussier & Kimball (2004) add another three “want” criteria when writing objectives.

➤ **Realistic objectives**

Objectives should be somewhat difficult, but they must also be achievable. Employees in an organisation perform less better when objectives are too difficult, but they also do not perform too good when the objectives are too easy.

➤ **Team-set objectives**

Teams in an organisation should set their own objectives, as these teams generally outperform teams that have objectives assigned to them.

➤ **Team commitment to the objectives**

A team in an organisation that commits to an objective will work harder to achieve it.

3.3.2.4. Developing strategies

During this phase of the strategic management process, the suitable strategy is chosen which is used to achieve long- and short-term objectives. This normally implies that corporate-, business- and functional strategies are formulated (Thompson, 1990). As Certo & Peter (1995) are of the opinion that formulating a strategy for an organisation involves developing a cohesive plan for achieving objectives by adapting the organisation in an appropriate way to its environment. Thompson & Strickland (1993) add to this by proposing that an organisation's strategy consists of the combined actions that management has taken and intends to take in achieving strategic and financial objectives and pursuing the organisation's mission.

Seven basic types of corporate strategies are identified in the relevant literature (Griffin, 2005; Lussier & Kimball, 2004; Collins, 1995).

➤ **Stability strategy**

- Maintains the present course of action;
- The organisation is already perceived to be performing well;
- Less risky strategy;
- Easier and more comfortable than adopting a different strategy;
- Focuses on a continuation of past activities;

➤ **Growth strategy**

- Involves expanding the organisation's current activity;
- Expanding by means of: vertical integration, the broadening of the scope either "upwards" (towards sourcing own raw material) or "downwards" (towards selling directly to customers); market penetration, the planned expansion of existing products or services; or diversification, the addition of new products or services;
- More risky strategy;
- Growth is necessary for long-term survival in some industries;
- Many managers equate growth with effectiveness;
- Society may benefit from growth strategies;
- Management rewards and recognition are potentially greater with a growth strategy;
- Growing companies become better known and may be more capable of attracting quality employees.

➤ **Retrenchment strategy**

- Requires a conscious decision to slow down, cut back and seek performance improvement through greater operating efficiency;
- Less frequent and least popular grand strategy, as it appears to be an admission of failure.

➤ **Combination strategy**

- Simultaneous use of more than one of the other strategies;
- Can involve organisation as a whole, or it may reflect only among the functional or business strategy levels;
- Most common in larger more complex organisations.

➤ **Differentiation strategy**

- Establishing a distinctive identity for a product or service, different to those products and services offered by competitors;
- For reasons such as quality, service or design.

➤ **Cost leadership strategy**

- Producing and selling products or services which may not be different from their competitor's products or services, but are priced lower;
- Sets out to be the low-cost producer in its industry.

➤ **Focus strategy**

- Finding and then focusing on a niche in the market, rather than competing in all areas with all-rounders.

3.3.2.5. Implementing and controlling the strategies

Strategy implementation refers to the action during which the organisation's structure, systems and processes are brought in line with the chosen and suitable strategy (Kreitner, 1992). Thompson & Strickland (1993: 6) define strategic implementation as "an administrative activity – organising, budgeting, motivating, culture-building, supervising and leading are all part of *making it happen* and achieving the intended strategies and financial outcomes". Strategy implementation is therefore, the process by which strategies and policies are put into action through the development of programs, budgets, and procedures. This process might involve changes within the overall culture, structure, or management systems of the entire organisation, or within all of these areas. Except when drastic organisation-wide changes are needed, however, middle- and lower-level managers typically implement strategies, with review by top management. Strategy implementation often involves day-to-day decisions in resource allocation. Thompson & Strickland (2003) and Byars (1992) approach the strategic implementation phase in different ways.

According to Byars (1992) the strategy implementation process incorporates the preparation, the changing and the choosing of the following:

- strategy, structure and organisational leadership;
- developing budgets, functional strategies and motivational systems;
- strategic control systems.

Figure 3.6. exhibits this strategy implementation process.

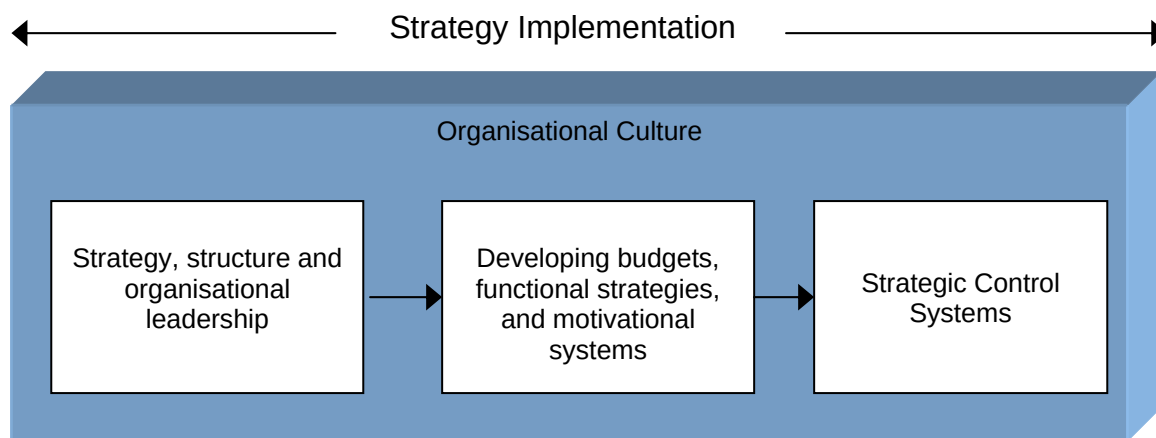


Figure 3.6. Strategy implementation

(Byars, 1992: 150)

Thompson & Strickland (1993) propose that implementing strategy entails converting the strategic plan into action and then into results. While the details of strategic implementation are specific to every organisation, certain administrative bases have to be covered no matter what the organisation's situation. Figure 3.7. shows the principal administrative tasks, that are important in the strategic implementation process stressed by Thompson & Strickland (1993).

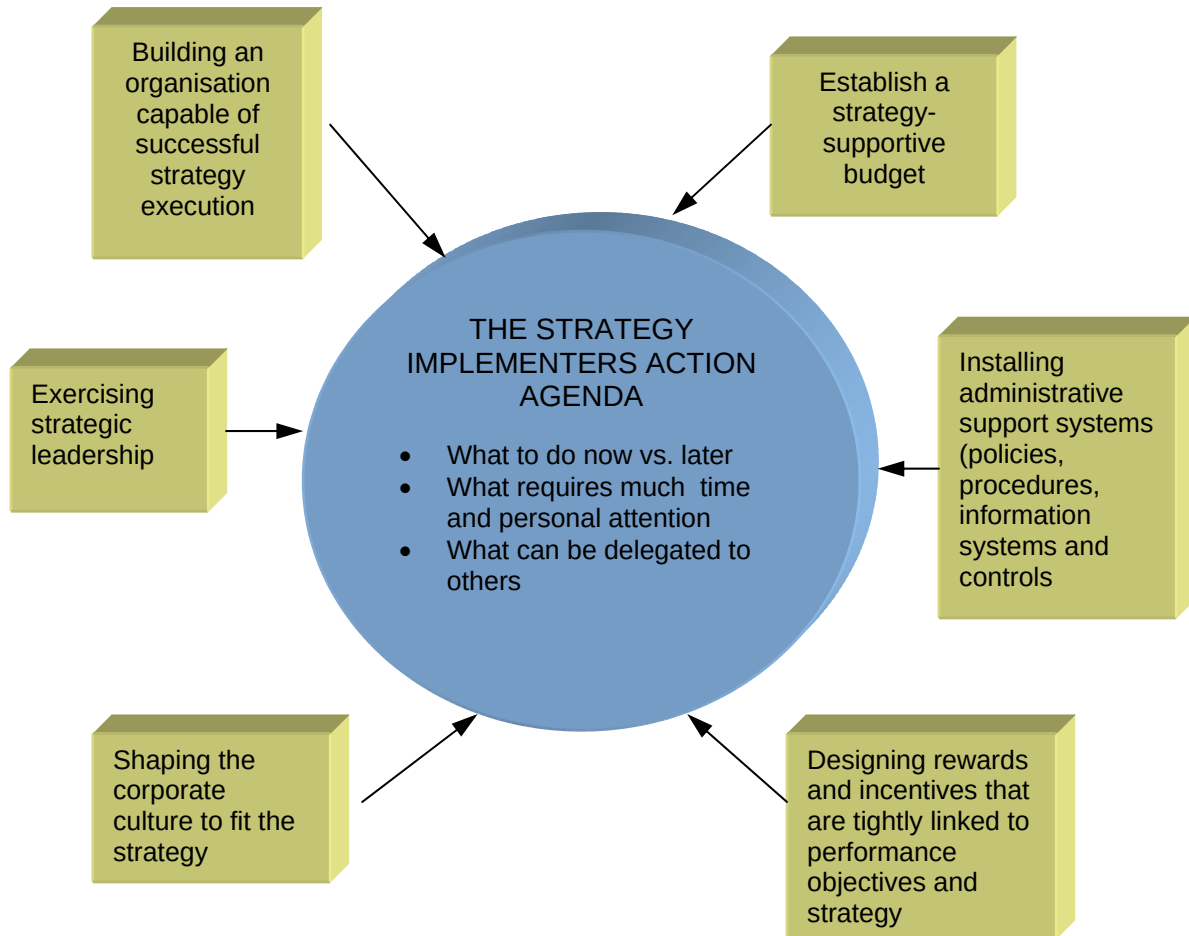


Figure 3.7. Principal administrative tasks of the strategic implementation process
(Thompson Strickland, 1993: 217)

The tasks that are incorporated by both Byars (1992) and Thompson & Strickland (1993) strategic implementation process are summarised in the Table 3.2.

Table 3.2. Tasks in the Strategic Implementation process

Building an organisation capable of executing the strategy Specific Tasks • Creating a strategy supportive organisation structure. • Developing the skills and core competencies needed to execute the strategy successfully. • Selecting people for key positions.	Establishing a strategy - supportive budget Specific Tasks • Seeing that each organisational unit has a big enough budget to carry out its part of the strategic plan. • Ensuring that resources are used efficiently to get "the biggest bang for the buck".	Installing internal administrative support systems Specific Tasks • Establishing and administering strategy - facilitating policies and procedures. • Developing administrative and operating systems to give the organisation strategy - critical capabilities. • Generating the right strategic information on timely basis
Devising rewards and incentives that are tightly linked to objectives and strategy Specific Tasks • Motivating organisational units and individuals to do their best to make the strategy work. • Designing rewards and incentives that induce employees to do the very thing needed for successful strategy execution. • Promoting a results Orientation	Shaping the corporate culture to fit the strategy Specific Tasks • Establishing shared values. • Setting ethical standards. • Creating a strategy-supportive work environment. • Building a spirit of high performance into the culture	Exercising strategic leadership Specific Tasks • Leading the process of shaping values, moulding culture, and energising strategy accomplishment. • Keeping the organisation innovative, responsive, and opportunistic. • Dealing with the politics of strategy, coping with power struggles, and building consensus. • Enforcing ethical standards and behaviour • Initiating corrective actions to improve strategy execution

3.3.2.6. Evaluating and controlling strategy implementation

Evaluation and control is the process by which organisational activities and performance results are monitored so that actual performance can be compared with the desired performance. Managers at all levels use the resulting information to take corrective action and resolve problems. Although evaluation and control is the final major element of the strategic management process, it can also pinpoint weaknesses in previously implemented strategic plans and therefore stimulate the entire process to begin again. According to Thompson & Strickland (2003), it is the organisation's duty to stay on top of the situation, deciding whether things are going well internally, and monitoring outside developments closely. Over-performance, or too little progress, as well as important new external circumstances, will require corrective actions and adjustments in an organisation's long-term direction, objectives, business model, and / or strategy.

For evaluation and control to be effective, managers must obtain clear, prompt and unbiased information from the employees below them in the organisation's hierarchy. Using this information, managers compare what is actually happening with what was originally planned in the formulation stage. The evaluation and control of performance completes the strategic management process. Based on performance results, management may need to adjust its strategy formulation, implementation, or both. The strategic management process includes a feedback / learning process, in which information from each element of the process is used as possible adjustment to each of the previous elements of the process.

This feedback process can be viewed as a five step feedback model, as depicted in figure 3.8. by Hunger & Wheelen (2003).

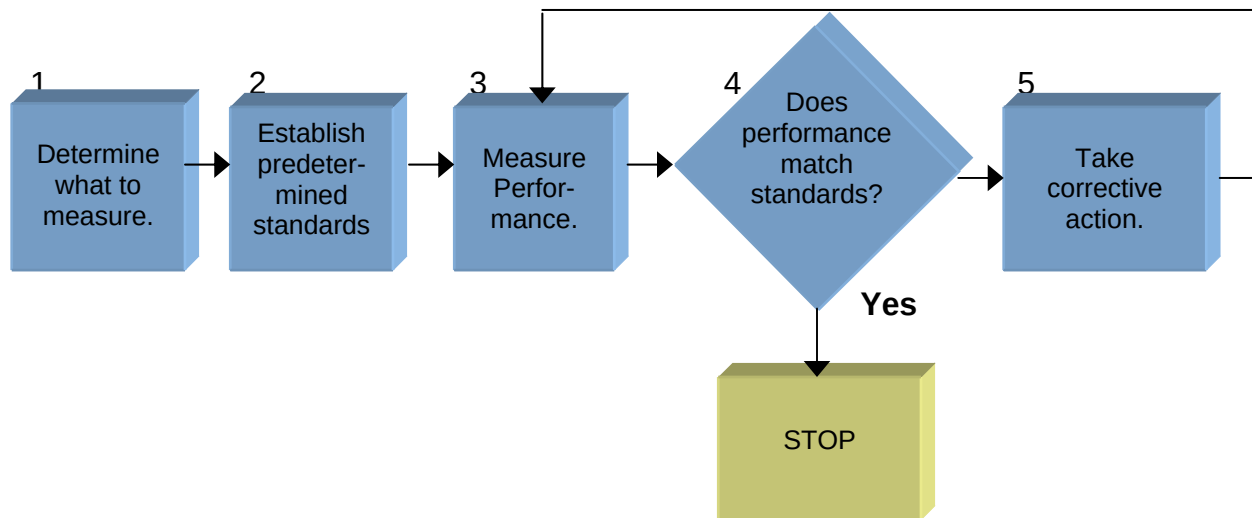


Figure 3.8. Evaluation and control process

(Hunger & Wheelen, 2003: 152)

➤ **Determine what to measure**

Top managers and operational managers must specify implementation processes and results to be monitored and evaluated. The process and results must be measurable in a reasonably objective and consistent manner. The focus should be on the most significant elements in a process – the ones that account for the highest proportion of expenses or the greatest number of problems. Measurements must be found for all-important areas, regardless of difficulty.

➤ **Establish standards of performance**

Standards used to measure performance are detailed expressions of strategic objectives. They are measures of acceptable performance results. Each standard usually includes a tolerance range, which defines any acceptable deviations. Standards can be set not only for final output, but also for intermediate stages of production output.

➤ **Measure actual performance**

Measurements must be made at predetermined times.

➤ **Compare actual performance with the standard**

If the actual performance results are within the desired tolerance range, the measurement process stops here.

➤ **Take corrective action**

If the actual results fall outside the desired tolerance range, action must be taken to correct the deviation. The action must not only correct the deviation, but also prevent its recurrence. The following issues must be resolved:

- Is the deviation only a chance fluctuation?
- Are the processes being carried out incorrectly?
- Are the processes appropriate for achieving the desired standard?
- Who will take care of corrective action?

Top management is often better at the first two steps of the control model than the last three follow-through steps. The tendency to establish a control system and then delegate the implementation to others can have unfortunate results.

3.4. STRATEGIC MANAGEMENT OF CAMPUS RECREATION IN TERTIARY EDUCATIONAL INSTITUTIONS

Smit & Cronjé (1999) stress that although non-profit seeking organisations such as universities, schools, health-care facilities and government organisations may not have to be profitable to attract investors, they must still employ sound management principles if they are to survive and achieve their goals. This deduction is also supported by Thibault & Harvey (1994: 218), “In an effort to improve organisational effectiveness by minimising environmental uncertainty and maximising opportunities, non-profit

administrators such as those managing sport organisations have been urged to develop strategies for their organisations”.

Traditionally, managers of non-profit organisations have not been particularly sensitive to the importance of strategic planning, as strategic management models focus rather on profit-oriented organisations than on non-profit organisations. Yet, non-profit organisations can benefit greatly from the application of certain concepts and approaches found in research on profit-oriented organisations (Thibault & Harvey, 1994). It is therefore assumed that strategic management is not only valuable for profit-oriented organisations but also for non-profit organisations. However, it is crucial to note that there are several important differences between profit-oriented organisations and non-profit organisations, and this implies that the strategic management process and the choice of a strategic management model may vary greatly.

3.4.1. Characteristics of non-profit organisations which influence the strategic management process

Thompson & Strickland 2003 list several characteristics that influence the strategic management process of a non-profit organisation.

- The product (service) is often intangible and difficult to quantify. The emphasis falls therefore more on the input (for example hours of lessons), which is easier to measure.
- The absence of universal, known and acknowledged performance standards/measurements. This absence often results in very complex performance standard/measurement systems, in which the “value” is often in doubt. Management also devotes an unhealthy part of their energy to the management of this performance system compared with the acquisition of the performance itself.

- Divergent objectives and action plans might develop because of the diffused outputs. Person-oriented rather than task-oriented planning might be the result.
- Apathy to adjust or to change the mission as a result of abstract outputs. Feedback and management mechanisms are not strongly developed, and inapplicable outputs are sometimes delivered.
- The management style is often more focused on tactical orientation rather than strategic orientation. Intuitive decision making, without the proper external analysis, often occurs. The co-ordination of a central strategy often lacks, because of the relative academic freedom that occurs, especially in academic departments.
- The importance of strategic management in an academic department in educational institutions is hardly accepted and recognised.
- Adequate and relevant information is one of the most important inputs in the application of any management technique. Non-profit organisations are not always established for information from outside the relevant subject or service areas. Because of this, an optimal fitting between the external and internal environment is not always worked out.
- The task environment of non-profit organisation is very unique and very difficult to reconcile with the strategic management process.

Because of all these above-mentioned characteristics, it is assumed that the strategic management process as well as the strategic management models, within non-profit organisations might differ from those in profit-oriented organisations.

3.4.2. Reasons for applying strategic management in tertiary educational institutions

Tertiary educational institutions are moving into the realm of profit organisations. According to Sevier (2000: 35), there are seven reasons why tertiary educational institutions need to apply strategic management:

- Strategic decision-making means college or university leaders are active rather than passive about their position in history. To be strategic is to take positive, vigorous steps to overcome obstacles. Strategic planning believes destiny can be shaped by leaders as well as by external forces. Universities sometimes tend to be extraordinarily docile before the forces that affect them. They rather prefer to complain about the unsupportive legislature, parents who no longer send their offspring to their kind of institution, the urban decay near their campus, the sport-happy alumni, federal government aid policies, and inadequate corporate support.
- Strategic management's most important contribution to decision-making is to keep the institution in step with the changing environment. For decades, most campuses have been inner-directed, constructing aims on the bedrock of religious commitments, traditions, faculty desires, and ambitions for growth, and largely ignoring the world outside.
- The most recently added – and least developed – piece of academic strategy thinking is that higher education is subject to economic market conditions and increasingly strong competition. This reality is vitally important in the stringent period ahead, with too many universities chasing a dwindling number of traditional students.
- Strategic planning concentrates on decisions, not on documented plans, analysis, forecasts, and goals. Strategic planning is action-oriented. It constantly asks: What shall we do? How shall we decide? Where do we focus our attention and energy? It

especially emphasises the allocation of resources, asking how to spend money and employ people, buildings, and equipment.

- Strategy planning blends rationale and economic analysis, political manoeuvring, and psychological interplay. It is participatory and highly tolerant of controversy. Just as the finest scholars blend facts, interviews, historical wisdom, comparative analysis, insights, and bold speculation in their depictions of a situation, so university strategies combine computer modelling, favourable and unpleasant facts, research, discussions among many people, market and competitive analyses, and large spoonfuls of ingenuity, judgement, and daring to come up with a course for the institution's future.
- Strategic action recognises human nature is an amalgamation of intellect, power plays, and emotions such as fear, envy, anger, compassion, greed, and the desire for purpose and meaning. It gathers the best information and forecasts; struggles to overcome political jealousy, inertia, and sabotage; and builds psychological awareness and commitment.
- Finally, strategic planning concentrates on the fate of the institution above everything else.

3.4.3. A framework for managing tertiary educational institutions

Strydom (1992: 11) shows that most South African academic universities and universities of technology use a basic management framework.

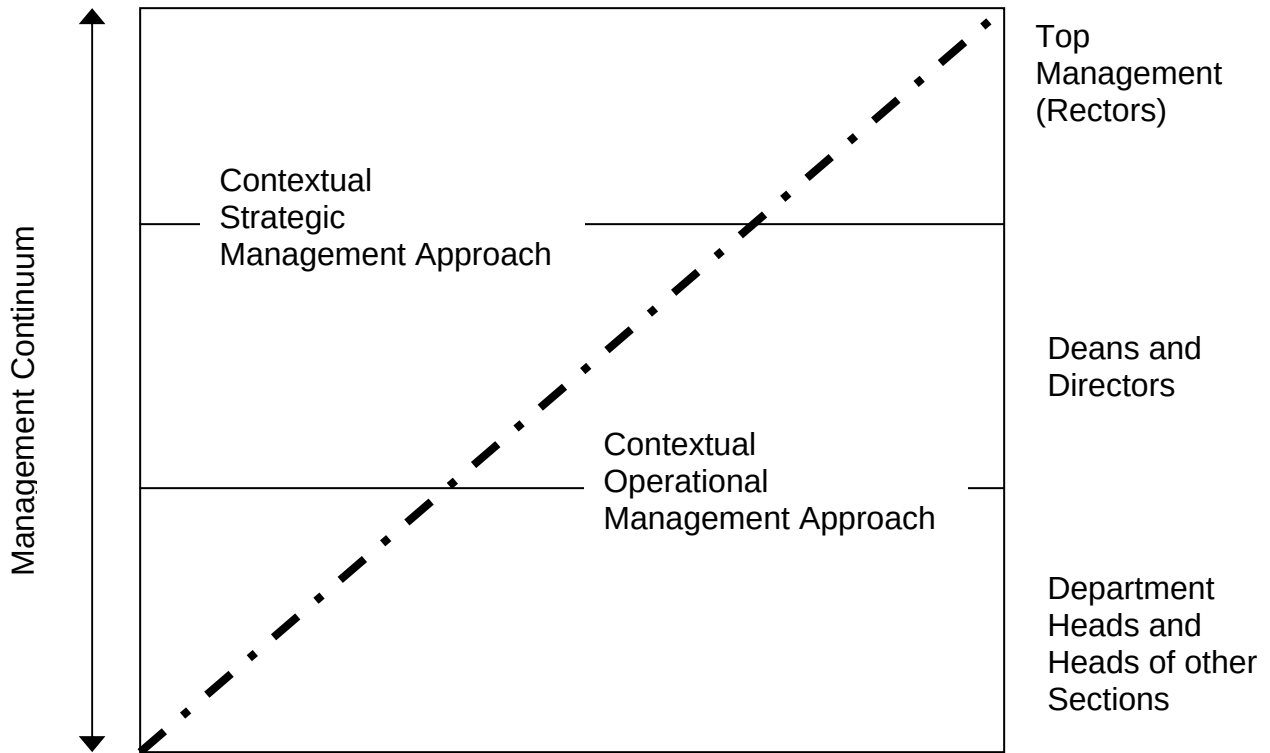


Figure 3.9. A basic framework for managing universities

(Strydom, 1992: 11)

The framework in figure 3.9. focuses on a few dimensions that are important for strategic management in universities and technicons:

➤ **Contextual strategic management**

The term “contextual strategy” indicates an approach where strategic management can take place. Strydom (1992) indicates that strategic management does take place in tertiary educational institutions, but only in a specific context. The context is determined by two dimensions: the structure and the mission of the institution on the one hand, and the interaction between the institution and its environment on the other hand. Contextual strategic management therefore implies an analytical process consisting of strategic focus, strategy formulation, strategy implementation, strategy evaluation and feedback.

➤ **Contextual operational management**

The term “contextual operational management” refers to an approach where the strategic plans are made operational. Strydom (1992) indicates that strategic plans, within the university departments, are made operational. Yet, he adds that this operational process takes place within the context and the direction (usually the mission) of the institution. According to Strydom (1992) the operational process implies: analysing, operational planning, operational strategizing, evaluating and giving feedback. This process takes place within the operational level of the institution. Exact differentiation between the contextual strategic and contextual operational management areas is clearly not possible. The distribution line in figure 3.9. clearly indicates this. The division between the two management areas is very difficult to isolate, seeing that management responsibilities in both management areas are sometimes assigned to all managers within this educational institution. Members of the rectorate are sometimes involved in the management of the contextual-operational aspect, whereas the heads of departments can be involved in the contextual strategic aspects because of a specific interest or skill / ability.

Strydom (1992) further points out the implications of the contextual strategic and contextual operational approach and summarises the implications in a second framework by applying it to the framework illustrated in figure 3.10.

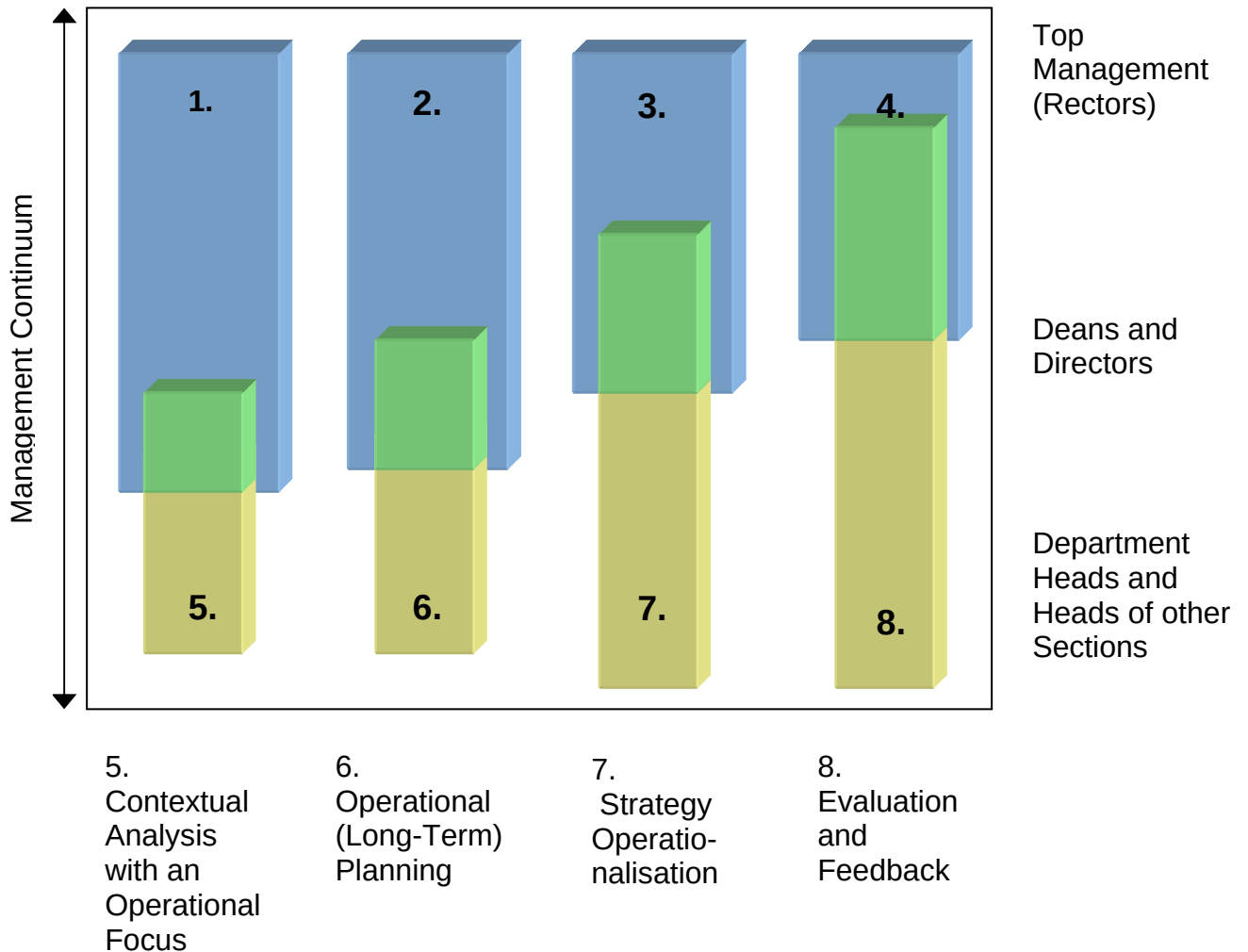


Figure 3.10. A detailed framework for universities and technicons

(Strydom, 1992: 13)

It appears that it is nearly impossible to draw a line of demarcation between the strategic and the operational contextual approaches (compare the overlapping in figure 3.10.). It also seems that the directors and the deans mostly struggle with this overlapping. The reasons for this are because of the informal authority and / or power relations, communication- and decision making processes (Strydom, 1992).

3.4.4. A strategic management model for managing campus recreation on tertiary institution

From the preceding paragraphs, the value and necessity of strategic management for all organisations (profit and non-profit) should be clear. Universities should align themselves with the external environment to obtain and maintain a competitive advantage. All business units within the greater university should also apply the strategic management process in their respective areas. Sport bureaux as the business unit responsible for campus recreation should therefore implement strategic management. Although a spectrum of strategic management models were presented and discussed in this chapter, the model of Lussier & Kimball (2004) has been selected as an appropriate foundation for strategically managing campus recreation at the University of Pretoria. The strategic management model of Lussier & Kimball (2004) has been developed specifically for a sport-setting and is therefore deemed appropriate. The elements of this specific strategic management model have been discussed in 3.3.2.

3.5. CONCLUSION

In this chapter strategy, strategic management, the strategic management process and the strategic management of campus recreation in tertiary educational institutions were discussed. In the following chapter, the recreation provision at the University of Pretoria is analysed critically by means of the strategic management model as proposed by Lussier & Kimball (2004).

CHAPTER 4

CURRENT SERVICE PROVISION OF RECREATION (SPORT) AT THE UNIVERSITY OF PRETORIA

4.1. INTRODUCTION

The service or product mix of any organisation (including universities) is dependent on the reliability of the input of the different element of its strategic management process. Sustainable service provision is the visible manifestation of external and internal business environment analyses as well as functional strategies and plans. This chapter will attempt to critically analyse the current strategic management situation of TuksSport as the designated recreation service provider of the University of Pretoria. This analysis will be linked to the results obtained from the questionnaire (market analysis), as well as the results of the internal business environment analysis of TuksSport (discussions with staff of TuksSport and analysis of relevant documents), and will culminate in proposed guidelines and input for a strategic plan for recreation (sport provision) to the market (students) of the University of Pretoria.

4.2. STRATEGIC PLAN FOR RECREATION PROVISION AT THE UNIVERSITY OF PRETORIA

The nature and value of strategic management for organisations striving to obtain and maintain a competitive edge have been the topic of research in business literature for decades (Thompson & Strickland, 2003). According to David (2001), strategic management can be defined as the art and science of formulating, implementing, and evaluating cross-functional decisions that enable an organisation to achieve its objective. This implies that in order to achieve holistic organisational success, strategic management should exist in all business units focusing on integrating management, marketing, finance, production, research, and development.

The role and importance of conscious strategic management includes (1) providing better guidance to the entire organisation, (2) making managers and organisation members more alert to new opportunities and threatening developments, (3) helping to unify the organisation, (4) creating a more proactive management posture, (5) promoting the development of a constantly evolving business model that will produce sustained bottom-line success for the organisation, and (6) providing managers with a rationale for evaluating completing budget requests – a rationale that strongly argues for steering resources into strategy-supportive, results-producing areas (Thompson & Strickland, 2003).

According to Lussier & Kimball (2004), the strategic management process consists of five elements that will be evaluated concerning recreation provision at the University of Pretoria. As mentioned in Chapter 3, this process consists of (1) developing the mission, (2) analysing the environment (external and internal), (3) setting goals, (4) developing strategies, and (5) implementing and controlling the strategies.

4.2.1. Developing the mission

An organisation's mission is its purpose, or the reason for its existence. The mission should therefore describe management's vision for TuksSport – where TuksSport is headed and why it is heading there.

According to discussions with staff members of TuksSport (Neluvhalani, 2003; Van der Walt, 2004) as well as written documents, the mission of TuksSport is to:

- Provide students and staff with an optimal opportunity to participate in sport and recreation within their means;
- Contribute to the positive marketing of the University by way of the performance of participants in sports and the presentation of outstanding programmes;

- Facilitate and promote community involvement and sustainable sports development;
- Create a climate within which all participants can bring to life their uniqueness, individual potential and expectations. To achieve this, TuksSport shall be efficient, effective and professional in all undertakings;
- Be a leader in sport management and coaching. To achieve this, TuksSport shall make the most of the cutting edge technology and innovation available to enhance participation, performance and competitiveness;
- Be internationally competitive by providing the best possible coaching, scientific and athlete support measures;
- Utilise democratically elected club structures in its quest to be a leader in sport management and coaching, as well as in creating opportunities for all stakeholders to take ownership of and become involved in activities of their choice; and
- Create a culture within which all participants will learn and develop on an equitable basis, the core values of sport such as team spirit, camaraderie, solidarity, and mutual respect. This will be achieved by conducting business with integrity and professionalism within an efficient and effective organisational structure.

Thompson & Strickland (2003) postulate that the mission statement of an organisation should be clear on three aspects:

- Products / services and customer needs
- Customer groups
- Organisation's activities, technologies and competencies

Comparing the current mission statement of TuksSport (as given in the preceding paragraph), it can be stated that it does meet the stated generic benchmark of Thompson & Strickland (2003). *Products and services* are broadly stated as the opportunity to participate in sport and recreation within their means. *Customer groups* as defined as students, staff and the community whilst the *activities, technologies and competencies* of TuksSport are recognisable under the terms sport and recreation programmes, coaching, cutting edge technology, professionalism, innovation, and scientific support measures.

It is notable that TuksSport regards sport and recreation as synonymous products. From the current mission statement, it is evident that the focus of TuksSport product and service mix is on competitive sport and recreation service provision is a superficial addition to the mission statement. From discussions with TuksSport (Neluvhalani, 2003; Van der Walt, 2004), it emerged that TuksSport does not deliver recreation in the pure sense of the term to its client base. As such, it can be stated that the intention to “*create a climate within which all participants can bring to life their uniqueness, motivational potential and expectations*” is not reflected in the product/service mix due to the focus on elite sports. From this, it can be deduced that TuksSport fails to understand the importance of balanced recreation provision to the broader student community. It is anticipated that this weak point in the service mix will be substantiated by results of the questionnaire.

4.2.2. Environmental analysis

According to Lussier & Kimball (2004), an environmental analysis consists of three parts, (1) analysis of the company’s industry and its competition, (2) analysis of the company’s particular situation and, (3) analysis of the company’s competitive advantage. As already mentioned in chapter 3, an organisation’s environment is typically divided into two distinct levels: the internal and the external environment. The external environment is further divided into two levels: the general external environment and the external task environment. When analysing the external environment, or according to Lussier &

Kimball (2004), the company's industry and competitive advantage, various dimensions will have to be critically examined. These dimensions are the technological, economical, political-legal, socio-cultural, international, and ecological dimensions, as well as the company's immediate industry and competitive environment (this includes competitors, customers, suppliers, strategic partners, and regulators). In subsequent paragraphs, TuksSport's current situation will be analysed in accordance with the above benchmarks postulated by Lussier & Kimball (2004).

4.2.2.1. Analysis of the (sport) industry and competitive advantage

Industries differ widely in their economic characteristics, competitive situations, and future profit prospects. Industry and competitive analysis entails examining an organisation's business in the context of a much wider environment. According to Thompson & Strickland (2003), industry and competitive analysis aims at developing insightful answers to two questions. The answers to these questions build understanding of an organisation's surrounding environment and, collectively, form the basis for matching its strategy to changing industry conditions and competitive realities. To be able to examine TuksSport's industry and competition, the following two insightful questions have to be answered:

Question 1: What are the industry's dominant economic features?

The factors to consider in profiling an industry's economic features are standard. From interviews held with TuksSport officials (Neluvhalani, 2003; Van der Walt, 2004), the following information was obtained regarding the economic features of TuksSport's relevant industry environment.

- Number of companies in relevant industry: 21 national higher educational institutions, 5 gymnasiums in the 10km radius of TuksSport, 37 sport clubs in the Pretoria vicinity, 5 Movie Theatre Entertainment Centres, several pubs, clubs and other restaurants and coffee shops (mainly located in Hatfield).

- Customers: Students from all over South Africa

After several interviews with TuksSport officials (Neluvhalani, 2003; Van der Walt, 2004), it was clearly revealed that there is a lack of knowledge concerning several dominant economic features such as the market size, market growth rate and whether TuksSport profitability is above or below par. No specific figures could or would be provided by TuksSport. Requests for specific information were often turned down based on the claim that such information was “confidential”. Published annual reports were only available until 2000.

Question 2: What is competition like and how strong are each of the competitive forces?

Before analysing the competitive environment it is important to note, that even though TuksSport's main focus is on sport and physical recreation, competitors of TuksSport not only lie with other organisation's or club's that only offer sport or physical recreation. Porter (in Ehlers & Lazenby, 2004) proposes the idea of five competitive forces to analyse the competitive environment.

- *Rivalry among competing organisations.*

University of Pretoria, University of Johannesburg, Tshwane University of Technology, and other universities, as well as Virgin Active's and other gymnasiums face strong competition in sport and recreation programmes, prices, and their location. Sport clubs such as Harlequins Rugby Club also are seen as rivals in terms of sport. The competition also lies with Entertainment Centres such as Movie Theatres and with pubs, clubs, restaurants, and coffee shops.

- *Potential development of substitute products and services.*

Glomail and Verimark are providing an increasing amount of “Do-it-at-home” exercises. However, they seem to pose no real threat, as the majority of students still prefer exercising in properly equipped facilities. New pubs and clubs in the Hatfield

vicinity can pose a real threat to TuksSport. Students not only like being physically active, but also enjoy a night or a couple of hours out with friends at pubs or clubs or even at Movie Theatres. The socialising effect of participation in sport and recreation programmes should therefore be emphasised.

➤ *Potential entry of new competitors*

Because several changes were made to the higher education structure in the last couple of years, potential new higher educational competitions are very unlikely. However, new competitors, such as the Virgin Active Group, have been able to successfully enter the sport and recreation industry. TuksSport faces real competition from the highperformancecentre (hpc) located on the premises of the University of Pretoria.

➤ *Bargaining power of suppliers*

No specific information regarding TuksSport's suppliers could or would be provided by TuksSport. Requests for specific information was turned down based on a lack of knowledge or on the claim that such information was "confidential". For this reason it can only be assumed that TuksSport is not very dependent on its suppliers, as the "product" sold are actually sport and recreation, and for this, TuksSport does not need suppliers. TuksSport has a great deal of power over the contractors it uses to provide and to coach the various sport and recreation programmes.

➤ *Bargaining power of customer*

The students of the University of Pretoria have a great deal of power, because they can switch easily to other gymnasiums such as Virgin Active for numerous reasons, like better prices, better quality, greater convenience and if their needs are not satisfied. It can thus be deduced that TuksSport do face a considerable level of competition in its immediate geographical area.

4.2.2.2. Analysis of the company (TuksSport) situation

Managers analyse the company's situation when they develop business strategies and when they determine which issues need to be addressed in the next three steps of the strategic process (Lussier & Kimball, 2004). These three steps are: (1) Assess the present strategy; (2) Analyse the strengths, weaknesses, opportunities and threats; and (3) Assess the competitive strength. A complete company situation analysis requires five steps:

Step 1: Assess the present strategy

Following several interviews held with TuksSport officials (Neluvhalani, 2003; Van der Walt, 2004), it was apparent that TuksSport's present strategy is working well. It seems to be profitable and the number of total participants in sport increased dramatically since 2000.

It has to be noted that the only Annual Report provided by TuksSport was that of the year 2000. For this reason no precise profitability percentage could be assumed. Table 4.1. indicates the diverse income for the year 2000. No specific figures regarding recreation could and would be provided by TuksSport. Requests for specific information was often turned down based either on a lack of information regarding recreation, or on the claim that such information was "confidential".

Table 4.1. Diverse income for TuksSport for the year 2000

(TuksSport, 2003)

Descrip- tion	Short pro- grammes	Clubs	Registration	Donations	Total
Priority Clubs					
Athletics		R 55,021.00	R 78,808.00	R 10,530.00	R 144,359.00
Basketball		R 680.00	R 331.00		R 1,011.00
Hockey		R 25,907.00	R 19,154.00	R 13,605.00	R 58,666.00
Cricket		R 142,860.00	R 19,079.00	R 91,420.00	R 253,359.00
Netball	R 344,393.00	R 27,743.00	R 4,945.00		R 377,081.00
Rugby		R 437,185.00	R 10,293.00	R 310,601.00	R 758,079.00

542. From this information, it can be assumed that more students and other sport participants (juniors and seniors) are interested in the sports that fall under the priority clubs. This could be due to the fact that recreation clubs do not receive as much attention as the priority clubs do. Another important fact to keep in mind is that Gymnastics falls under the recreation clubs and that the income for gymnastics is about half of the total income for the recreation clubs. Keeping in mind that Gymnastics is a predominantly junior club, where most of the participants are not students at University of Pretoria. This fact can only support the assumption made earlier, that TuksSport clearly focuses most of their attention on priority clubs. Another fact that could support this assumption is that priority clubs received sponsorships worth R506 156, compared to the R12 002 sponsored to recreation clubs.

Table 4.2. indicates the figures for the total participation in the year 2000 and the year 2003. The participation figures clearly indicate an increase of total participation from the year 2000 to the year 2003.

Table 4.2. TuksSport's participants from the year 2000 to the year 2003

(TuksSport, 2003)

SPORT	Total participants	
	2000	2003
Priority Clubs		
Aquatics	280	877
Athletics	1731	2217
Basketball	235	180
Cricket	384	no figure provided
Football	663	1321
Hockey	810	1183
Netball	508	316
Rugby	1028	1150
Squash	427	584
Tennis	98	256
Recreation Clubs		
Badminton	32	189
Canoeing	128	181
Chess	no figure provided	21
Cycling	no figure provided	36
Fencing	no figure provided	19

Football		R 15,338.00	R 26,478.00	R 80,000.00	R 121,816.00
Swimming		R 32,914.00	R 2,906.00		R 35,820.00
Tennis		R 16,612.00	R 9,236.00		R 25,848.00
Volleyball		R 1,387.00			R 1,387.00
Recreation Clubs					
Baseball		R123.00			R 123.00
Cycling		R 8,222.00	R 1,092.00		R 9,314.00
Golf		R 922.00		R 4,200.00	R 5,122.00
Gymnastics		R 51,621.00	R 3,295.00		R 54,916.00
Handball		R 17.00			R 17.00
Judo		R 583.00	R 1,083.00		R 1,666.00
Canoeing		R 4,032.00	R 4,977.00		R 9,009.00
Karate		R 639.00	R 3,424.00		R 4,063.00
Korfbal		R 2,563.00	R 88.00	R 1,000.00	R 3,651.00
Squash		R 1,985.00	R 29,407.00	R 6,802.00	R 38,194.00
Underwater sport		R 20,654.00	R 1,154.00		R21,808.00
Badminton		R 25,548.00	R 7,429.00		R 32,977.00
Softball		R 2,614.00			R 2, 614.00
Chess		R 675.00	R 132.00		R 807.00
Fencing		R 161.00	R 70.00		R 231.00
Table Tennis		R 68.00	R 316.00		R 384.00
Parachuting		R 111.00			R 111.00
Sailing		R 11.00			R 11.00
TuksSport		R 61,299.00		R 40,408.00	R 101,707.00
Golf Day		R 14,971.00		R 79,000.00	R 93,971.00
TuksSport Projects	R 171,851.00	R 158,117.00			R 329,968.00
Hammans-kraal sport development projects		R 7,624.00		R 98,000.00	R 105,624.00
Total	R 516,244.00	R 1,118,185.00	R 223,697.00	R 735,566.00	R 2,593,692.00

The information obtained from Table 4.1. indicates that the most income is obtained from clubs (43%), thereafter are sponsorships (28%), coaching courses and short programmes (20%) and only 9% of the income are from registration and membership fees. It is not clear however, how the income for the clubs are generated and calculated.

When comparing the “priority clubs” and the “recreation clubs”, it can be seen that the priority clubs’ income was R757 632 compared to the recreation clubs’ income of R118

Golf	52	30
Gymnastics	378	220
Handball	no figure provided	152
Judo	10	41
Karate	31	19
Korfball	11	34
Rowing	no figure provided	22
Softball	50	27
Table Tennis	18	4
Underwater sport	95	74
Volleyball	20	170
Total	6989	9323

Even though the total participants has increased from 6 989 in the year 2000, to 9 323 participants in the year 2003, it is worth mentioning that the recreation club's participants represent only 13% of TuksSport's total clients, compared to the 87% of the priority clubs clients'. The fact that recreation clubs only represent 13% of the total participants again reinforces the assumption that TuksSport's focus is more on priority clubs and not that much on recreation.

Notable is that although TuksSport's focus should be to represent enrolled University of Pretoria students and staff, table 4.3. clearly indicates that this is not the case. This is evident in table 4.3., which indicates TuksSport's national representatives from the year 2000 to the year 2003.

Table 4.3. TuksSport's national representatives for 2000/2003

(TuksSport, 2003)

Sport	Senior		Junior		Student		Other	
	2000	2003	2000	2003	2000	2003	2000	2003
Aquatics		8		3		1		3
Athletics	11	11	1		12	3	6	3
Basketball		4			1			1
Cricket	2	2		3	2	1		
Football						2		

Hockey		2				6		
Netball	7	4	2	5	2			1
Rugby	4	8	4	6	2			1
Squash						2		
Tennis					3	3		
Badminton								
Canoeing	2	1					1	1
Chess	2	1	1		2			
Golf								
Cycling	1							
Fencing	5	1						
Gymnastics	1	4						
Handball	3	1	1					
Judo	3	3	1					2
Karate					1			
Korfball			1					
Softball	1				1			
Table Tennis								
Volleyball	2							
Underwater	2			4			1	
Total	46	50	11	21	26	18	8	12

Table 4.3. clearly indicates an increase in the national representatives for seniors, juniors and others, but an obvious decrease in student representatives. From the information given in table 4.3. it is not evident what TuksSport means with “seniors” and “others”. It also indicates that students of the University of Pretoria only represent a mere 18% of the TuksSport representatives, whereas seniors, juniors, and others represent 82% of TuksSport at national events.

When comparing the current mission statement of TuksSport (as given earlier in the chapter in paragraph 4.2.1.) with the results seen in table 4.3. it can be stated that

TuksSport does not meet the mission statement given. The reason for this is that TuksSport does not focus on University of Pretoria's students and staff, but rather focuses on "seniors", "juniors" and "others".

Form the information obtained from TuksSport, it is clear that the total number of participants has increased and that TuksSport seems to be profitable. Yet, it is also clear that TuksSport's focus is on sport and the priority clubs of non-students. In that regard, the present strategy seems to be working very well. However, TuksSport also claims to provide optimal opportunities for students to participate in recreational activities, and the figures seen in Table 4.2. and Table 4.3. clearly indicate that the strategy being used for recreation participation shows severe shortcomings and needs revising.

Step 2: Analyse strengths, weaknesses, opportunities, and threats (SWOT)

A SWOT analysis is used to assess strengths and weaknesses in an organisation's internal environment, and threats and opportunities in an organisation's external environment. A SWOT analysis is grounded in the basic principle that strategy-making efforts must aim at producing a good fit between an organisation's resource capability (as reflected by its balance of resource strengths and weaknesses) and its external situation (as reflected by industry and competitive conditions, the organisation's own market opportunities, and specific external threats to the organisation's profitability and market standing). Perceptive understanding of an organisation's resource capabilities and deficiencies, its market opportunity, and the external threats to its future well-being is essential to good strategy making.

➤ The general external environment

The following dimensions are relevant to the evaluation of the general external environment:

- Technological dimension

The computer has changed the way sport organisations conduct and transact business. Computers are a major part of every organisation's system process.

The Internet is a technology with important strategic implications for organisations of all types and sizes. Sometimes referred to as “the information superhighway”, the connectivity among different technologies and media that the Internet makes possible is thought by many to be at least as significant as were the changes brought on by the Industrial Revolution (Hitt, Ireland & Hoskisson, 2001).

Sport (and recreation) by their nature are interactive, and fans want to be part of the action. TuksSport’s website feeds that desire with message boards. The University of Nebraska game against San Jose State on September 2, 2000, was the first ever intercollegiate football game to be video Webcast (Shank, 2002). TuksSport has not yet been able to do video Webcasts, and need to look at the idea. The reason being that organisations that have been slow to embrace the internet revolution find themselves losing business to competitors.

Improvements in the technological dimension of the general external environment can have a great impact on TuksSport. Improvements in computer microprocessors have not only lead to the widespread use of computers at TuksSport, but also to better sport performance in terms of techniques, coaching methods and international trends and therefore improving the actual sport performances and administrative efficiency.

In addition to providing video Webcasts, and to improve the sport results, TuksSport also needs to look at registration with sport clubs on-line.

Technology is altering the way sports are consumed by fans at the event (Shank, 2002). Over time, technologies will allow fans to become increasingly interactive, such as equipping stadium seats with handsets that allow fans to vote on a sport event. This would be ideal for TuksSport spectators that enjoy watching matches for recreational purposes.

If TuksSport wants to stay part of the leading Universities of South Africa regarding sport and recreation provision, they need to ensure that they stay up-to-date with the technological revolution. Otherwise, TuksSport could find that they are losing business to other universities.

The implications for TuksSport to stay up-to-date with the technological innovations and advancements, could include the following:

- ❑ Increase in customers
Potential athletic students would choose to study at the University of Pretoria once they see the technological advancement and innovation of TuksSport.
- ❑ Create new markets
Not only inter-varsity matches should be held at TuksSport, but also professional sports matches, which in turn could also attract more spectators.
- ❑ Increase in competitive advantages and positioning that are more powerful than existing advantages
- ❑ Results in changing values and expectations of employees, managers, and customers (students).
- Economic dimension
TuksSport has no control over economic growth, inflation, interest rates, or foreign exchange rates, yet these factors have a direct impact on the performance and the business activity at TuksSport. The health of South Africa's economy affects individual organisations such as TuksSport, because economic factors will affect the nature and direction of the economy in which an organisation (TuksSport) operates. This is why TuksSport has to study the economic environment to identify changes and trends and their strategic implications. It is important for TuksSport to know what South Africa's economic situation is like.

TuksSport was unable however, to comment on the impact the nation's economy has on their organisation. For this reason, the following impacts can only be assumed.

❑ Interest rate

Most economists refer to the *interest rate* or the *interest rate level* as though these were only one such rate in the economy. This is certainly not the case, since there are numerous interest rates, each associated with the borrowing and lending of specific funds. For example, there is the repo rate (which plays a dominant role in the money supply process), the interbank lending rate, the prime rate of banks, various rates on deposits, mortgage rates and the rate on government stock, to mention only a few. Although all of these rates differ and there are sound economic reasons for these differences, the rates nevertheless tend to move in harmony with each other (Mohr & Fourie, 2004). Therefore, when referring to *the interest rate*, it should be regarded as a representative rate for all the individual rates encountered in practise.

❑ Inflation rate

The process of increase in the general level of prices is called the inflation. The inflation rate is measured by the annual percentage change in the consumer price index (CPI) (Mohr & Fourie, 2004).

After the inflation rate was in double digits – but remarkably stable – between 1973 and 1992, the rate fell to below 10% for the first time since 1973 in 1993 and subsequently the trend was downwards until the end of the decade. It then remained steady until increasing sharply in 2002 in the wake of a sharp depreciation of the rand against major international currencies. As the rand grew subsequently stronger against major international currencies in 2004, there was a sharp decrease in the inflation rate until where the inflation rate stands now at 4.1% (Mohr & Fourie, 2004). A low inflation rate means that the prices TuksSport must pay for its suppliers remain relatively constant and low,

but it also is somewhat constrained from increasing the prices it charges consumers for participation in sport and / or recreation activities.

□ GDP trends

The first step in measuring economic growth is to determine a country's total production of goods and services in a specific period. In other words, the production of all the different goods and services must be combined into one measure of total production or output. The central concept is the gross domestic product (GDP). The GDP reflects the total value of all final goods and services produced within the boundaries of a country in a particular period (usually one year). GDP is one of the most important barometers of the performance of the economy. The South African economy did not grow very rapidly between 1990 and 2003 (Mohr & Fourie, 2004). On the contrary, growth was actually negative during the first three years of the 1990's. A negative growth rate means that the real value or volume of production in that particular year was lower than in the previous year. If population growth is taken into account, the picture is even worse. In a number of years, the growth in the real GDP was lower than the population growth and when real GDP per capita increased, the rate of increase was usually low.

If a nation's economic growth rate is lower than the population growth rate, then there will be a constant decline in the standard of living. TuksSport has to realise that declining purchasing power is accompanied by a change in the buying behaviour as well as the types of products sought (Smit & Cronjé, 1999). With a declining income, the students cannot afford luxury goods and the emphasis shifts to basic products and services.

● Socio-cultural dimensions

The socio-cultural environment is concerned with a society's attitudes, and cultural values. The opportunities and threats arising from changes in social,

cultural and demographic variables challenge TuksSport. These variables shape the way people live, work, produce and consume.

Following are sociocultural trends in the University of Pretoria that are helping to define what TuksSport looks like currently and also speculates how it could look like over the next few years (University of Pretoria, 2003).

- ❑ Considerable transformation has taken place over the past few years, with the result that the University has changed from a mainly white, Afrikaans University, to a national university in the true sense of the word, accessible to all South Africans.
- ❑ In 2003, 30 212 residential students were registered for contact teaching at the University. Of this number, 21 297 were undergraduates, and 8 915 were postgraduates. The composition was 47% male and 53% female students. There were 69% white students and 31% black students. Of the total 9 392 black students, 5 937 were undergraduate, and 3 455 postgraduate students.
- ❑ As regards language preferences, 54% of the residential students preferred to receive their tuition in Afrikaans and 46% in English.
- ❑ The University's student profile places it in a unique position as not only the largest Afrikaans residential university in the country but also, at the same time, one of the largest English and one of the largest black residential universities in the country. Besides the residential students, more than 29 000 students – of whom 95% were black – were enrolled in the University's distance education programme, mainly in the Faculty of Education.
- Political-legal dimensions
Trends in the political-legal part of the general external environment have a significant impact on organisations. The provision of sport and recreation at

tertiary educational institutions are subject to national, provincial and local policies as well as national legislation. TuksSport's provision of sport and recreation must be done according to acceptable guidelines and according to a national framework. This framework focuses all available resources on agreed goals and objectives. The broad policy that is formulated by Sport and Recreation South Africa and stated in the White Paper on Sport and Recreation should be reflected in TuksSport's activities in their specific business environment.

- International dimensions

The world is changing rapidly. The population of the developing world, for example, is projected to increase by 2.9 billion people by 2050, compared with only 49 million in the developed nations (Hunger & Wheelen, 2003). For each country in which an organisation operates, management (such as TuksSport's management) must face a completely new general external environment having different economic, technological, political-legal, and sociocultural variables. International dimensions vary so widely that an organisation's internal environment and strategic management process must be very flexible.

- The external task environment

The following variables are relevant to the evaluation of the external task environment:

- Competitors

The primary competitors of TuksSport are as follow:

- ❑ Tshwane University of Technology
- ❑ Highperformancecentre (hpc)
- ❑ Harlequin Sports Club (and other sport clubs in the surrounding area)
- ❑ Virgin Actives
- ❑ Schools
- ❑ Movie Theatres
- ❑ Pubs, Clubs, Restaurants and Coffee Shops in the surrounding area

- Customers

TuksSport being the sport bureau of the University of Pretoria, it could be deduced that the primary customers should be students of the University of Pretoria. The mission statement of TuksSport demarcated their clients as students and staff of the University of Pretoria. Yet, from the information received from TuksSport, it is clear that TuksSport also provides sport and recreation programmes for junior members under the age of 18 years, and facilitates various open sport clubs, such as Rentmeester Tuks Athletics Club for seniors. These seniors though are not necessarily registered students at the University of Pretoria.

- Suppliers

TuksSport was unable to present information regarding their suppliers. However, it is understood that although TuksSport is a separate business unit, it still falls under the University of Pretoria's rules and regulations. The University of Pretoria manages suppliers for maintenance such as computer technology, telecommunication networks, and infrastructure on a centralised basis.

- Strategic partners

Strategic partners exist when two or more organisations work together in joint ventures or other partnerships (Griffin, 2005). In TuksSport's case, the strategic partners are the following:

- The Department of Biokinetics, Sport and Leisure Sciences
- The highperformancecentre
- Several coaches working/coaching at various TuksSport sport and recreation clubs

- Regulators

Regulators are elements of the external task environment that have the population to control, legislate, or otherwise influence an organisation's policies and practises (Griffin, 2005). TuksSport was unable to present information regarding their regulators. However, it is understood that although TuksSport is a separate business unit, it still falls under the University of Pretoria's rules and regulations.

➤ The internal business environment

TuksSport's internal environment consists of its financial position, marketing ability, research- and developmental abilities, organisational structures, human resources, as well as the condition of the facilities and equipment.

For the sake of this study, it is important to note that TuksSport's internal business environment is divided into TuksSport and into TuksSport Clubs. All TuksSport clubs are responsible for their own management. These duties include financial duties, marketing, publications, human resource responsibilities, and co-ordinating facilities and equipment. The internal business environment will therefore be discussed on both levels. It is notable that all TuksSport Clubs operate under the auspices of the University of Pretoria. All university policies, rules, and regulations are applicable on sport and recreation club management. Clubs have no legal autonomy and as such cannot enter into any legal or any other contractual agreements. Using of the name, colours, and brand identity of the University of Pretoria is strictly regulated and must be adhered to.

- Financial position

Specific responsibilities for TuksSport management regarding the financial department exist and are as follow:

- Drawing up annual budgets, in co-operation with the finance committee, taking into account grants, membership fees, sponsorships, contracts of coaches,

incentives to players, projects, coach and staff salaries and assuming overall responsibility for the control thereof.

- ❑ Controlling budgets by monitoring income for all sources as well as expenditure and accounting by drawing up monthly balance sheets.
- ❑ Planning fundraising in co-operation with the marketing team to negotiate and secure sponsors.
- ❑ Negotiating contracts with participants and coaches, and submitting for approval to management.
- ❑ Executing daily financial administration with support from the departmental bookkeeper.
- ❑ Providing monthly feedback to management and external stockholders.
- ❑ Liaising with TuksSport Corporate on all commercial services, agreements with suppliers and adherence to contractual obligations.

As mentioned earlier, TuksSport clubs are responsible for their own management. The duties of the treasurer in these clubs are as follow:

- ❑ Managing the finances of the club in co-operation with the chairperson and the recreation manager.
- ❑ Drawing up annual budgets in co-operation with the chairperson.
- ❑ Processing financial transactions only with the permission of the club management.

- ❑ Keeping register of all income and expenses as well as written proof and the necessary bookkeeping regarding all financial transactions.
- ❑ Signing requests for payments, usually with the president or chairperson and submits for authorisation through the recreation manager.
- ❑ Keeping books up to date and ready for inspection.
- ❑ Being responsible for membership fees.
- ❑ Submitting financial reports at every monthly meeting as well at the Annual General Meeting.

TuksSport management was unable to provide a recent financial statement. However, TuksSport did provide the 2000 – 2001 financial statements as well as the 2003-2004 media exposure financial statements. Table 4.4. indicates the gross turnover for TuksSport for the year 2000.

Table 4.4. TuksSport's gross turnover for the year 2000/2001

(TuksSport's Annual Report, 2000)

Description	University Grants	Self-generated	Turnover 2000
Priority Clubs			
Athletics	R 40,000.00	R 144,359.00	R 184,359.00
Basketball	R 42,230.00	R 1,011.00	R 43,241.00
Hockey	R 96,768.00	R 58,666.00	R 155,434.00
Cricket	R 55,000.00	R 253,359.00	R 308,359.00
Netball	R 111,230.00	R 377,081.00	R 488,311.00
Rugby	R 120,000.00	R 758,079.00	R 878,079.00
Soccer	R 195,000.00	R 121,816.00	R 316,816.00
Swimming	R 15,000.00	R 35,820.00	R 50,820.00

Tennis	R 53,172.00	R 25,848.00	R 79,020.00
Volleyball	R 27,500.00	R 1,387.00	R 28,887.00
Recreation Clubs			
Baseball	R 500.00	R 123.00	R 623.00
Cycling	R 1,000.00	R 9,314.00	R 10,314.00
Golf	R 3,370.00	R 5,122.00	R 8,492.00
Gymnastics	R 1,400.00	R 54,916.00	R 56,316.00
Handball	R 500.00	R 17.00	R 517.00
Judo	R 1,670.00	R 1,666.00	R 3,336.00
Canoeing	R 1,000.00	R 9,009.00	R 10,009.00
Karate	R 2,940.00	R 4,063.00	R 7,003.00
Korfbal	R 400.00	R 3,651.00	R 4,051.00
Squash	R 3,270.00	R 38,194.00	R 41,464.00
Underwater sport	R 3,270.00	R 21,808.00	R 25,078.00
Badminton	R 1,000.00	R 32,977.00	R 33,977.00
Softball	R 6,400.00	R 2,614.00	R 9,014.00
Sailing	R 200.00	(-R 11.00)	R 189.00
Chess	R 1,000.00	R 807.00	R 1,807.00
Fencing	R 1,670.00	R 231.00	R 1,901.00
Table Tennis	R 1,000.00	R 384.00	R 1,384.00
Parachuting	R 200.00	R 111.00	R 311.00
TuksSport		R 101,707.00	R 101,707.00
Golf days		R 93,971.00	R 93,971.00
Projects		R 329,968.00	R 329,968.00
Hamanskraal sport projects		R 105,624.00	R 105,624.00
Total	R 786,690.00	R 2,593,692.00	R 3,380,382.00

From table 4.4. it is again evident that priority clubs are definitely the focus of TuksSport. University grants for the priority clubs were R755 901 compared to the R30 790 grant given to recreation clubs.

Table 4.5. indicates the assessment of the media exposure for the year 2000 to the year 2003. It is not clear however, how the value of the media exposure was calculated and how it was differentiated between “Television” and “Top Media”.

Table 4.5. Media exposure

(TuksSport, 2003)

Media	2001	2002	2003
Television	R 4,141,160	R 9,582,690.00	R 27,013,337.00
Radio	R 103,590.00	R 261,810.00	R 391,052.00
Top Media	R 3,764,291.00	R 4,542,545.00	R 7,362,848.00
Total	R 8,009,041.00	R 14,387,045.00	R 34,767,237.00

- Marketing ability

The marketing mission of TuksSport is to contribute to the positive marketing of the University of Pretoria, by way of performance of the participants in sport and the presentation of outstanding programmes. The responsibilities for TuksSport’s marketing department are as follow:

- ❑ Liaising with the marketing team to optimise the marketing of TuksSport at all projects, tournaments and other related club events and projects.
- ❑ Ensuring that marketing agreement is adhered to.
- ❑ Disseminating results to the media immediately after events.
- ❑ Writing regular articles for publication in the media and other publications containing information on programmes and projects.

- ❑ Maintaining portfolio on programmes and obtaining action photographs of achievers.

The duties for the members responsible for the marketing in all TuksSport Clubs include the following:

- ❑ Feeding results and photographs of all tournaments, leagues, and other sporting fixtures to the media when possible. The member must, via the Media Liaison Office, keep all media outlets fully aware of activities within the club.
- ❑ Making sure obligations to sponsors are adhered to.
- ❑ Handling marketing to residences, Tuks FM and the Perdeby.
- ❑ Does further internal marketing of all aspects to promote the club and its activities to the students and through intranet messages (only through the marketing manager) to staff.
- ❑ Liaising with prospective members who want to join the club.
- ❑ Planning all fundraising activities of the club with the sport manager and the treasurer.
- ❑ Manages all bulletins and flyers for programme advertising including flyers to schools, newspaper announcements, and event publications.

Specific policies and guidelines for TuksSport's marketing exist and are as follows:

Fundraising & sponsorships

In order to comply with the University's policy concerning fundraising, the following should be adhered to:

- ❑ All fundraising efforts should be co-ordinated.
- ❑ Liaise with Sport Managers, before any negotiations with prospective sponsors.

Brand identity

TuksSport adheres to the general corporate brand identity of the University of Pretoria and shall under no circumstances deviate from the existing policy of the University concerning the application of colours, the use of the crest and the TuksSport "stripes". Specific applications in the sport environment will be clearly determined and defined. An important element is the graphic identity, more specifically the font, to be used in all TuksSport communications from apparel, to memorabilia, environmental signage, corporate brochures, and stationary.

Publications

All official documentation, publications, programmes, advertisements, and articles should be approved and signed off by the marketing manager. The duties for the members responsible for publications concerning TuksSport clubs are as follow:

- ❑ Recording all results of matches, specific achievements of individuals, competitions or tournaments and reporting every Monday to the Statistic Office.
- ❑ Collecting articles connected with the club for display or archives.
- ❑ Writing articles for publication on a regular basis.

- ❑ Submitting information weekly to the Information Assistant.
- ❑ Keeping informed of the achievements of all players on a representative level.
- ❑ Distributing newsletter to club members.
- ❑ Is responsible for all articles to be published in Perdeby and newspapers.

Web page

The web page is a powerful medium of marketing and should be updated on a weekly basis. All information no longer relevant should be removed.

Yet, the information displayed on the Web page does not correlate with the latest information received from TuksSport officials (Neluvhalani, 2003; Van der Walt, 2004). All the information that is no longer relevant should subsequently be removed.

Recruitment programme

The existing recruitment programme for the recruitment of sport achievers to University of Pretoria, within the framework of academic requirements of the University, is adjusted regularly.

Communication & public relations

- ❑ TuksSport should maintain ongoing liaison channels with national and provincial sporting bodies.
- ❑ TuksSport should also maintain positive communication with external market, students, and staff.

Marketing material

According to the guidelines on marketing material, TuksSport recognises that marketing material is very important and should be updated regularly (banners,

photos, brochures, newsletters for clubs and TuksSport). The University and TuksSport should be branded at every possible occasion. It is clearly noticeable that the marketing strategy only mentions sport, and that recreation is not even mentioned. TuksSport does not have a centralised marketing strategy as every club is responsible for its own marketing. It is also evident that recreation is not a focus area of TuksSport's marketing efforts but only elite sport, where the possibility of high visibility exists.

- Research and developmental abilities

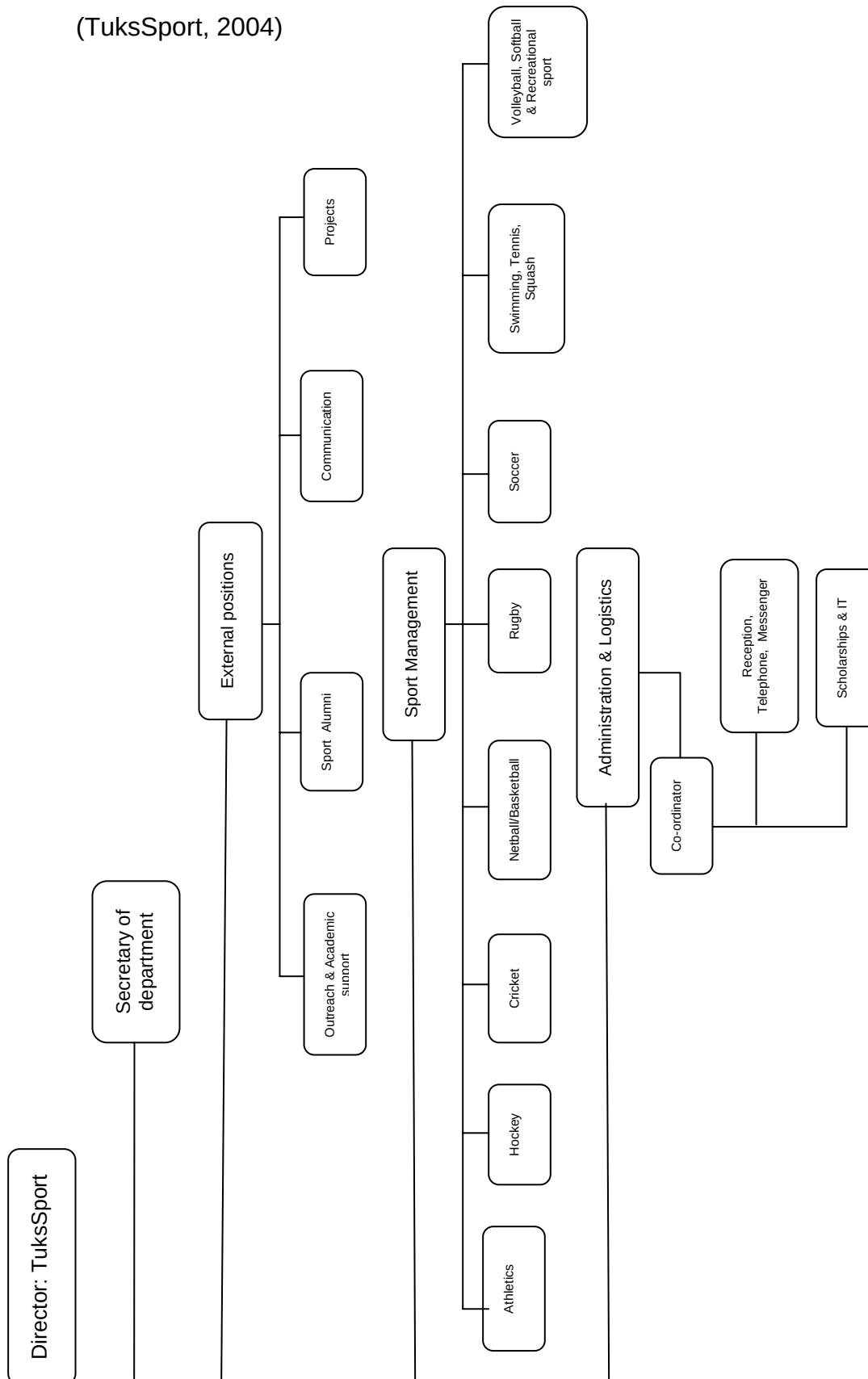
TuksSport could provide no information on research strategies or activities. However, TuksSport does implement an *Outreach Programme*. This Outreach Programme strives to promote community or school engagement and mobilisation. The outreach programme also makes great effort to promote partnerships to establish integrated and sustainable sports programmes as well as to encourage student volunteerism. The rationale for this outreach programme is to create practical opportunities through which student athletes are trained as coaches, technical officials, office administrators, event organisers, project co-ordinators, sport club officer, and volunteer co-ordinators. The duties for the staff member responsible for Outreach Programmes include:

- Ensuring that all programmes adhere to rules and regulations.
- Presenting junior sport programmes within framework of Outreach principles.
- Planning community and schools outreach projects with representatives from the community and managing programmes and taking into consideration the development programmes of sport controlling bodies.

- Organisational structures

The current organisational structure of TuksSport is reflected in Figure 4.1.

Figure 4.1. Organisational structure
(TuksSport, 2004)



The organisational structure as illustrated in figure 4.1. lays out TuksSport's management hierarchy and departments and their working relationships. An analysis seems to indicate the following:

- ❑ The current organisational structure limits the growth and the development of TuksSport, especially in terms of recreation provision.
- ❑ A noticeable weakness of the given organisational structure is that there is no proper chain of command. It seems as if every employee of TuksSport reports directly to the Director.
- ❑ No clear division is noticeable between staff and line authority. It seems as if the secretary is second in command rather than being in a support capacity to the director.
- ❑ The generic levels of management, namely top level, middle level and operational management is not evident. TuksSport seems to favour a flat organisational hierarchy with no clear working relationships.
- ❑ Human Resources and Finances are notably absent from the organisational structure.

The current organisational structure for TuksSport Clubs is reflected in Figure 4.2.

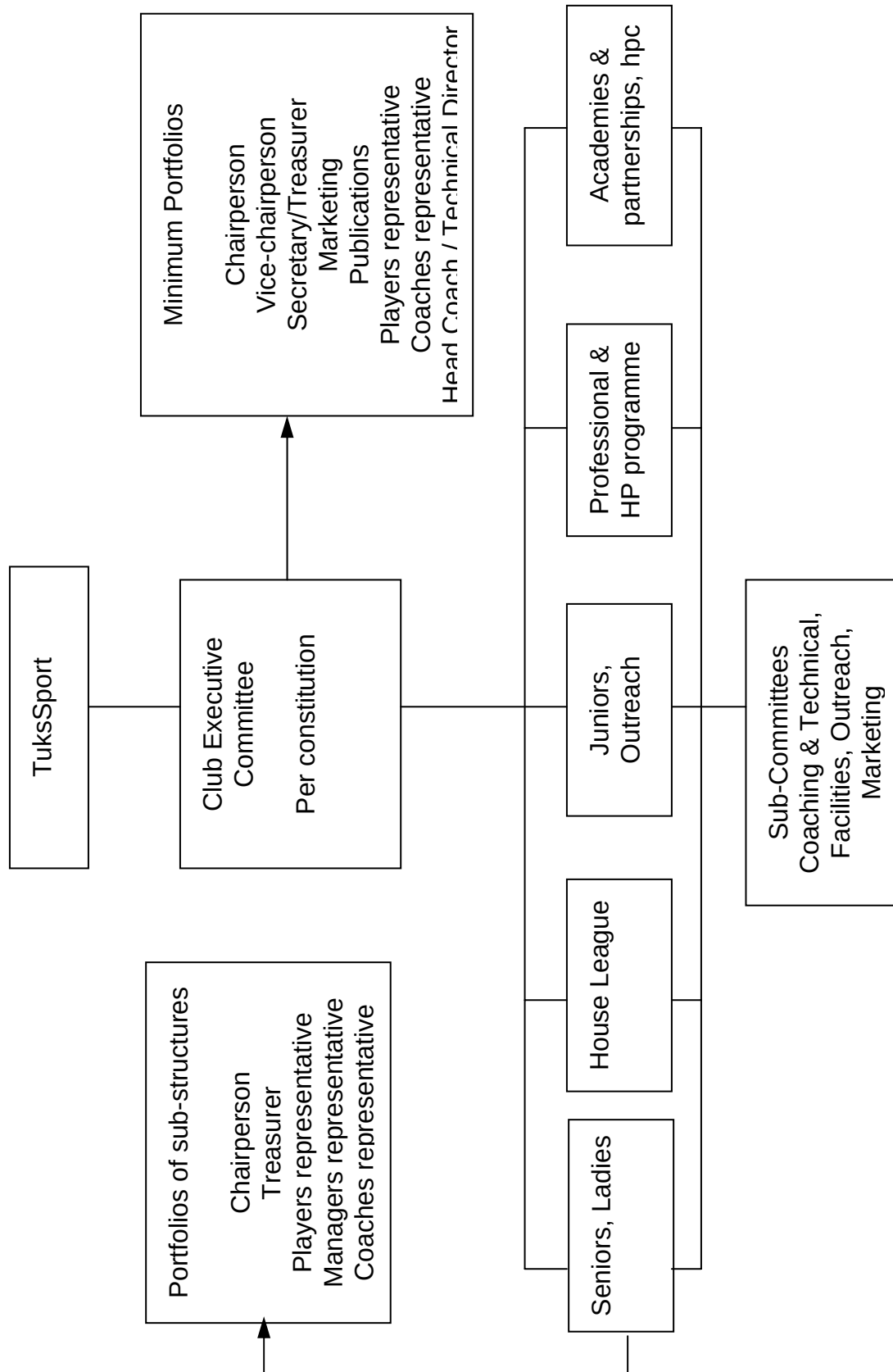
The organisational structure as illustrated in figure 4.2. lays out TuksSport Clubs' management hierarchy and departments and their working relationships. An analysis thereof seems to indicate:

- ❑ A noticeable weakness of the given organisational structure is that there is no proper chain of command. It seems as if every employee in the clubs reports directly to TuksSport.
 - ❑ No clear division is noticeable between staff and line authority.
 - ❑ The generic levels of management, namely top level, middle level and operational management is not evident. TuksSport seems to favour a flat organisational hierarchy with no clear working relationships for their sport and recreation clubs as well.
- Human Resources

A very notable weakness of TuksSport is the lack of a Human Resource Management Department. The primary task of the manager of human resources should be to improve the match between individuals and jobs. A good Human Resource Management (HRM) department should know how to use attitude surveys and other feedback devices to assess employees' satisfaction with their jobs and with the corporation as a whole. HRM managers should also use job analysis to obtain job description information about what each job needs to accomplish in terms of quality and quantity. Up-to-date job descriptions are essential for not only proper employee selection, appraisal, training, and development; wage and salary administration and labour negotiations, but also for summarising the corporate-wide human resources in terms of employee-skill categories. Just as TuksSport must know the number, type, and quality of its facilities, it must also know the kinds of people it employs and the skills they possess. Clearly, TuksSport is not able to do any of this, as there is no apparent Human Resource Management department. Although TuksSport's full-time staff

Figure 4.2. Organisational structure

(TuksSport, 2004)



are handled by the centralise Human Resource Management department of the University, it also deals with part-time and volunteer workers.

- Facilities and Equipment

Specific responsibilities for the person in charge of TuksSport's facilities and equipment exist and are as follow:

- ❑ Monitoring facilities and equipment on a regular basis and keeping inventories of the equipment.
- ❑ Controlling the security of storage and arranging for repairs and maintenance according to accepted standards.
- ❑ Liaising with facility managers to prepare fields, clubhouses, and other facilities for use when required.
- ❑ Being present at as many possible training sessions after hours, matches over weekends and accompanying teams on tour.

The duties for the members responsible for facilities and equipment concerning TuksSport clubs are as follow:

- ❑ Communication with the TuksSport facility manager is only done through the office of the sport manager.
- ❑ Determining number of fields/courts needed and co-ordinating with the sport manager the use of facilities.
- ❑ Ensuring that correct information is communicated on league requirements.
- ❑ Managing field scheduling/availability with coaches for games and practises.

- ❑ Monitoring field conditions and communicating maintenance schedules to coaches.
- ❑ Communicating the installation of all nets and other items, maintenance during season, removals, and storage at the end of the season.
- ❑ Keeping inventory of equipment.
- ❑ Keeping records of items issued to coaches and controlling hand back at the end of the season.
- ❑ Ensuring the maintenance of equipment is done according to acceptable standard.

After analysing the external- as well as the internal environment, a SWOT analysis is used to assess the strengths, weaknesses, opportunities, and threats. A SWOT (strengths, weaknesses, opportunities and threats) analysis is grounded in the basic principle that strategy-making efforts must aim at producing a good fit between a company's resource capability (as reflected by its balance of resource strengths and weaknesses) and its external situation (as reflected by industry and competitive conditions, the company's own market opportunities, and specific external threats to the company's profitability and market standing). Table 4.6. therefore indicates the SWOT analysis for TuksSport based on the preceding analysis of the external and internal business environment of TuksSport.

Table 4.6. SWOT analysis

Strengths ● Clear strategic direction for elite sport ● Strong financial conditions; ample financial resources from clubs as well as the University of Pretoria ● Strong image from the University of Pretoria ● Recognised market leader and competitor for several sport activities ● Strong marketing for elite sport ● Increase in priority sport participation rates	Weaknesses ● No clear strategic direction for recreation ● Lack of managerial knowledge regarding scope and values of recreation ● Lack of a Human Resource Management department dealing specifically with part-time and volunteer staff ● Finance mostly spent on priority sport clubs and not on recreation; also spent on clubs who cater for juniors and seniors (not registered students) ● Lack of management depth for recreation activities ● Weak marketing for recreation ● Minimal variety of recreation activities ● Minimal increase in recreation participation rates
Opportunities ● Developing a holistic recreation production mix and not only focusing on physical recreation sport ● Expanding TuksSport's product line to meet a broader range of student needs ● Utilising existing organisational skills to enter new product lines such as recreation activities ● Ability to grow rapidly because of sharply rising demand in recreation activities	Threats ● Likely entry of potential new competitors ● Draining of registered students to competitors in immediate geographic vicinity ● Loss of sales to substitute products as a result of focusing on sport and not on recreation at all ● Increasing intensity of competition among industry rivals

Step 3: Assess competitive strength

For a strategy to be effective, it must be based on a clear understanding of competitors. Identifying critical success factors can help improve TuksSport's assessment of its competition. Critical success factors are key, pivotal activities that TuksSport must do well at if they want to exceed their competitors. It is imperative that TuksSport compares its critical success factors for each product line to those of each of its major competitors (Lussier & Kimball, 2004). Critical success factors affect industry members' ability to prosper in the market ability – the particular strategy elements, product attributes, resources, competencies, competitive capabilities, and business outcomes that spell the difference between profit and loss and, ultimately, between competitive success or failure. Critical success factors are the rules that determine whether TuksSport will be financially and competitively successful.

According to Thompson & Strickland (2003), answers to three questions help identify an organisation's critical success factors:

- On what basis do customers choose between the competing brands of sellers? What product attributes are crucial?
- What resources and competitive capabilities does a seller need to have to be competitively successful?
- What does it take sellers to achieve a sustainable competitive advantage?

After applying these three questions and also due to the fact that TuksSport was unable to provide any information regarding their competitors the critical success factors for TuksSport can only be assumed. These critical success factors could be identified as:

- overall low costs (the primary clients are enrolled students at the University of Pretoria, and have minimal income),

- convenient location (not all students have access to transportation),
- professionalism and expertise (in terms of facilities as well as employees),
- and focused advertising (to induce students to participate in sport and recreation activities).

An industry matrix summarises the critical success factors that face TuksSport, and gives a weight for each factor based on how important that factor is to the future of TuksSport. The industry matrix also specifies how well various competitors in the sport and recreation industry are responding to each factor. Identifying critical success factors and placing them in this industry matrix can help improve TuksSport's assessment of its competition. However, because TuksSport was unable to provide any information regarding their critical success factors and their competitors, the assumed critical success factors cannot be summarised in the industry matrix.

Step 4: Make conclusions

TuksSport is not the leading or strongest competitor. Several reasons might support this conclusion:

- TuksSport was only able to provide the Annual Report for the year 2000. Availability of information to support management decisions was low with resultant question marks on the corporate governance principle of transparency at TuksSport.
- Although TuksSport provides sport and recreation activities, their focus predominantly falls on elite sport activities (priority clubs), and they hardly focus on recreation activities – and when focusing on recreation activities they only see recreation involving physical activity.

- It is notable that although TuksSport's focus should be to represent enrolled University of Pretoria students and staff, this is not the case as clearly illustrated in table 4.3.
- TuksSport was unable to provide any information regarding which their competitors are, and therefore unable to provide their critical success factors to help improve TuksSport's assessment of its competition.
- TuksSport management was unable or unwilling to provide a recent financial statement.
- The current organisational structure limits the growth and the development of TuksSport, especially in terms of recreation provision.

Step 5: Decide what issues to address

The following issues should be addressed by TuksSport:

- The lack of a formal strategic plan for campus recreation
 - Mission statement
 - External business environment
 - Internal business environment
 - Strategies
 - Strategic objectives
 - Functional plans
 - Control mechanisms
- The lack of relevant management information
- Incongruity of mission statement and product/service mix

- Understanding of the concept of “recreation”
- Fragmented recreation service delivery at the University of Pretoria
- Marketing mix of TuksSport
 - Product mix
 - Promotion strategy
 - Price structure
 - Accessibility (Place)

4.2.3. Setting objectives

For strategies to succeed, TuksSport must commit to a carefully thought-out set of objectives. TuksSport has to set objectives that are compatible with the mission and that address strategic issues identified in the environmental analysis.

TuksSport has nine sets of “objectives”. These are as follow:

- To provide optimal opportunities for students and staff to participate in sport and recreation.
- To direct sport and recreation at the University to optimal performance levels with the support of the best facilities and coaches.
- To create an efficient and positive organisational climate within which professional sport management can be entrenched.
- To utilise and manage the funds allocated to TuksSport by the University in a prudent and responsible manner, and to generate funds for the support of high performance and other programmes.

- To contribute to the maintenance, upgrading and user-friendly management of facilities and equipment and to ensure optimal utilisation thereof through well-organised programmes and events.
- To positively promote the image of the University through exceptional sport performance.
- To provide sport outreach services to communities and sports governing bodies at local, regional, provincial and national levels thereby contributing to the development of a pathway leading from beginner athlete, coach, technical official and sport leader to top performer in these various roles, respectively.
- To professionally present TuksSport projects, act as host and if requested facilitate in the presentation of projects on our grounds and facilities by external organisations and institutions.
- To positively support the academic programmes contributing to the industry of Sport and Recreation.

According to Lussier & Kimball (2004), there are four benchmarks when setting objectives. They are (1) single result, (2) specific results, (3) measurable results and, (4) results by a target date. After carefully analysing each of the nine “objectives”, it is clear that from the criteria established by Lussier & Kimball (2004), TuksSport has formulated “goals” and not “objectives”. The term *goal* is often confused with *objectives*. In contrast to an objective, a goal is an open-ended statement of what one wishes to accomplish with no quantification of what is to be achieved and no time frame for completion. This benchmark set by Lussier & Kimball (2004) means that the “objectives” set out by TuksSport are inappropriate. It would be advisable for TuksSport to expand their stated goals to include objectives for each goal.

Objectives should be specific as organisations with specific results do perform better than those with general objectives. Nevertheless, more important is the fact that objectives should be measurable. TuksSport will have problems determining when and whether “objectives” have been met.

4.2.4. Developing strategies

After the mission is established, the environmental analysis completed, and goals set, the organisation’s strategy is developed at the corporate, business, and functional levels. During this phase of the strategic management process, the suitable strategy is chosen which is used to direct long- and short-term goals. Three basic types of corporate strategies are identified:

➤ ***Stability strategy***

An organisation chooses a stability strategy when wanting to continue its current activities without any significant change in direction. The stability strategy can be appropriate for a successful organisation operating in a reasonably predictable environment. A stability strategy can be very useful in the short run but can be dangerous if followed for too long (Hunger & Wheelen, 2003). An organisation considers the stability strategy for the following reasons:

- Maintaining the present course of action;
- The organisation is already perceived to be performing well;
- Less risky strategy;
- Easier and more comfortable than adopting a different strategy;
- Focusing on a continuation of past activities.

➤ ***Growth strategy***

By far the most widely pursued corporate strategy of organisations are those designed to achieve growth in sales, assets, profits, or some combination of these.

There are two basic corporate growth strategies: *concentration* within one product line or industry and *diversification* into other products or industries. These can be achieved either internally by investing in new product development or externally through mergers, acquisitions, or strategic alliances. An organisation chooses the growth strategies for the following reasons:

- Involves expanding the organisation's current activity;
- Expanding by means of: vertical integration, the broadening of the scope either "upwards" (towards sourcing own raw material) or "downwards" (towards selling directly to customers); market penetration, the planned expansion of existing products or services; or diversification, the addition of new products or services;
- More risky strategy;
- Growth is necessary for long-run survival in some industries;
- Society may benefit from growth strategies;
- Management rewards and recognition are potentially greater with a growth strategy;
- Growth companies become better known and may be more capable of attracting quality employees and clients.

➤ ***Retrenchment strategy***

Management may pursue a retrenchment strategy when the company has a weak competitive position in some or all of its product lines resulting in poor performance – when sales are down and profits are becoming losses. This strategy generates a great deal of pressure to improve performance. An organisation considers a retrenchment strategy for the following reasons:

- Requires a conscious decision to slow down, cut back and seek performance improvement through greater operating efficiency;

An organisation must re-examine its current mission and goals before it can generate and evaluate alternative strategies. Even when formulating strategies, managers tend to concentrate on the alternatives, the action possibilities, rather than on a mission to fulfil and objectives to achieve.

From the current mission statement, it is evident that the focus of TuksSport product and service mix is on competitive sport and recreation service provision is a superficial addition to the mission statement. From discussions with TuksSport (Neluvhalani, 2003; Van der Walt, 2004), it emerged that TuksSport does not deliver recreation in the pure sense of the term to its client base. As such, it can be stated that the intention to “create a climate within which all participants can bring to life their uniqueness, motivational potential and expectations” is not reflected in the product/service mix due to the focus on elite sports. It can therefore further be deduced that TuksSport fails to understand the importance of balanced recreation provision to the broader student community. TuksSport managers might be unclear about where TuksSport is heading, as the mission statement does not provide a common thread or a unifying theme. From this, it can be deduced that TuksSport’s problems in recreation performance are derived from an inappropriate mission statement that is too narrow and focuses only on competitive sport.

TuksSport’s goals are also too inappropriately stated. They focus too much on short-term operational goals and are so general that they provide little real guidance, resulting in a gap between the planned and the achieved objectives.

A notable weakness was that TuksSport was unable to provide any information regarding the current strategy. For this reason, the strategy can only be assumed. When re-examining the current mission and objectives and evaluating them against the benchmarks of the various strategies, it is clear that TuksSport is not applying the

stability or the retrenchment strategies, but rather follows the concentration growth strategy. TuksSport's current product line (in this case competitive sport) has a real growth potential, and therefore concentration of resources on competitive sport makes sense as strategy for growth. The concentration strategy that is most applicable to TuksSport's situation is the vertical growth strategy. Growth can be achieved through vertical growth by taking over a function previously provided by a supplier (in this case schools and sport clubs). This may be done to reduce costs, gain control over a scarce resource, guarantee quality of a key input, or to obtain new customers. If the current strategy is the concentration vertical growth strategy, TuksSport expands its current activities (elite and competitive sport). It implies that TuksSport aggressively attempts to increase their size through increased clients.

Questionable is whether the goals set up by TuksSport can be met by implementing the concentration vertical growth strategy. It can be assumed that the objectives can indeed be met if implementing the growth strategy. The problem however lies with TuksSport's ultimate consumers. At the moment it seems as if TuksSport caters mainly for elite athletes (athletes not necessarily studying at the University of Pretoria), and ignores the fact that they also need to cater to students that show an interest in participating in recreation, and not only in sport.

It might be advisable for the recreation manager at TuksSport to employ a defensive strategy. This means that the recreation manager stays with the current product line and market, and focuses on maintaining or increasing the market share. If employing the defensive strategy the recreation manager can focus mainly on increasing the participation rate and focus on adding more programmes to the product line of recreation.

4.2.5. Implementing and controlling strategies

The first four steps in the strategic process involve planning. The fifth and final step involves implementing and controlling the strategies to ensure that the organisation's

mission and goals, at all three levels, are achieved and met. Top and middle managers are more involved with planning strategies, whereas the lower-level functional managers and employees implement the strategies on a day-to-day basis. Successful implementation of strategies requires effective and efficient support systems throughout the organisation. As the strategies are implemented, they must also be controlled. Controlling establishes mechanisms to ensure that goals and objectives are achieved in a timely and cost-efficient manner. Controlling also measures the organisation's progress toward achieving the objectives and takes corrective action when needed.

There are six tasks in the strategic implementation process:

- Building an organisation capable of executing the strategy
- Establishing a strategy-supportive budget
- Installing internal administrative support systems
- Devising rewards and incentives that are tightly linked to objectives and strategy
- Shaping the corporate culture to fit the strategy.
- Exercising strategic leadership.

Because TuksSport was unable to provide information regarding the strategy, it is once again very difficult to analyse the six tasks that TuksSport should put into action in the strategic implementation process. The absence of well-formulated objectives to support goals and strategies does however suggest inefficient implementation.

4.3. CONCLUSION

The service of TuksSport is dependent on the reliability of the input of the different element of its strategic management process. Maintainable service provision is the visible manifestation of TuksSport's external and internal environment analyses as well as functional strategies and plans. This chapter critically analysed the current strategic management situation of TuksSport as the designated recreation service provider of the University of Pretoria. The analysis was linked to the results of the internal business

environment analysis of TuksSport (discussions with staff of TuksSport and analysis of relevant documents), and will culminate in a strategic plan for recreation (sport provision) to the market (students) of the University of Pretoria. This analysis will also be linked in the next chapter to the results obtained from the questionnaire (market analysis).

CHAPTER 5

RESEARCH RESULTS AND INTERPRETATION

5.1. INTRODUCTION

Five hundred questionnaires were administered to undergraduate students of the University of Pretoria. In response to the request, 115 questionnaires were returned. A response rate of 23.0% was thus obtained ($n = 115$) therefore making the result valid (Thomas & Nelson, 1996). Unresponsive undergraduate students were reminded but produced no further completed questionnaires. The students were only allowed to answer the questionnaire once. The non-responsiveness may give an early indication of a lack of interest and a lack of knowledge of undergraduate students in terms of sport and recreation provided by TuksSport. Results of the questionnaire survey are presented and discussed according to the questionnaire framework in the succeeding paragraphs of this chapter.

5.2. DEMOGRAPHIC INFORMATION

Questions in this section primarily deal with the demographic information of the students. This includes personal information and the social environment of the students.

5.2.1. Gender of enrolled students

Figure 5.1. indicates that the majority of the respondents that completed the questionnaire are female (75.2%) compared with the 24.8% male respondents. This profile should not be seen as representative of students enrolled at the University of Pretoria, but merely as a summary of the respondent profile.

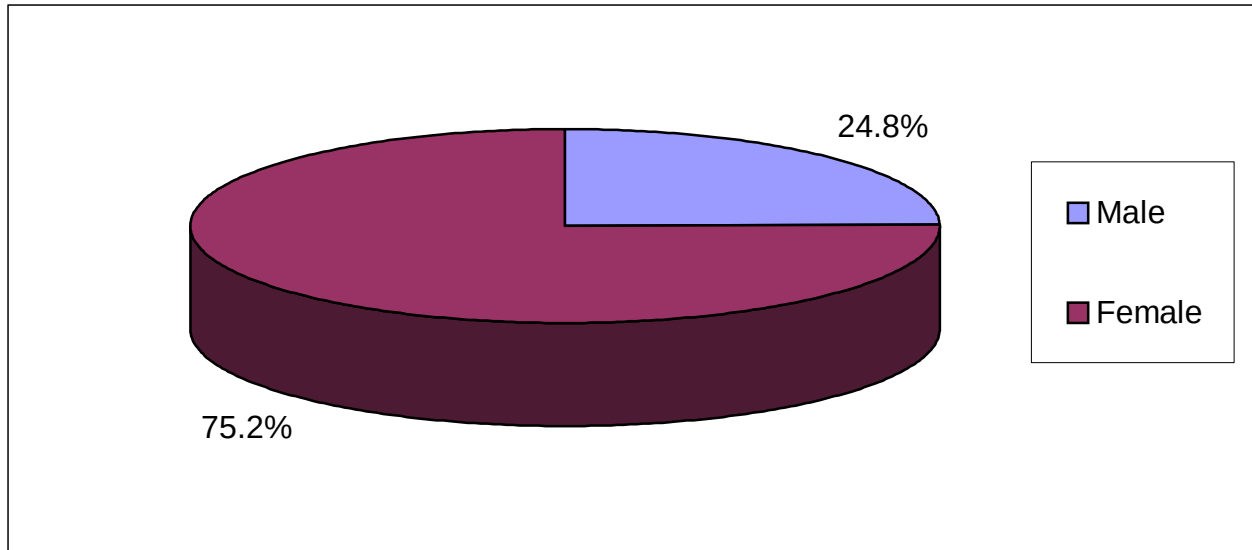


Figure 5.1. Gender of respondents ($n = 113$)

5.2.2. Age of enrolled students

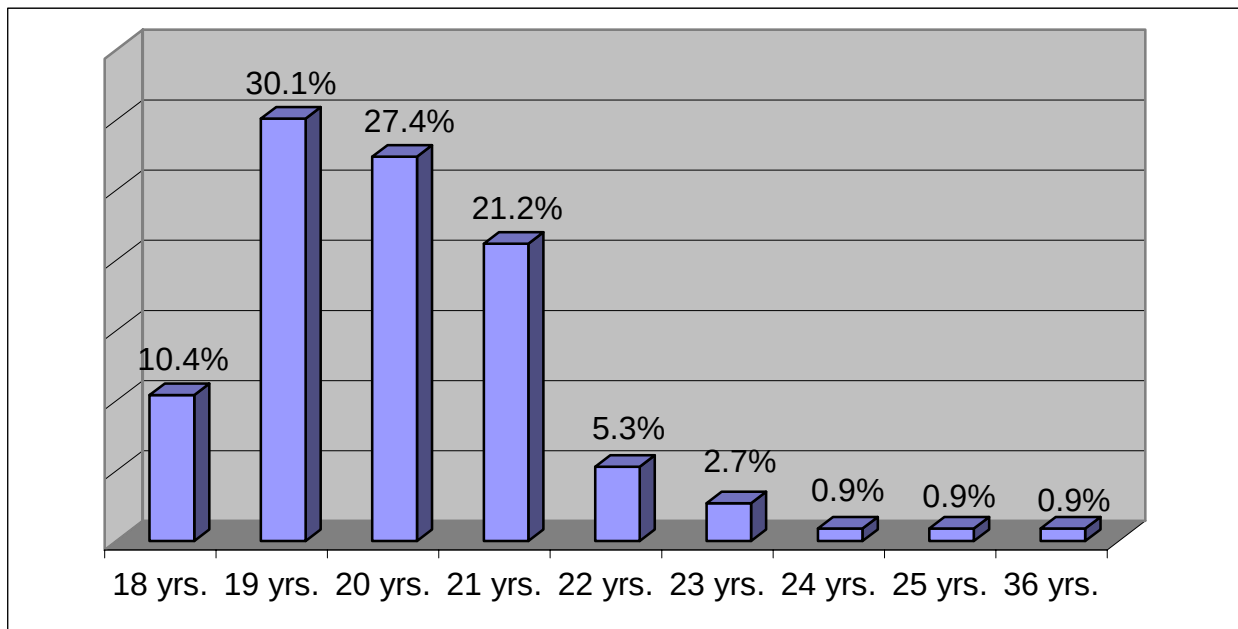


Figure 5.2. Age of respondents ($n = 113$; $\bar{x} = 20.10$)

As illustrated in figure 5.2., the age of the respondents varies from 18 years (10.4%) to 36 years (0.9%). The majority of the students (89.1%) are from the age 18 years to 21 years. This can be ascribed to the fact that the questionnaire was administered to

undergraduate students. 30.1% of the respondents are 19 years of age, which means that they are probably first year students, seeing that matriculants in high schools are generally speaking 18 years of age. This implies that the 20 year old respondents (27.4%) could be 2nd year students and the 21 year olds (21.2%) are probably busy with their third year.

5.2.3. Home language of respondents

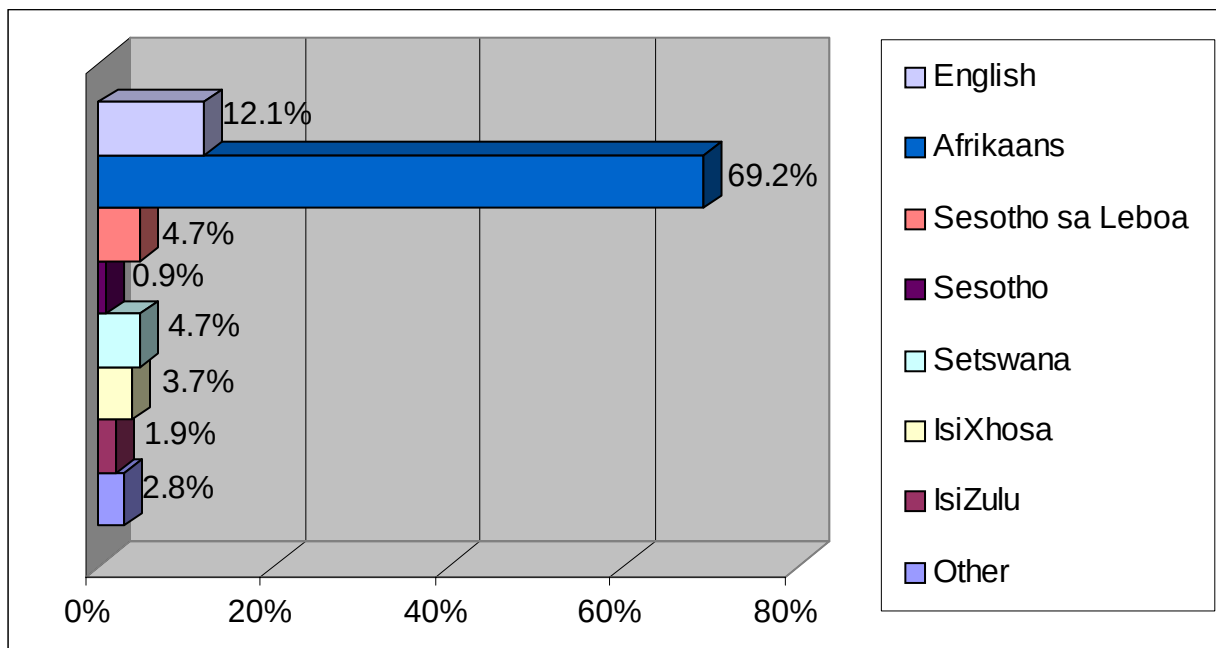


Figure 5.3. Home language of respondents ($n = 107$)

Figure 5.3. illustrates the statistical results schematically and place the results in perspective. As can be seen, the majority (69.2%) of the respondents indicated Afrikaans as home language and 12.1% English as home language. The rest of the respondents indicated that they speak either Sesotho sa Leboa (Northern Sotho, 4.7%), Sesotho (0.9%), Setswana (4.7%), IsiXhosa (3.7%), and IsiZulu (1.9%). Respondents with African languages as home language constituted only 18.7% of the sample.

5.2.4. Living in a University of Pretoria residence, private house or a commune

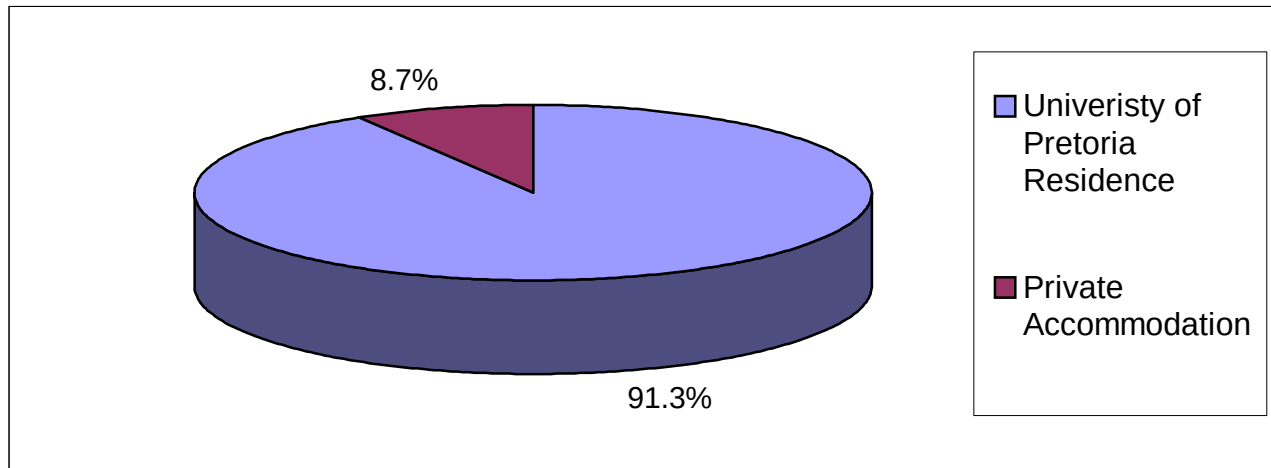


Figure 5.4. Accommodation of the respondents ($n = 115$)

As shown in figure 5.4., the majority of the respondents (91.3%) indicated that they reside in a University of Pretoria residence. Respondents residing in private accommodation contributed 8.7% of the respondent make-up. What is notable, as seen in figure 5.4., is that not one respondent resides in a commune. The implication of this finding for strategic planning of recreation services at the University of Pretoria suggests that the clients seem to be centralised during free time. Services and programmes could probably be offered parallel to lecture hours as well as after hours as it can be assumed that sufficient students reside on campus.

5.2.5. University of Pretoria residence

Respondents (8.7%) residing in a University of Pretoria residence were analysed further. 78.4% of those indicated that they live in a women's residence. The respondent profile correlates with the results presented in figure 5.1. The majority (20.8%) of the female respondents indicated Magrietjie as the residing residence. The second largest respondent group indicated that they live in Madelief. This group contributed 19.8% of the respondent make-up. The third largest respondent group indicted that they live in Asterhof. This group contributed 15.1% of the respondent profile. Nerina (12.3%),

Katjeepering (8.5%), and Klaradyn (1.9%) followed this. The physical location of the women's residences namely removed from the formal sport campus, will have to be factored into strategic planning (scheduling, distribution) of sport and recreation services also in view of risk management issues.

21.6% of the respondents that live in a University of Pretoria residence indicated that they live in a men's residence. The majority (15.1%) of the male respondents live in Mopanie. This was followed by Boekenhout, Maroela and Taaibos, who contributed each 0.9% of the respondent profile. The physical locations of the men's residences favour potential participation in university sport and recreation programmes.

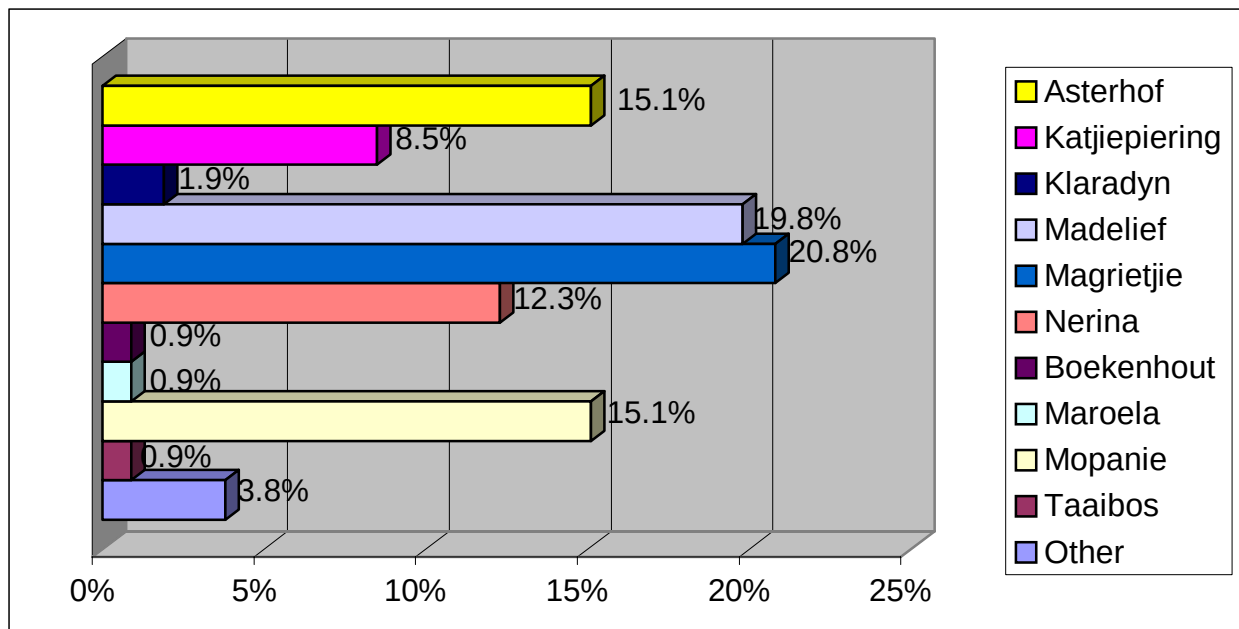


Figure 5.5. University of Pretoria residences ($n = 106$)

The results from this question (78.4% female compare to 21.6% male) correlate with the results found in question 5.2.1. (75.2% female compare to 24.8% male).

5.2.6. Faculty of enrolled students

The Faculty of Economic and Management Sciences was indicated by 29.6% of the student respondents, while 25.2% of the respondents indicated that they study in the Faculty of Humanities. The Faculty of Engineering, the Built Environment and Information Technology as well as the Faculty of Natural Sciences were indicated by 11.3% of the respondents. The Faculty of Health Sciences and the Faculty of Law followed with 7.0%, the Agricultural Sciences with 6.1%, the Faculty of Theology with 1.7% and the Faculty of Education with 0.9%.

As illustrated in figure 5.6., the two most dominant faculties that are represented by students for the aim of this research are, the Faculty of Economics and Management Sciences, and the Faculty of Humanities. The Faculty of Economic and Management Sciences houses the most students in the University of Pretoria.

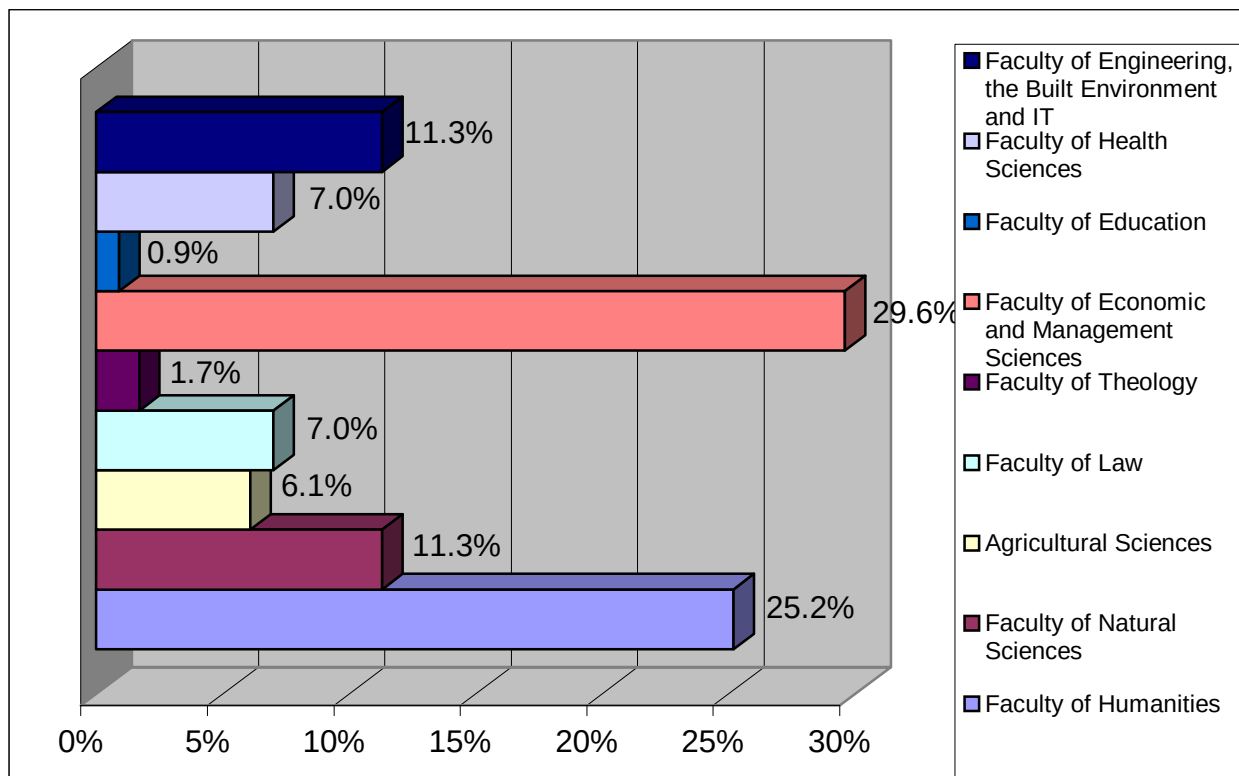


Figure 5.6. Faculties of respondents ($n = 115$)

5.2.7. Amount of years of study already completed at the University of Pretoria

Figure 5.7. illustrates the statistical results schematically and places the results in perspective. Nearly half of the respondents (47.3%) have completed one year of study at the University of Pretoria, 31.3% of the respondents have completed two years of study, 17.0% have completed three years, 1.8% have completed four years, and 0.9% have completed five six, and seven years of study at the University of Pretoria.

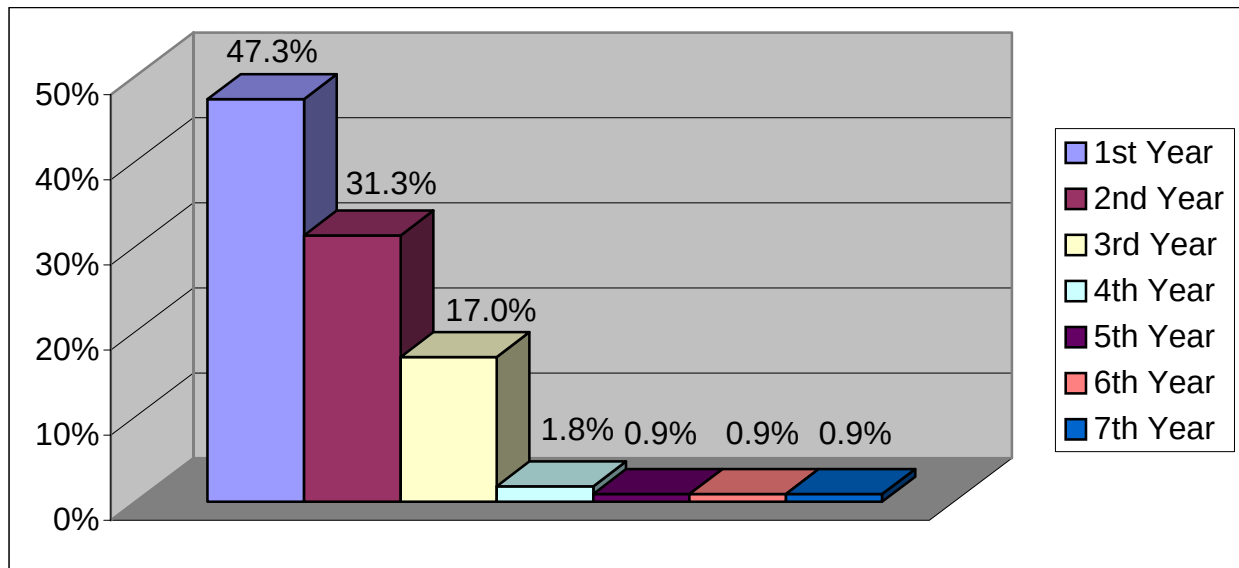


Figure 5.7. Years of study completed at the University of Pretoria ($n = 112$)

The results indicated in figure 5.7. Correlate with the results found in figure 5.2. Both figures indicate that about 90% of the respondents are currently busy with their undergraduate degree. It is assumed that as the majority of students have completed at least one year of study at the University of Pretoria, they do have experience of the product mix offered by TuksSport as responsible business unit and their answers therefore carry validity.

5.2.8. Average monthly income

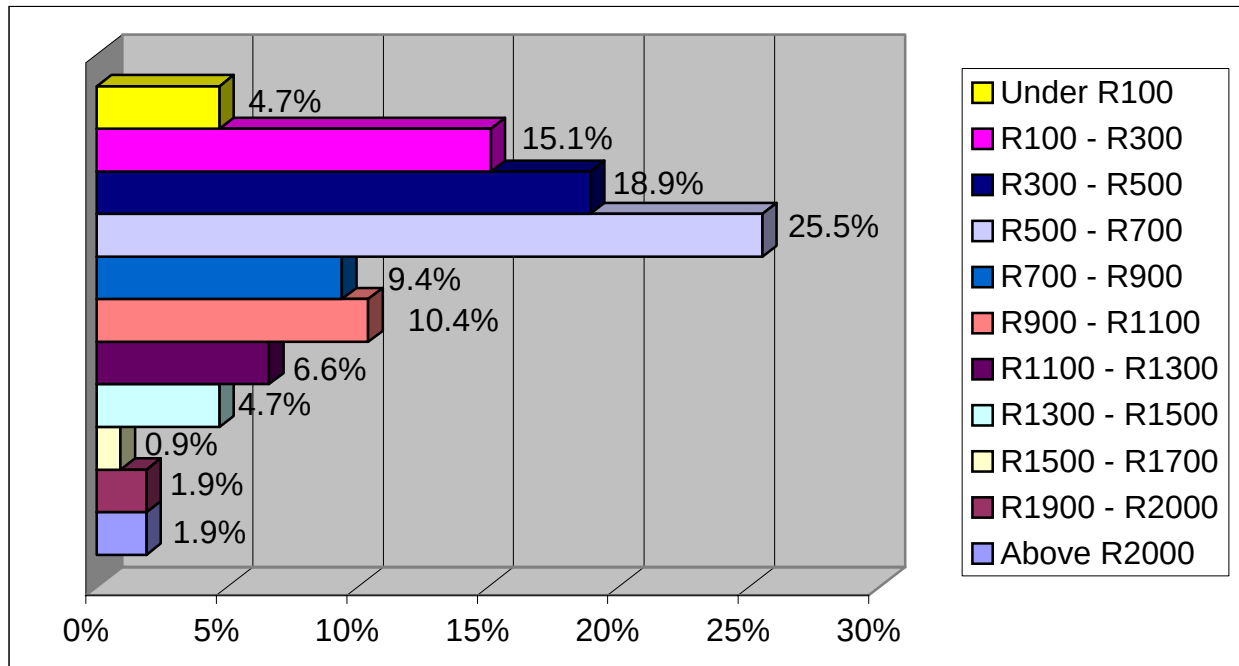


Figure 5.8. Average monthly income ($n = 106$)

The majority of the respondents (25.5%) indicated an average monthly income of R500 and R700. 4.7% of the respondents indicated that their monthly income is less than R100 and only 1.9% of the respondents indicated an average monthly income of more than R2000. TuksSport's current price structure is given below in table 5.1.

Table 5.1. TuksSport price structure

Sport	Fee/month	Sport	Fee/month
Badminton	R390	Netball	R180
Basketball	R195	Skydiving	R150
Canoe	No figure provided	Rowing	No figure provided
Chess	R115	Rugby	R126
Cricket	R316	Soccer	R200
Cycling	No figure provided	Softball	R200
Dance	R80	Swimming	R166

Fencing	R180	Squash	R166
Golf	R81	Table tennis	R180
Gymnastics	R511	Taekwando	R200
Handball	R100	Tennis	R266
Hockey	R491	Underwater sport	R216
Judo	R200	Volleyball	R200
Karate	R100	Water polo	R316
Korfball	R160	TuksSport Levy	R34

5.2.9. Average monthly expenditure on sport and recreation activities

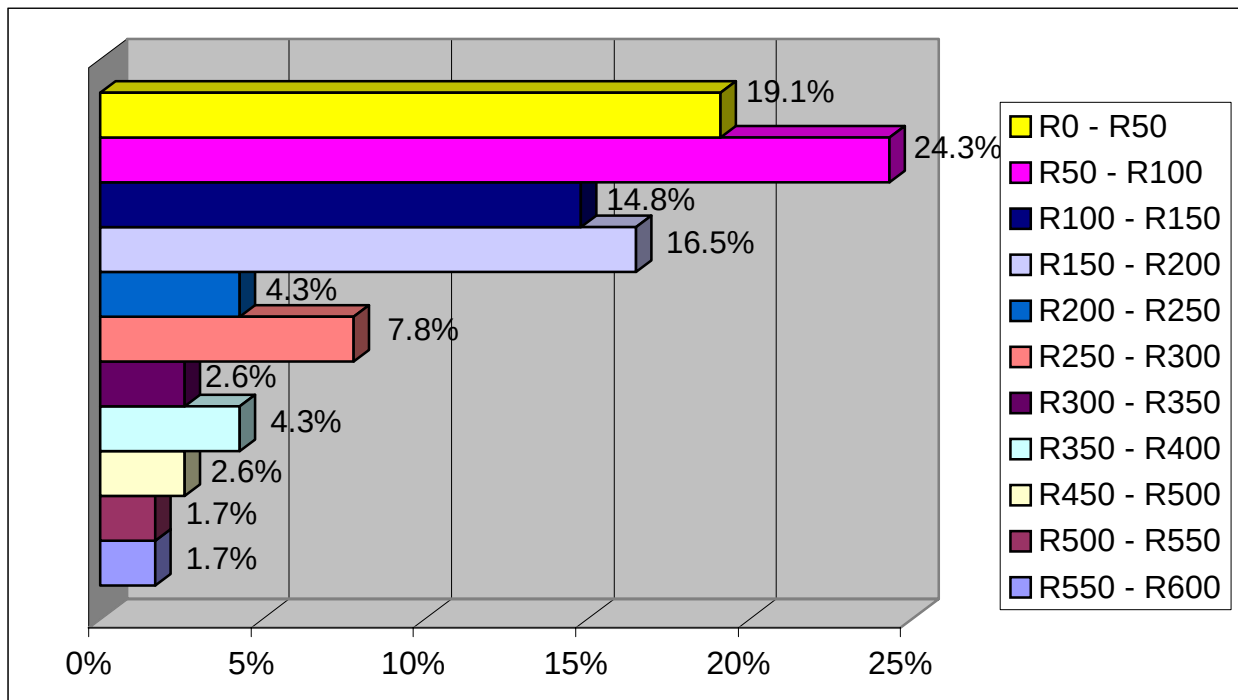


**Figure 5.9. Average monthly expenditure on sport and recreation activities
(n = 115)**

As indicated in figure 5.9., 74.7% of the respondents spend between R0 and R200 a month on sport and recreation activities. 25.3% of the respondents spend between R200 and R600 on sport and recreation activities a month. For R0 to R200 a month students will only be able to participate in one major sport, such as swimming or softball. This

implies that sport or recreation fees are too expensive and are not affordable for the average student. Therefore, TuksSport does not support students participating in sport and recreation activities.

5.2.10. Number of periods per week attending classes (including practical classes)

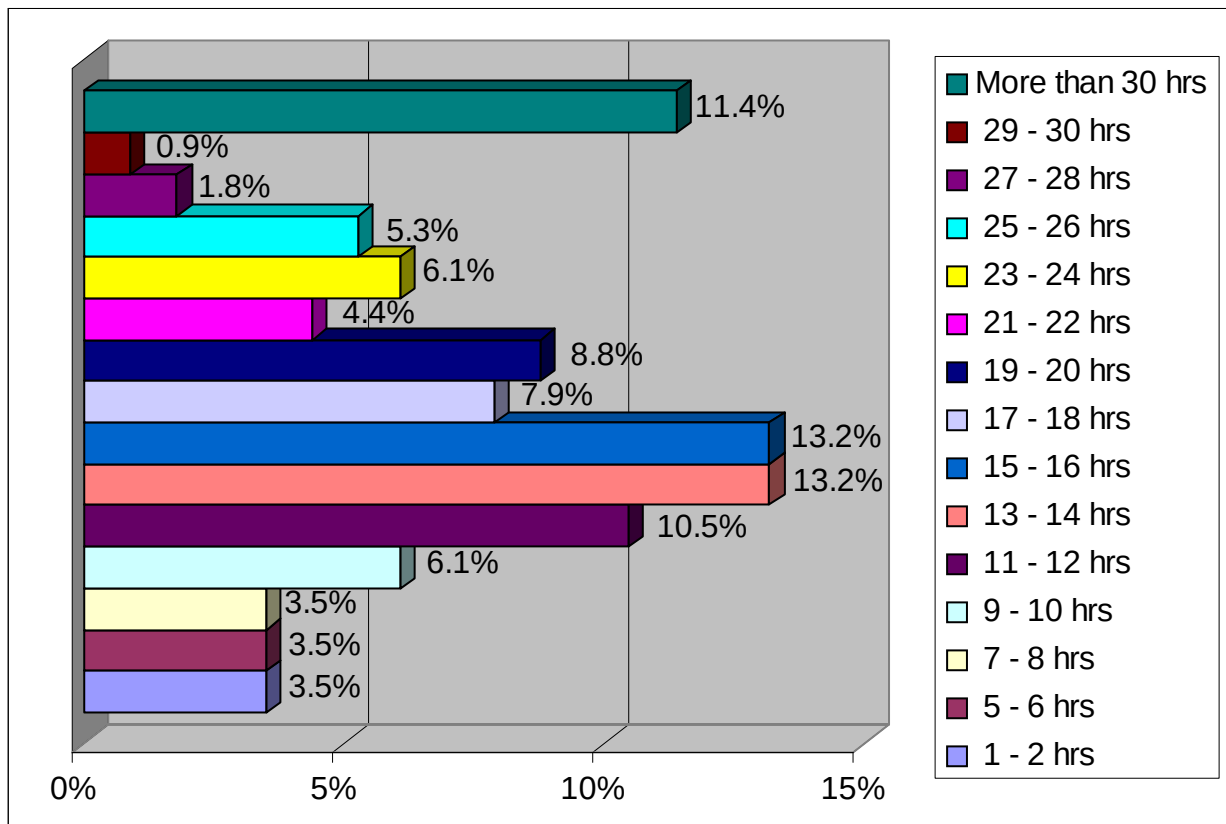


Figure 5.10. Number of classes a week ($n = 114$)

Figure 5.10. illustrates the number of periods a week that students have to attend classes. 53.6% of the respondents attend an average of 11 to 20 hours of class a week, 11.4% of the students attend more than 30 hours of class a week, while 10.5% have less than 8 hours of class a week. Edgington *et al.* (2004) identifies available free time as a variable influencing the demand for recreation services. From the above results, it seems as if undergraduate students at the University of Pretoria have ample time for

recreation participation, if they so wish. This finding does however not assume that all available free time is spent on recreation.

5.2.11. Summary of demographic results

In reviewing the acquired demographic data, the following summary is presented:

- A considerable number of students ($n=385$) chose not to participate in the study, despite follow-up reminders
- 75.2% of respondents are female
- The majority (89.1%) of respondents fall in the age bracket 18 to 21 years
- Afrikaans as home language dominates (69.2%) of the respondents
- Respondents are centralised in University of Pretoria residences
- Inter-faculty profile of respondents gravitates towards the faculties of Economic and Management Sciences
- The majority of the respondents (25.5%) indicated an average monthly income of R500 to R700
- 74.7% of the respondents spend up to R200 a month on sport and recreation activities
- 53.6% of the respondents attend an average of 11 to 20 hours of class a week

5.3. CURRENT SPORT AND RECREATION PARTICIPATION PATTERNS

Questions in this section primarily deal with the students' current sport and recreation participation. The questions are not only directed towards the participation of sport and recreation at the University of Pretoria, but also towards participation in other sport and recreation clubs outside the University of Pretoria. This section focuses on identifying the students' demonstrated preferences towards sport and recreation participation, as well as identifying the problem areas that inhibit the students to participate in sport and recreation activities. Results obtained from this section of the questionnaire relate to the analysis of the internal business environment of TuksSport as designated service provider of sport and recreation at the University of Pretoria.

5.3.1. Active sport and recreation participation prior to enrolment at the University of Pretoria

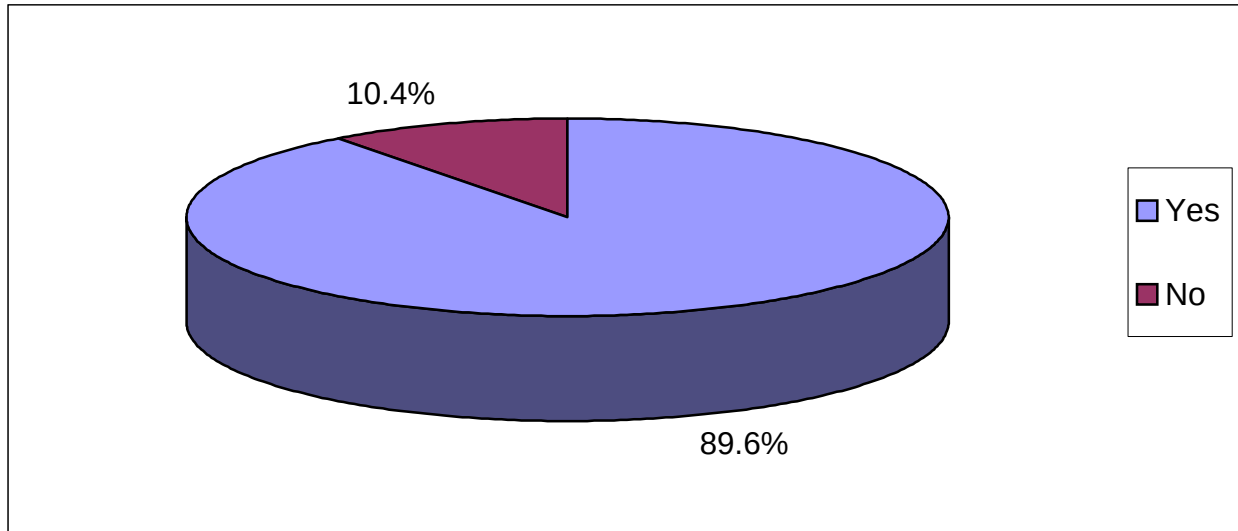


Figure 5.11. Active sport and recreation participation prior to enrolment ($n = 115$)

An overwhelming 89.6% of the respondents did participate in sport and/or recreation activities before enrolling at the University of Pretoria. Only 10.4% of the respondents indicated that they did not participate in any sport and/or recreation activities before enrolling at the University of Pretoria. The fact that 89.6% of the respondents did participate in sport and/or recreation activities before the University of Pretoria, could be ascribed to the fact that most high schools not only provide sufficient facilities and services but also provide wide varieties of sport and recreation activities. Added to this is the fact these sport and recreation provisions are normally included in the school fees. Figure 5.11. illustrates the statistical results schematically.

Respondents provided the following reasons for **not** participating in sport and/or recreation activities before enrolling at the University of Pretoria:

- Lack of time (33.3%)
- Lack of interest in sport or in sport as a recreational activity (16.7%)

- Lack of transport (25%)
- Lack of knowledge concerning available sport activities (8.3%)
- Interested in sport and recreation activities that were not offered by the institution (25%)

It seems as if not all of the respondents understand the scope of recreation activities. From the reasons above it can be seen that some respondents see recreation activities only as physical sport activities. The terms *recreation* and *sport* are often used interchangeably, but it is important to note that these two terms are in fact not synonyms. In chapter 1 (refer to paragraph 1.5.2.), recreation was defined for the purpose of this study as voluntary participation in leisure activity that is meaningful and enjoyable to the person and society involved. The term embraces both indoor and outdoor activities and refers to sport and exercises as well as to less physically active pursuits. It can therefore be assumed that there is a lack of knowledge concerning the nature and the awareness of recreation and sport.

5.3.2. Current sport and recreation participation

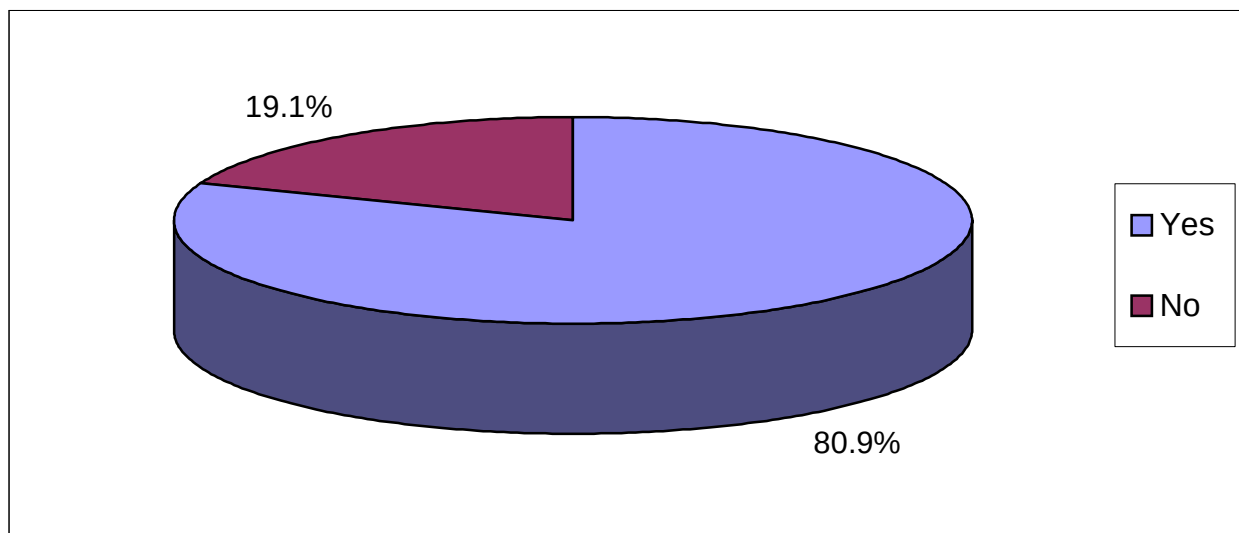


Figure 5.12. Current sport and recreation participation ($n = 115$)

As illustrated in figure 5.12., 80.9% of the respondents currently participate actively in sport and recreation activities, whereas 19.1% of the respondents do not currently participate in sport and recreation activities. A comparison between results obtained in 5.3.2. and 5.3.1. suggests a slight decrease in participation rate (from 89.6% to 80.9%). Although a decrease in participation rates has been recorded, it should be noted that a simple cause-result in terms of time (before and after) cannot be assumed. A number of factors may contribute to a decrease in participation.

➤ Lack of time (77.2%)

(A lack of time was attributed to academic pressures and responsibilities, part time jobs, work responsibilities and socialising with friends.)

➤ Lack of interest in sport activities (36.4%)

➤ Lack of money (31.2%)

(A lack of money was attributed to a minimum average income and to TuksSport being too expensive.)

➤ Lack of transport (13.7%)

(A lack of transport was attribute to the fact that the University of Pretoria sport grounds are too far.)

➤ Lack of knowledge and a lack of exposure to various sport and recreation activities (9.0%)

➤ Sport season is over (9.0%)

➤ Timetable of available sport and recreation is inconvenient (9.0%)

➤ Medically unfit (still recovering) for various sport activities (4.5%)

It should be noted that not all the reasons provided by respondents are controllable by TuksSport as service provider. However, reasons such as financial issues, transport (physical location of facility), awareness and the scheduling of available services are however within the control of the service providers' business environment. The marketing mix (price, product, place, and promotion) should reflect the needs of the clients (students) and should be factored into the strategic planning of TuksSport. Lack of time as a recurrent reason for non-participation is notable and could influence the

future demand of sport and recreation in this academic environment. Although the role and necessity of sport and recreation services have been debated in chapter 2, it still is a support service subordinate to the key business of the University of Pretoria, namely academic training. An earlier statement that respondents do not have a clear distinction between sport and recreation as concepts seems to be supported again by the reasons provided for the current non-participation. If campus recreation represents an important instrument in fostering healthy lifestyle as is regarded as imperative to deliver balanced students to society, a focused campaign to clarify concepts and open up the potential of campus recreation is essential. A myopic focus on sport related activities undoubtedly decrease the impact of campus recreation as social instrument.

5.3.3. Campus recreation activities provided by house committees at the University of Pretoria

A previous result indicated that 19.1% of respondents do not make use of campus recreation services provided by TuksSport. Results presented in table 5.2. indicate the scope of involvement in activities provided by other service providers on campus (residences).

Table 5.2. Scope of involvement in activities provided by residences

Campus recreation activities	Percentage
Social activities (House dinners, Club house socials, Dances)	50.4%
Cultural activities (Serenades, First Year Student Concert)	46.1%
RAG activities	42.3%
Committee involvement	16.9%
Academic activities	10.8%
Religious activities	4.3%

Social (50.4%) and cultural (46.1%) activities are clearly in demand and fall within the ambit of recreation service provision. However, from table 4.4. in chapter 4, it became evident that competitive sport is the focus of TuksSport. It was found that University grants for competitive sport was R755 901 compared to the R30 790 grant given to recreation clubs. From the current mission statement, it is evident that the focus of TuksSport product and service mix is on competitive sport and recreation service provision is a superficial addition to the mission statement. From discussions with TuksSport (Neluvhalani, 2003; Van der Walt, 2004), it emerged that TuksSport does not deliver recreation in the pure sense of the term to its client base. From this it can be deduced that TuksSport fails to understand the importance of balanced recreation provision to the broader student community.

5.3.4. Non-participation in campus recreation activities provided by house committees at the University of Pretoria

Respondents provided the following reasons for not participating in any functions or activities provided by their house committees:

- Lack of time (39.1%)
(Academic and work obligations were cited as reasons for not having time.)
- Lack of interest (13.0%)
- Not members of the daily house Zeus or of University of Pretoria residences (13.0%)
- Already participating in activities outside of the University of Pretoria, and members of other clubs (13.0%)
- Compete for the University of Pretoria, therefore do not have time for house committee activities (8.7%)

The lack of time (39.1%) is again prominent. If “lack of time” consistently emerges as barrier to participation, serious consideration should probably be given to the cost-effectiveness and priority of campus recreation services to enrolled students of the University of Pretoria.

5.3.5. Participation in RAG activities

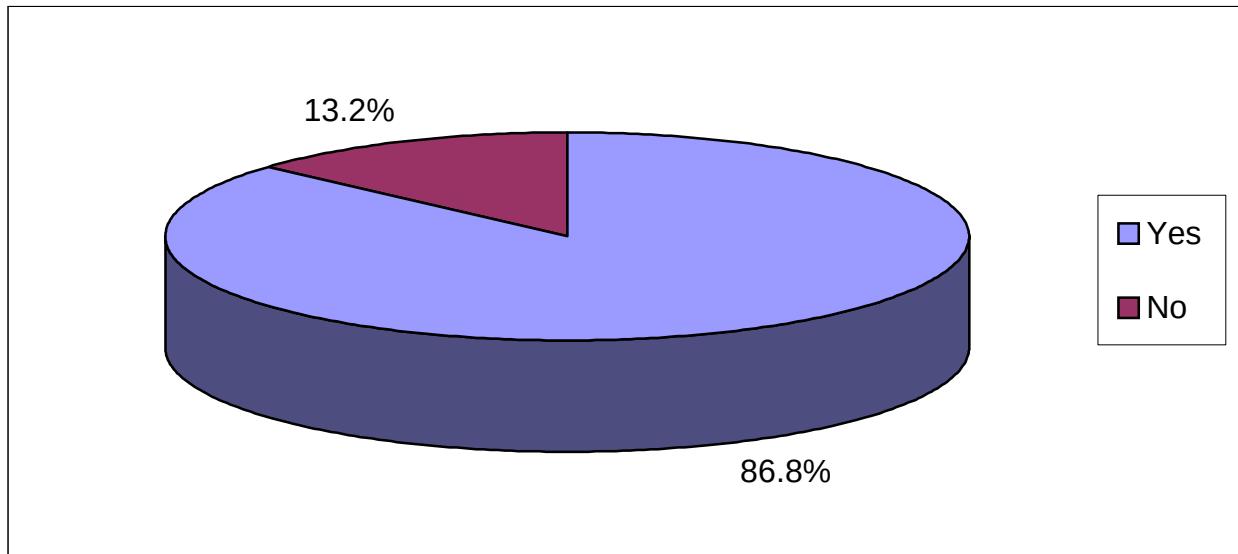


Figure 5.13. Participation rate in RAG (“Jool”) ($n = 114$)

As illustrated in figure 5.13., the majority of the respondents (86.8%) actively participate in RAG (Jool). Only 13.2% of the respondents indicated that they do not actively participate in RAG (Jool).

Respondents that indicated that they do not participate in RAG (Jool) provided the following reasons:

- Lack of time (35.7%)
(Academic obligations)
- Lack of interest (35.7%)
- Not informed (28.6%)

Respondents feel that RAG (Jool) is not advertised enough, and therefore they do not participate.

From the above results, it might be deduced that participation in RAG activities is a competitor for students’ free time and seems to satisfy the holistic recreation needs of students. Empirical experience indicated that RAG activities represent a mix of physical

and non-physical activities opposed to the elite sport focus of TuksSport. RAG activities are however not presented on a continuous basis.

5.3.6. Membership of outside sport/recreation clubs

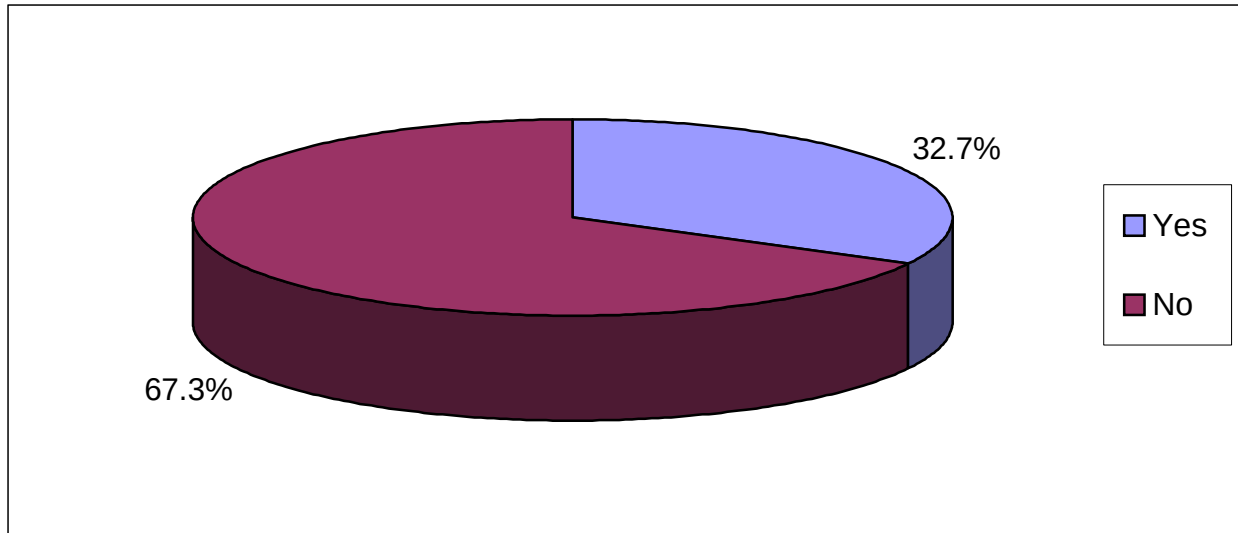


Figure 5.14. Membership of outside sport/recreation clubs ($n = 110$)

As illustrated in figure 5.14., 67.3% of the respondents are not part of any sport and/or recreation club outside of the University of Pretoria, while 32.7% of the respondents are indeed members of a sport and/or recreation club outside of the University of Pretoria. When comparing the results to the current sport and recreation participation rate (paragraph 5.3.3.), it can be deduced that 32.7% of the 80.9% respondents that currently participate in sport and recreation activities, are not necessarily participating in sport and recreation activities at the University of Pretoria sport grounds, but rather prefer outside clubs. Reasons for this are cited in table 5.3.

Table 5.3. Reasons for joining outside clubs

Reasons for joining outside clubs	Percentage
Member of outside gymnasium	33.3%
Proximity of other facilities	16.7%
Price sensitivity (Tuks clubs too expensive)	16.7%
Better facilities	13.9%
Preferred activities not offered by TuksSport (Spinning, Jazz dancing, studio singing, religious recreation activities)	13.9%
Better equipment	8.3%
Lack of facility (18 hole golf course)	8.3%
Retention of membership at outside clubs	8.3%
Accessibility of clubs (Tuks clubs not available during holidays)	8.3%
More positive atmosphere in outside clubs	8.3%
Selective opportunities to involvement in sport/recreation management	5.6%

In chapter 4 it was postulated that the primary focus of TuksSport service provision is on competitive sport and that recreation service provision is merely a superficial addition on paper. The fact that a considerable number of respondents (32.7%) do not use the products of TuksSport should be interpreted as a weakness in its internal business environment. Weaknesses identified in chapter 4 are now justified by the obtained results, namely:

- TuksSport's sport and recreation fees are too expensive
- Greater variety of recreation activity at outside clubs
- Lack of transportation to and from the sports grounds at L.C. de Villiers to the University of Pretoria's main campus. The walking distance is regarded as too far and too unsafe.

5.3.7. Sport and recreation activities participated in at outside clubs

Table 5.4. indicates the sport and recreation activities actively participated in at clubs outside of the University of Pretoria.

Table 5.4. Sport and recreation activities participated in at outside clubs (n = 105)

Sport Activities	Percentage	Recreation Activities	Percentage
Gymnastics	17.6%	Gym	21.1%
Tennis	9.8%	Swimming	12.3%
Soccer	7.8%	Dancing	7.0%
Swimming	7.8%	Reading	7.0%
Hockey	5.9%	Squash	5.3%
Horse Riding	5.9%	Cycling	5.3%
Squash	3.9%	Running	5.3%
Running	3.9%	Rowing	3.5%
Spinning	3.9%	Golf	3.5%
Golf	3.9%	Church Activities	3.5%
Wall Climbing	2.0%	Children Activities	1.8%
Ice Hockey	2.0%	Choir	1.8%
Jazz Dancing	2.0%	Horse Riding	1.8%
Ballet	2.0%	Skiing	1.8%
Cycling	2.0%	Weight Lifting	1.8%
Rowing	2.0%	Tennis	1.8%
Softball	2.0%	Spinning	1.8%
Fencing	2.0%	Singing in Church	1.8%
Body Conditioning	2.0%	Reserve Force Training	1.8%
Kata Boxing	2.0%	Clubbing	1.8%
Power Pump	2.0%	Yoga	1.8%
Chess	2.0%	Indoor Soccer	1.8%
Body Building	2.0%	Music	1.8%
		Mountain Climbing	1.8%

From table 5.4. it is evident that 39.1% of the sport activities are not provided by the University of Pretoria. This could probably be the reason why the respondents are participating in these sport activities in a club outside of the University of Pretoria. What is notable however is that the other 60.9% of the sport activities listed by the respondents are actually provided by the University of Pretoria. Yet, the respondents still prefer participating in these sport activities not at the University of Pretoria, but rather in a club outside of the University of Pretoria. The deduction can thus be made that possible reasons for the respondents participating in sport activities in a club outside of the University of Pretoria, could be dissatisfaction with elements (price, distribution, and scheduling) of the marketing mix offered to students by TuksSport.

Analysing the recreation activities listed by the respondents reveals a similar trend. 41.7% of the recreation activities listed by the respondents are actually provided by the University of Pretoria, whilst the University of Pretoria does not provide the other 58.3% of the preferred recreation activities listed by the respondents.

5.3.8. Expressed participation in sport activities

Table 5.5. indicates the sport activities actively participated in at the University of Pretoria. Respondents could indicate more than one activity.

Table 5.5. Expressed participation in sport activities ($n = 259$)

Sport activities	Percentage
Rugby	13.5%
Soccer	11.2%
Netball	10.0%
Hockey	9.3%
Tennis	6.6%
Volleyball	5.4%
Swimming	5.4%
Athletics	5.0%

Basketball	4.2%
Water Polo	4.2%
Badminton	3.5%
Handball	3.1%
Gymnastics	2.7%
Squash	2.7%
Cricket	2.3%
Cross Country Running	1.9%
Long Distance Running	1.5%
Touch Rugby	1.2%
Wall Climbing	0.8%
Dancing	0.8%
Running	0.8%
Korfbal	0.8%
Underwater Hockey	0.8%
Cycling	0.4%
Rowing	0.4%
Softball	0.4%
Triathlon	0.4%
Action Cricket	0.4%
Indoor Hockey	0.4%

Expressed needs provide the rationale for current short term service provision while latent needs should direct the long term or strategic planning of service (Edgington *et al.*, 2004). Comparing the results reflected in table 5.4. to the priority sport identified by TuksSport indicates that the sport activities the students are participating in currently coincide with the priority sports identified by TuksSport.

5.3.9. Levels of expressed participation

Figure 5.15. indicates the levels of expressed participation.

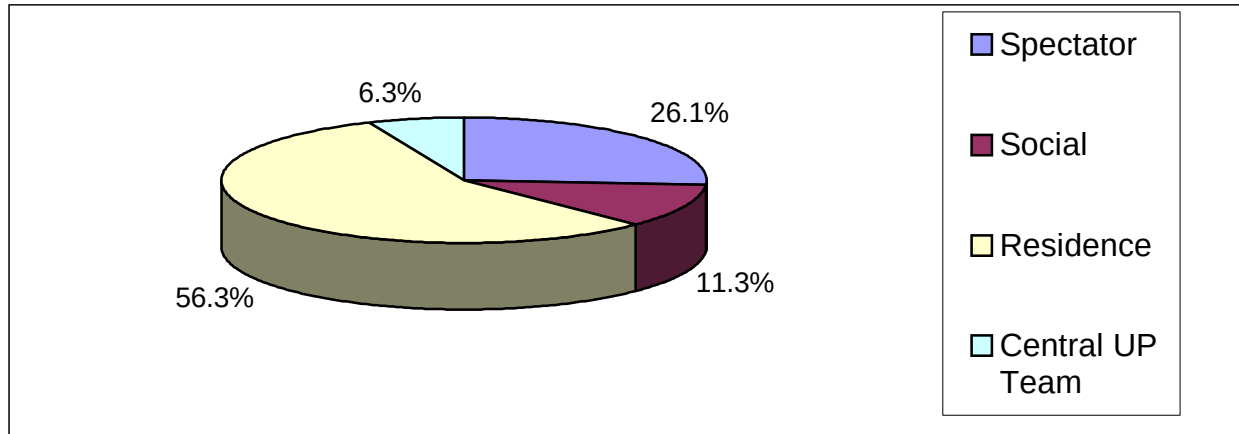


Figure 5.15. Levels of expressed participation ($n = 74$)

Figure 5.15. illustrates that 56.3% of the respondents are actively participating in sport activities on a residential level. 26.1% of the respondents are participating on a spectator level, 11.3% are participating on a social level, and only 6.3% are part of Central University of Pretoria Teams. It is expected from student's living in a University of Pretoria residence (especially first year students) to take part in sport activities. The sport activities are organised and provided by the residences themselves. What is notable though is that only 11.3% of the respondents participate in sport activities on a social level. Furthermore, 26.1% of the respondents are not actively participating in sport activities, but prefer being spectators only. These results regarding level of participation point to the deduction that house committees of university residences seem to be a more efficient service provider than TuksSport in meeting the expressed needs of students.

5.3.10. Frequency of participation

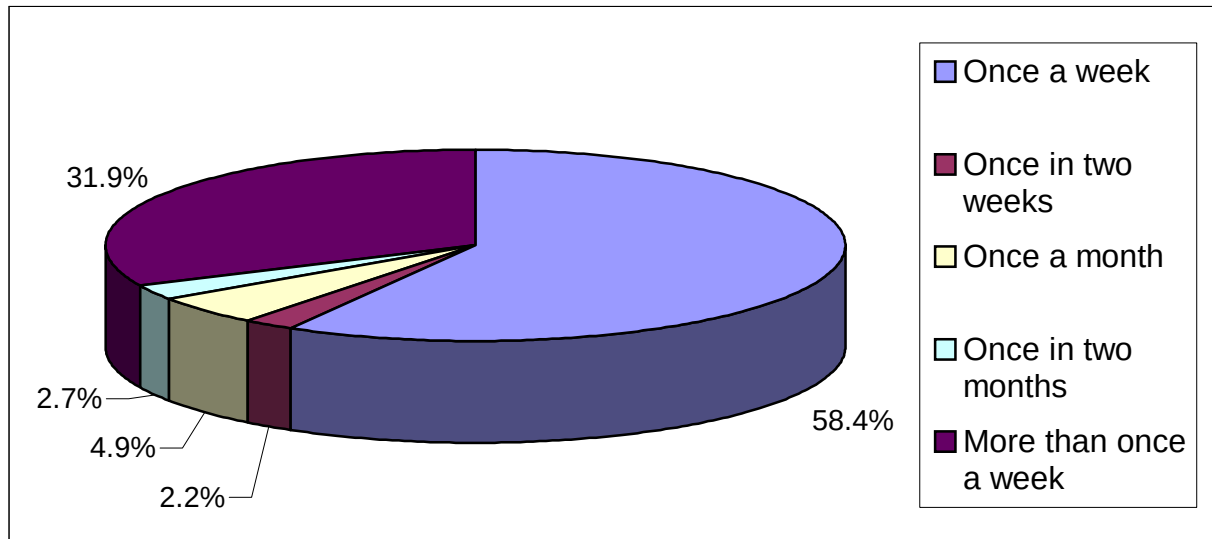


Figure 5.16. Level of frequency of participation ($n = 74$)

According to figure 5.16., 58.4% of the respondents actively participate in sport activities at least once a week, 4.9% of the respondents participate in sport activities only once a month, 2.7% participate once in two months only, and 2.2% participate in sport activities at least once in two weeks, while 31.9% of the respondents participate in sport activities more than once a week. From these results it can be deduced that there is a demand for meaningful sport activities on the campus of the University of Pretoria. Yet, it seems at this stage of the study that house committees rather than TuksSport supply the demand of students.

5.3.11. Actual time of participation

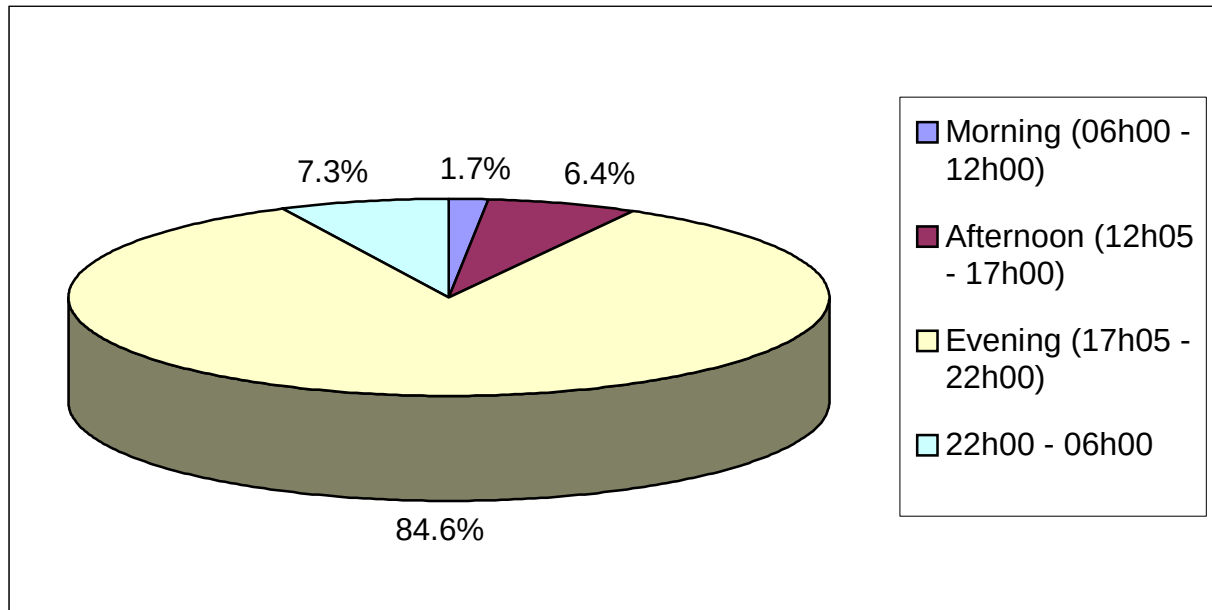


Figure 5.17. Actual times of participation ($n = 73$)

As illustrated in figure 5.17., 84.6% of the respondents participate in sport activities in the evenings (17h05 – 22h00), 6.4% of the respondents prefer to participate in sport activities in the afternoons (12h05-17h00), 1.7% only participate in the mornings (06h00-12h05), and 7.3% of the respondents participate in sport activities before 06h00 in the morning. The reason why the majority of the respondents participate in sport activities in the evenings is probably that most classes are during the day (from 07h30 – 16h30). These results have implications for appropriate scheduling of activities as part of the marketing mix.

5.3.12. Expressed recreation participation

Respondents were also required to indicate the recreation activities they currently participate in, apart from sport activities already indicated. Table 5.6. indicates the recreation activities actively participated in at the University of Pretoria.

Table 5.6. Expressed recreation activities (*n* = 109)

Recreation Activities	Percentage
Recreational swimming	12.6%
Running / Jogging	9.0%
Gym	7.2%
Cultural Evenings	7.2%
RAG (Jool)	7.2%
Social Evenings	6.3%
Dancing	6.3%
Reading	5.4%
Tennis	5.4%
Cycling	2.7%
Rugby	2.7%
Movies	2.7%
Choir singing	1.8%
Squash	1.8%
Fishing	1.8%
Activities with children	0.9%
Photography	0.9%
Creative writing	0.9%
Drawing	0.9%
Painting	0.9%
Singing in church	0.9%
Skiping	0.9%
Walking	0.9%
Surfing	0.9%
Reserve Force Training	0.9%
Piano playing	0.9%
Water Polo	0.9%
Serenades	0.9%

Touch Rugby	0.9%
Cross country Running	0.9%
Residential Activities	0.9%
Drama	0.9%
Theatre	0.9%
Soccer	0.9%

Above results indicate a diverse scope of non-competitive sport and recreation activities pursued by students of the University of Pretoria. Although the mission statement of TuksSport declares provision of both sport and recreation activities to staff and students, empirical evidence indicate service delivery primarily in the form of competitive sport. No recreation activities, with the exception of the so-called “open times” for recreational sport are offered in the product mix of TuksSport. This situation could either be the result of a lack of awareness of the concept recreation or non-achievement of the mission statement, or even both. It could thus be interpreted as a weakness in the internal business environment of TuksSport.

5.3.13. Frequency of recreation participation

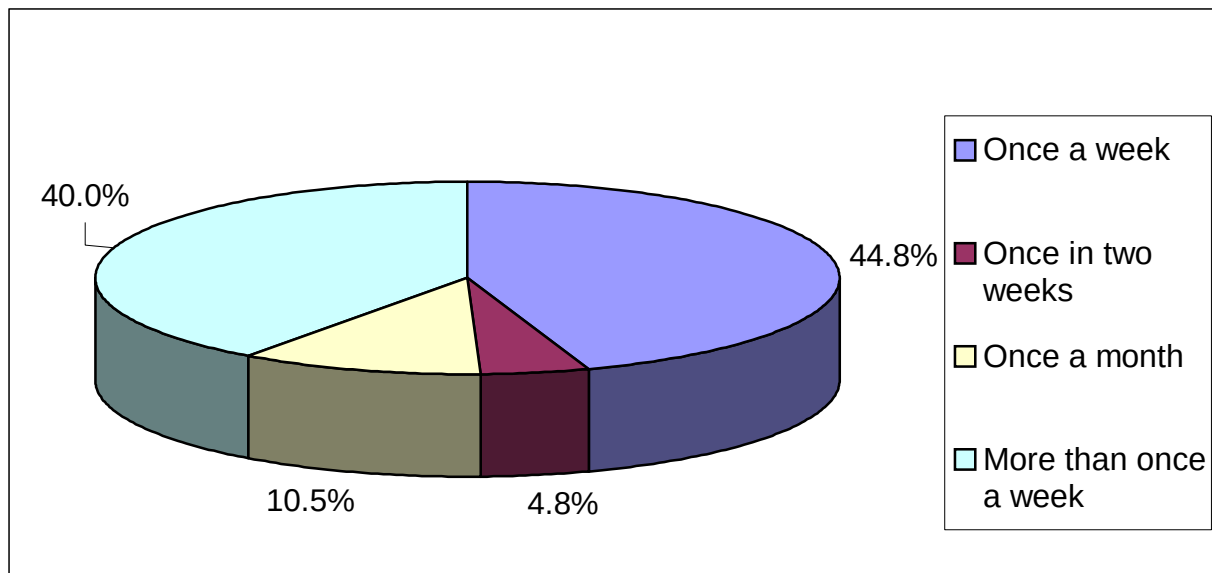


Figure 5.18. Frequency of recreation participation (n = 51)

As illustrated in figure 5.18., 44.8% of the respondents participate in recreation activities once a week, 4.8% participate in recreation activities once in two weeks, 10.5% participate in recreation activities once a month, while 40.0% participate in recreation activities more than once a week. The frequency of participation in recreation activities correlates to some extent with the frequency of participation in sport activities and supports the deduction that students of the University of Pretoria expressed demand for sport and recreation activities.

5.3.14. Actual time of participation in recreation activities

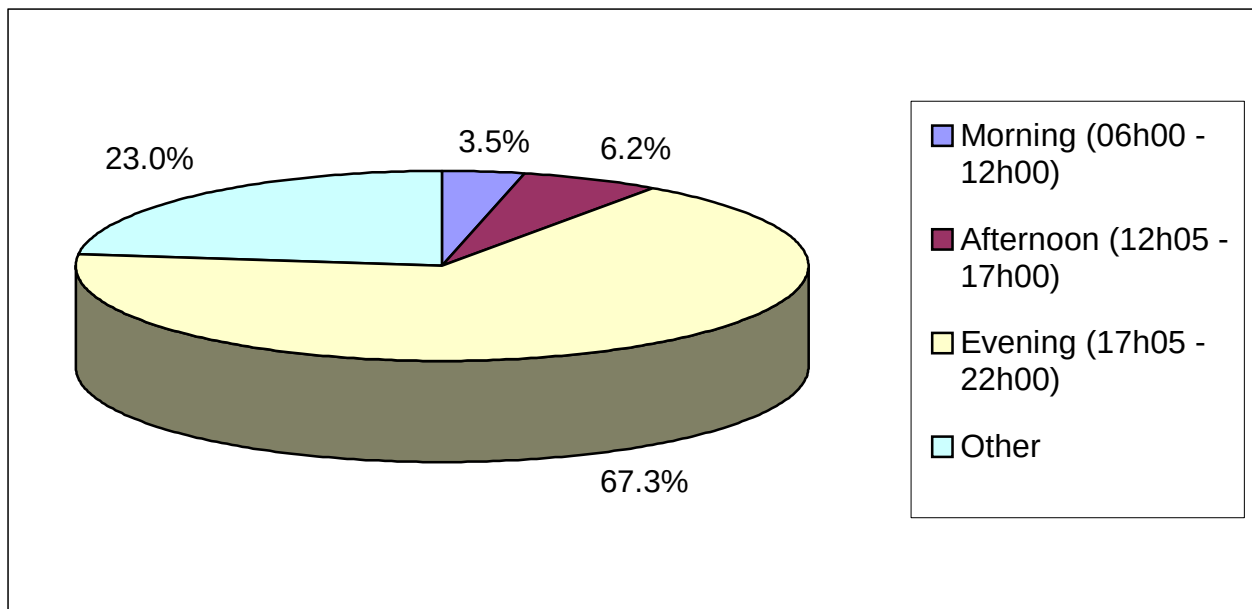


Figure 5.19. Actual times of participation ($n = 55$)

As illustrated in figure 5.19., two thirds of the respondents (67.3%) actively participate in recreation activities in the evenings (17h05-22h00), 6.2% actively participate in the afternoons(12h05-17h00), and 3.5% participate in the mornings (06h00-12h05). The rest of the respondents participate in recreation activities before 06h00 either in the mornings or after 22h00 in the evenings.

Comparing the sport and the recreation participation rates indicates that most of the respondents prefer participating in sport or recreation activities on a weekly basis in the evenings (17h00 – 22h00).

5.3.15. Reasons for participating in sport activities

Respondents provided the following reasons for participating in sport activities:

- 46.9% of the respondents participate in sport activities for enjoyment.
The respondents indicated that they enjoy their sporting activities, that they like sport in general or their specific sport activities. The respondents have fun doing sport, and participate for the love of the sport. According to this result, competitive sport does not deserve the emphasis it gets from TuksSport.
- 25.1% of the respondents want to keep fit and want to keep the body in shape.
- To relax and for stress relief (20.0%).
Sport is seen as a wonderful way to relax and to relieve stress. It provides a break from the stress at work and from studies.
- Good exercise for both body and mind (18.3%).
- 17.4% of the respondents love and enjoy competition and winning.
- 14.8% of the respondents want to improve health and to stay healthy.
- 14.0% of the students take part in sport activities for socialising reasons.
- Partake in sport in order to support and to be part of the residences (10.5%).
- 10.5% of the participants indicated that partaking in sport makes them feel good about themselves: it enhances their self-esteem, it builds their spirits, it teaches them about themselves and life in general (life skills), and it helps them reach their potential.
- 8.7% of the respondents indicated that they like teamwork and group interactions that are often an integral part of sports. Sport is thus an environment in which students can learn about teamwork.
- 6.1% of the respondents see sport as a challenge and sport tests their limits.

- 4.3% of the respondents want to acquire or master new skills and to use and develop current skills and talents.
- 1.7% of the respondents indicated that they participate in sport to be able to get more outdoors.
- 1.7% of the respondents feel that sport provides structure and a feeling of being in control.

Arbitrarily categorising the reasons provided above produces the following results in table 5.7:

Table 5.7. Reasons for participating in sport activities

Category of reasons	Percentage
Fun and enjoyment	46.9%
Physical health improvement	39.9%
Psychological health improvement	38.3%
Competition and control	25.2%
Socialising	14.0%
Develop skills and talents	13.0%
Experience outdoors	1.7%

5.3.16. Reasons for participating in recreation activities

Respondents provided the following reasons for participating in recreation activities:

- 45.2% of the students participate in recreation activities for stress relief and for relaxing purposes.
Recreation activities help them to relax and to de-stress. It provides opportunity to unwind and to take a break from their studies and their everyday routine. It helps them to live a balanced life.
- 36.5% of the students take part in recreation activities for enjoyment.

The respondents indicated that they enjoy their recreation activities, and that it is fun. Recreation is their interest and it gives them pleasure to partake in these activities.

➤ Socialising.

Recreation activities are regarded in 20.0% of cases as an opportunity to mingle with friends and to make new friends.

- Some students (11.3%) want to keep fit or to become fit.
- Recreation activities provide 11.3% of the students with enrichment, growth, self-improvement / development and spiritual development. It is an arena for self-expression and provides students with an opportunity to get in touch with their inner self.
- 4.3% of respondents want to stay healthy.
- To keep or improve their body shape (4.3%).
- To help other and give back to the community (3.5%).
- Improve physical and mental health (3.5%).
- 3.5% of the respondents indicated that they participate in recreational activities because there is no pressure to compete and to perform.
- Participating in recreation makes 1.7% of respondents feel good and happy.
- To learn new skills and to develop old ones (1.7%).
- To keep busy (1.7%).
- 1.7% of the respondents partake in recreational activities in order to support, and be part of the residence.
- 1.7% of cases enjoy being part of a team.
- 0.9% of the students like adventurous activities.

Arbitrarily categorising the reasons provided above produces the following results in table 5.8:

Table 5.8. Reasons for participating in recreation activities

Category of reasons	Percentage
Stress relief and relaxing	45.2%
Fun and enjoyment	38.2%
Socialising	20.0%
Physical health improvement	19.9%
Psychological health improvement	14.8%
Give back to community	3.5%
No pressure to compete and to perform	3.5%

5.3.17. Available free time per day

On average respondents have 3.5 hours a day free time (excluding sleeping and studying). Available free time may be spent on sport and recreation participation but not necessarily.

5.3.18. Summary of current sport and recreation participation patterns

- There is a consistency in participation in sport and recreation from pre-enrolment at the University of Pretoria to the present (long-term demand and consumption of product).
- Lack of time and interest are the main reasons for discontinuing participation.
- Expressed sport needs/preferences of respondents do not correlate with the priority sports identified by TuksSport.
- TuksSport's focus on competitive sport could be the main reason why respondents prefer membership of outside sport and recreation clubs to TuksSport membership.
- Respondents perceive the marketing mix of TuksSport as unsatisfactory (price too high, inappropriate activities and scheduling, facilities unsafe to access).

- Fun and enjoyment as well as improved health benefits are the primary motivators for participation in sport and recreation by students.

5.4. LATENT SPORT AND RECREATION PARTICIPATION

Questions in this section primarily deal with identifying other sport and recreation activities the students would like to participate in.

In order to strategically plan future sport and recreation facilities, programmes and services at the University of Pretoria, it is of vital importance to identify latent needs and interests of the students concerning their sport and recreation participation to establish trends and long-term perspectives.

5.4.1. Latent sport preferences

Table 5.9. Latent sport preferences ($n = 174$)

Sport Activities	Percentage
Tennis	7.5%
Swimming	6.3%
Wall Climbing	6.3%
Soccer	5.2%
Gymnastics	4.0%
Cycling	4.0%
Cricket	4.0%
Netball	3.5%
Hockey	3.5%
Dance	3.5%
Volleyball	2.9%
Sky Diving	2.9%
Softball	2.9%
Table Tennis	2.3%
Canoeing	2.3%

Basketball	2.3%
Water Polo	2.3%
Squash	2.3%
Badminton	2.3%
Rowing	2.3%
Modern Dancing	2.3%
Rugby	2.3%
Golf	2.3%
Karate	1.7%
Underwater Hockey	1.7%
Handball	1.7%
Athletics	1.7%
Ice Hockey	1.5%
Horse Riding	1.5%
Snow Boarding	1.5%
Triathlon	1.5%
Hiking	1.5%
Fencing	1.5%
Shooting	1.5%
Ballet	0.6%
Adventure Races	0.6%
Baseball	0.6%
Action Netball	0.6%
Korfball	0.6%
Yoga	0.6%
Photography	0.6%
Archery	0.6%
Chess	0.6%
Fencing	0.6%

Table 5.10. Comparison between expressed and latent preferences

Expressed sport preferences	Latent sport preferences
Rugby	Tennis
Soccer	Swimming
Netball	Wall Climbing
Hockey	Soccer
Tennis	Gymnastics
Volleyball	Cycling
Swimming	Cricket
Athletics	Netball
Basketball	Hockey
Water polo	Dance

A comparison between expressed and latent sport preferences as reflected in table 5.10., indicates a considerable level of consistency in type of demand. TuksSport should take note of latent preferences for wall climbing, gymnastics, cycling and dance in their strategic planning.

5.4.2. Latent recreation preferences ($n = 107$)

Table 5.11. Additional recreation activities

Recreation Activities	Percentage
Dancing	11.2%
Photography	9.3%
Swimming	7.5%
Reading	6.5%
Rock Climbing	6.5%
Canoeing	5.6%
Diving / Scuba diving	4.8%
Squash	3.7%

Hiking	3.7%
Movies	3.7%
Choir	2.8%
Ten Pin Bowling	2.8%
Rowing	2.8%
Cricket	1.9%
Drama	1.9%
Soccer	1.9%
Table Tennis	1.9%
Fishing / Fly fishing	1.9%
Ballet	1.9%
Cultural Evenings	1.9%
Latin American dancing	1.9%
Playing in orchestra	0.9%
Ice Skating	0.9%
Fencing	0.9%
Hockey	0.9%
Computer Games	0.9%
Social Evenings	0.9%
Band playing	0.9%
Kite Surfing	0.9%
Skiping	0.9%
Jogging	0.9%
Poetry Evening	0.9%
Singing in Church	0.9%
Boxing	0.9%
Piano playing	0.9%

Table 5.12. Comparison between expressed and latent preferences

Expressed recreation preferences	Latent recreation preferences
Swimming	Dancing
Running / Jogging	Photography
Gym	Swimming
Cultural Evenings	Reading
RAG (JOOL)	Rock Climbing
Social Evenings	Canoeing
Dancing	Diving / Scuba diving
Reading	Squash
Tennis	Hiking
Cycling	Movies

A comparison between expressed and latent recreation preferences as reflected in table 5.12., also indicates a considerable level of consistency in type of demand. TuksSport should take note of latent preferences for photography, rock climbing, canoeing, diving / scuba diving, squash, hiking and watching movies in their strategic planning.

5.5. EVALUATION OF SPORT AND RECREATION FACILITIES AND SERVICES AT THE UNIVERSITY OF PRETORIA

Questions in this section deal with the quality and the standard of the University of Pretoria's sport and recreation facilities as well as the professionalism of the staff at TuksSport being the responsible business unit for delivering sport and recreation.

Section D also focuses on identifying possible problems concerning the current sport and recreation facilities and services, and aims to identify means and ways to improve and upgrade the sport, and recreation facilities and services at the University of Pretoria (if necessary).

5.5.1. Use of sport and recreation facilities and services from the University of Pretoria

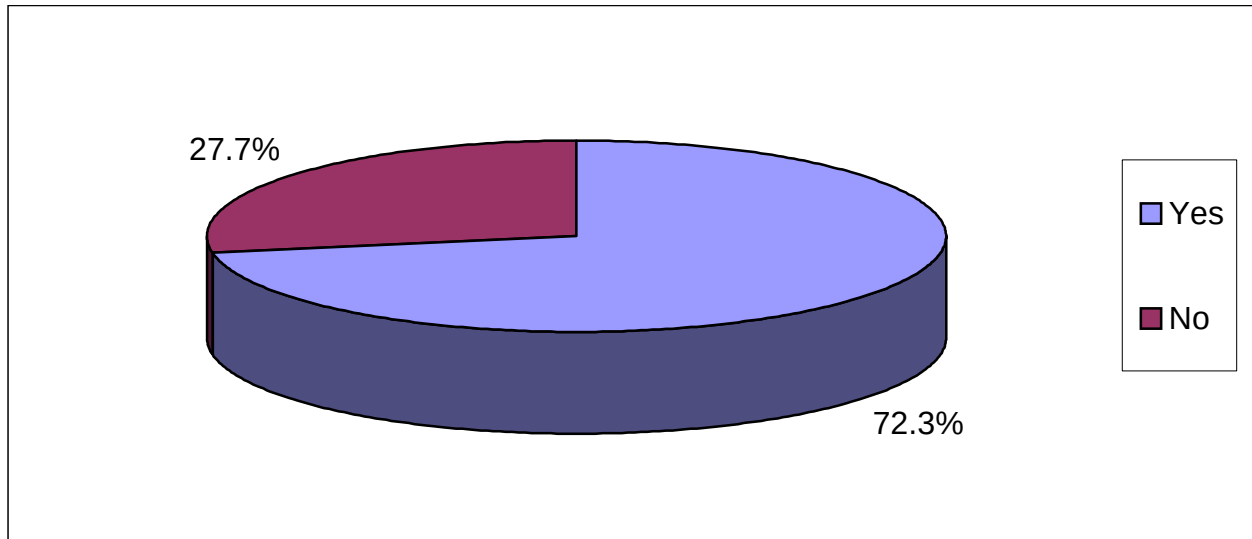


Figure 5.20. Use of sport and recreation facilities and services ($n = 113$)

According to figure 5.20., 72.3% of the respondents are using the sport and recreation services and facilities of the University of Pretoria while only 27.7% of the respondents are not using the facilities and services. In paragraph 5.3.3. it was concluded that 80.9% of the respondents do currently participate in sport and recreation activities. This implies that not only do 20.1% of the respondents not participate in sport and recreation activities at the University of Pretoria, but also an additional 10% of these respondents do not participate in sport and recreation activities at the University of Pretoria. The reasons for not using the University of Pretoria facilities and services are discussed in the following paragraph.

Respondents provided the following reasons for not using the sport and recreation facilities and services at the University of Pretoria:

➤ Accessibility of facilities.

25.6% of the respondents indicated that the sport grounds are too far from their place of residence. They do not have transport to get there and find it unsafe to walk these

long distances. Some respondents therefore prefer to go to facilities that are nearer to where they stay.

➤ Lack of time.

22.6% of respondents indicated that house committee activities and friends keep them too busy.

➤ 22.6% of respondents are not interested in sport.

➤ For 16.1% of respondents using other sport and recreation facilities and services are cheaper elsewhere / TuksSport is too expensive.

➤ 6.5% of the respondents are already members of Virgin Active Gymnasium groups.

➤ Respondents (3.2%) feel that the Gym at TuksSport is not “jacked up” enough.

➤ Respondents (3.2%) feel that scheduling is inflexible and that booking the facilities is a waste of time.

From the reasons provided it seems as if dissatisfaction again centres around the marketing mix of TuksSport:

➤ Product (not “jacked up” enough)

➤ Place (facilities too far and unsafe at night, scheduling)

➤ Price (too expensive).

5.5.2. Usage of sport and recreation facilities

Table 5.13. illustrates the university sport and recreation facilities and services that the respondents are using.

Table 5.13. Usage of Sports Grounds

Venues at LC de Villiers Sports Terrain	Do not use	Use
Rembrandt Hall	80%	20%
Hall 2	98%	2%
Hall 3	95%	5%
Hall 6	100%	0%

Karate Hall	100%	0%
Judo, Aikido & Wrestling Hall	97%	3%
Sauna	100%	0%
Athletics Field	83%	17%
Basketball Courts	90%	10%
Baseball Courts	97%	3%
Golf Course	95%	5%
Hockey Fields: Astro Turf	97%	3%
Hockey Fields: Grass Turf	84%	16%
Korfbal Court	98%	2%
Cricket Oval	94%	6%
Cross Country Running Track: short 2.4km	92%	8%
Cross Country Running Track: long 4.8km	93%	7%
Squash Courts	92%	8%
Netball Courts	80%	20%
Canoeing Dam – Paul van Zyl Dam	99%	1%
Rugby Fields	84%	16%
Soccer Fields	84%	16%
Swimming Pool: Indoor	96%	4%
Swimming Pool: Outdoor	70%	30%
Tennis Courts	85%	15%
Volleyball Courts	93%	7%
Climbing Wall	97%	3%
Cafeteria	84%	16%
Lawns and picnic area around Paul van Zyl dam	77%	23%

As seen from table 5.13., the two most frequently used facilities are the swimming pool (30%) and the lawns and picnic area around the Paul van Zyl dam (23%). Both of these facilities are frequently used for recreation purposes. These results corroborate the findings regarding the reasons why respondents consume sport and recreation as products (5.3.14. and 5.3.15.). It further supports the findings that respondents consume

sport and recreation at outside facilities due to TuksSport's focus on competitive sport. Three facilities – Hall 6, Karate Hall and the Sauna – are not used at all. From all of this, it is evident that the facilities and services provided by the University of Pretoria are severely underused by the enrolled students. The cost of maintaining under-utilised facilities should be investigated.

5.5.3. Perceived efficiency and professionalism profile of TuksSport

Question 33 consists of 17 statements that aim to identify possible problems concerning the current sport and recreation facilities, services in terms of sport and recreation activities provided by TuksSport, as well as the professionalism of the personnel at TuksSport. Respondents were asked to express their opinion on the statements on a five-rate pointing scale where a response of 1 indicating strong **disagreement** with the statement and 5 a strong **agreement**. Mean values ($\bar{x}$) for each of the statements were calculated and are shown in Table 5.14. (Results are presented in descending order of mean values).

Table 5.14. Average values ($\bar{x}$) for statements

Question Number	Statement assessing TuksSport's facilities and services	$\bar{x}$
6	Certain sport activities get preferential treatment over others at TUKS	4.191
4	The quality of sport and recreation facilities at the LC de Villiers Sport Terrain is satisfactory	4.113
8	There is enough sport and recreation facilities at the LC de Villiers Sport Terrain	4.043
7	Sport and recreation activities currently provided by TuksSport add value to student-life on campus	3.808
9	The sport and recreation managers at TuksSport are professional and well trained	3.452

3	TuksSport provides adequate recreation activities to all TUKKIE students	3.373
11	Sport and recreation facilities on the LC de Villiers Sport Terrain are accessible to all students	3.260
2	TuksSport is interested in the sport and recreation needs of the average TUKKIE student	3.165
10	The cost of using the sport and recreation facilities at TUKS is too high	3.078
17	TuksSport has an adequate plan for providing recreation services on the TUKS campus	3.017
13	I am satisfied with the services rendered by the Student Sport Committee (SSC)	3.000
14	The current format of Spring Day (in September of each year) is acceptable	2.991
16	TuksSport only provides sport services and no recreation activities	2.982
1	TuksSport only provides sport services to elite sport persons	2.921
5	The sport and recreation sport managers of TuksSport are available and accessible to all TUKKIE students	2.791
12	The cost of using the sport and recreation facilities at TUKS should be included in the course fees.	2.754
15	The current venue of Spring Day (in September every year) at the LC de Villiers Sport Terrain should be changed	2.391

5.5.4. Perceptions on quality and quantity of sport and recreation facilities at the University of Pretoria

Perceived efficiency of sport and recreation services at the University of Pretoria can be arbitrarily analysed in four dimensions:

- Quantity and quality of facilities
- Management services
- Spring Day as a specific product
- Generic efficiency of sport and recreation services

Table 5.15. Recorded responses to statements measuring the quantity, quality and standard of sport and recreation facilities at the University of Pretoria.

Question	Description	1		2		3		4		5	
		n	%	n	%	n	%	n	%	n	%
4	The quality of the sport and recreation facilities at the LC de Villiers Sport Terrain is satisfactory	1	0.9	9	7.8	11	9.6	49	42.6	45	39.1
8	There is enough sport and recreation facilities at the LC de Villiers Sport Terrain	2	1.7	7	6.1	15	13.0	51	44.3	40	34.8
10	The cost of using the sport and recreation facilities at TUKS is too high	18	15.8	19	16.7	31	27.2	31	27.2	15	13.2
11	Sport and recreation facilities on the LC de Villiers Sport Terrain are accessible to all students	16	13.9	16	13.9	24	20.9	40	34.8	19	16.5
12	The cost of using the sport and recreation facilities at TUKS should be included in the course fees.	40	35.1	17	14.9	13	11.4	19	16.7	25	21.9

Question 4 (table 5.15.) recorded responses indicating that in 81.7% of cases, the students are satisfied with the quality of the sport and recreation facilities at the LC de Villiers Sport Terrain. 79.1% of the students also indicated that there are enough sport and recreation facilities available at LC de Villiers Sport Terrain (Question 8). This result is in accordance with empirical evidence as it is an established fact that the L.C. de Villiers terrain houses world-class facilities.

Responses to question 10 (table 5.15.) proposes that in 51.3% of cases the sport and recreation facilities on the LC de Villiers Sport Terrain are accessible to all students. These recorded responses support the recorded responses of questions 4 and question 8.

Questions 10 and 12 are concerned with the costs of using the sport and recreation facilities. Question 10 recorded responses that show that in 40.8% of cases the students believe that the costs of using the sport and recreation facilities at TUKS are too high. When asked if the costs for using the sport and recreation facilities at TUKS should be included in their course fees, 50.0% of the students declined this, a result that could have been anticipated as a considerable number of students prefer not to use the facilities and would thus be subsidising users of facilities. These recorded responses might imply that either the costs of using these sport and recreation facilities are too high (as recorded in question 10), or that the students feel that these sport and recreation facilities should be free of cost.

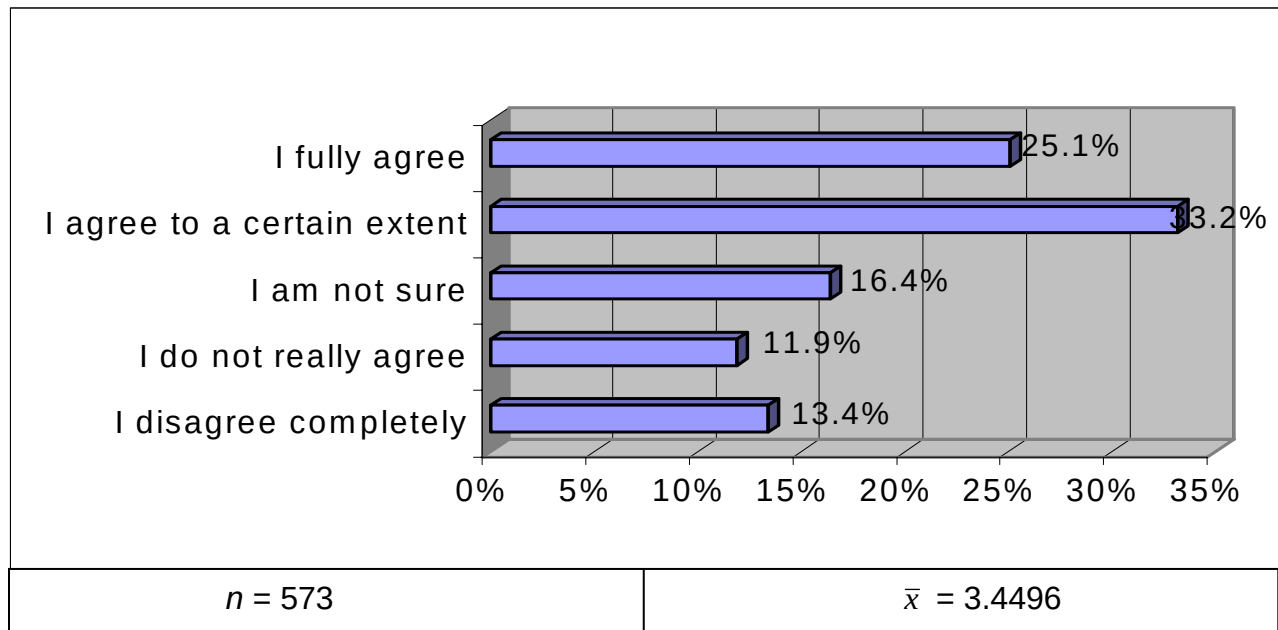


Figure 5.21. Overall recorded responses to statements measuring the quality and quantity of sport and recreation facilities at the University of Pretoria.

Based on overall recorded responses regarding the quality and the costs of the sport and recreation facilities at TUKS, the majority of the students are satisfied with the quality, accessibility and the sufficiency of these sport and recreation facilities. However, students perceive the costs of using these sport and recreation facilities are too high and should not be included in their course fees.

5.5.5. Recorded results for statements referring to TuksSport management

Table 5.16. Recorded responses to statements measuring the efficiency of TuksSport managers

Question	Description	1		2		3		4		5	
		n	%	n	%	n	%	n	%	n	%
5	The sport and recreation managers of TuksSport are available and accessible to all TUKKIE students	22	19.1	15	13.0	53	46.1	15	13.0	10	8.7
9	The sport and recreation managers at TuksSport are professional and well trained	1	0.9	8	7.0	63	54.8	24	20.9	19	16.5
13	I am satisfied with the services rendered by the Student Sport Committee (SSC)	13	11.4	20	17.5	47	41.2	22	19.3	12	10.5

Question 5 (table 5.16.) reveals that in 32.1% of cases, students feel that sport and recreation managers of TuksSport are not available and accessible to all students. Furthermore, 46.1% of the students are not sure whether sport and recreation managers of TuksSport are available or accessible. This lack of knowledge or lack of interest can be ascribed either to TuksSport managers or to the students. The lack of interest on the students' behalf can be ascribed to the fact that students might not need or want TuksSport managers present when performing sport or recreation. This is a likely situation as question 9 (table 5.16.) indicates that in 54.8% of cases, students are not sure if TuksSport managers are professional and well trained.

Although the Student Sport Committee (SSC) does not directly fall under TuksSport's management, the SSC does indirectly contribute to the management of the University of Pretoria's sport and recreation services. In question 13 (table 5.16) students were asked if they are satisfied with the services rendered by the Student Sport Committee (SSC), and 41.2% of the recorded responses again indicated "not being sure". These recorded responses support the proposition that students do not really care about management aspects regarding sport and recreation participation, but rather want to just participate in sport and recreation activities.

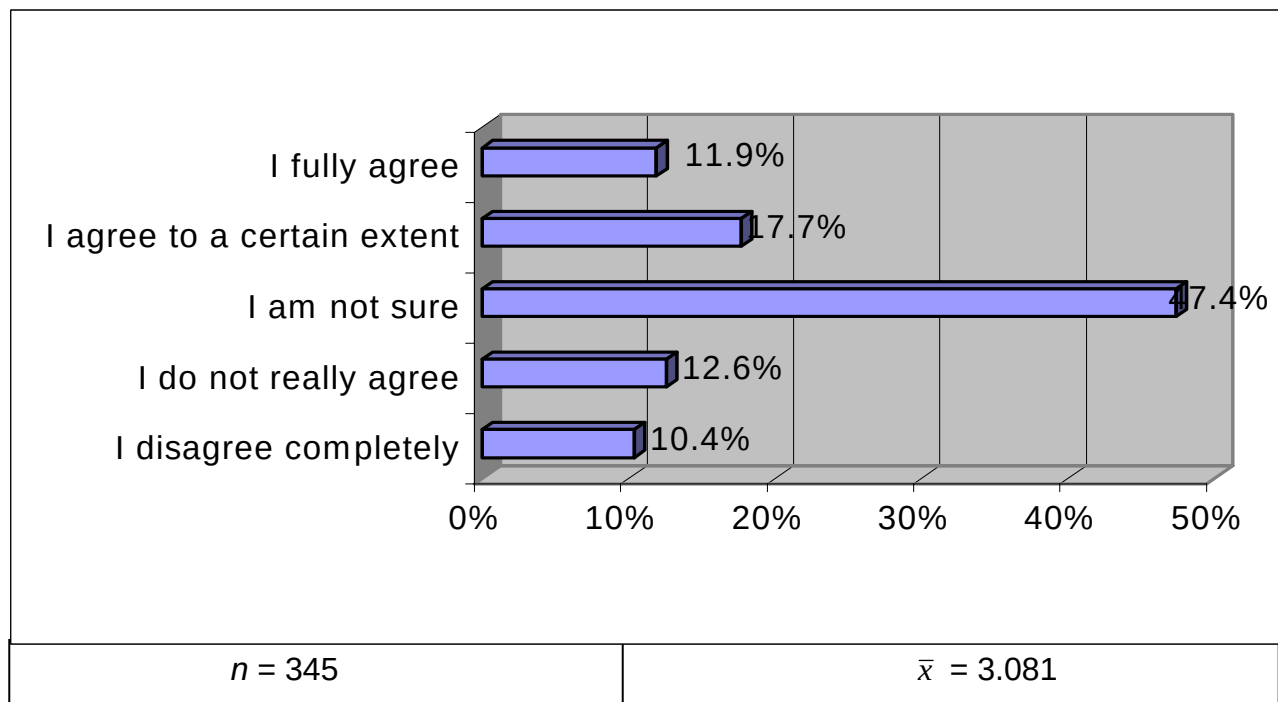


Figure 5.22. Overall recorded responses to statements measuring the efficiency of TuksSport managers

Based on the overall recorded responses regarding the efficiency of TuksSport management, 47.4% of respondents are unsure of the efficiency and professionalism of TuksSport management ($\bar{x} = 3.081$). In order for TuksSport to survive and to achieve their goals, they must employ sound management principles. TuksSport's management is responsible for achieving TuksSport's objectives through efficient and effective utilisation of resources.

5.5.6. Recorded results for statements referring to the format and the venue of Spring Day

Table 5.17. Recorded responses to statements measuring the format and the venue of Spring Day.

Question	Description	1		2		3		4		5	
		n	%	n	%	n	%	n	%	n	%
14	The current format of Spring Day (in September every year) is acceptable	26	22.8	19	16.7	21	18.4	26	22.8	22	19.3
15	The current venue of Spring Day (in September every year) at LC de Villiers should be changed	46	40.0	21	18.3	20	17.4	13	11.3	15	13.0

Question 14 (table 5.17.) measured acceptability of the current format of Spring Day, and was found insufficient in 39.5% of cases. Reasons for this can be ascribed to the fact that Spring Day is not necessarily seen only as a recreational day, but rather more a day where consumption of alcohol is seen as a necessity for some students. In the case of Spring Day, some students abuse the notion that on this specific day excessive consumption of alcohol is recreational.

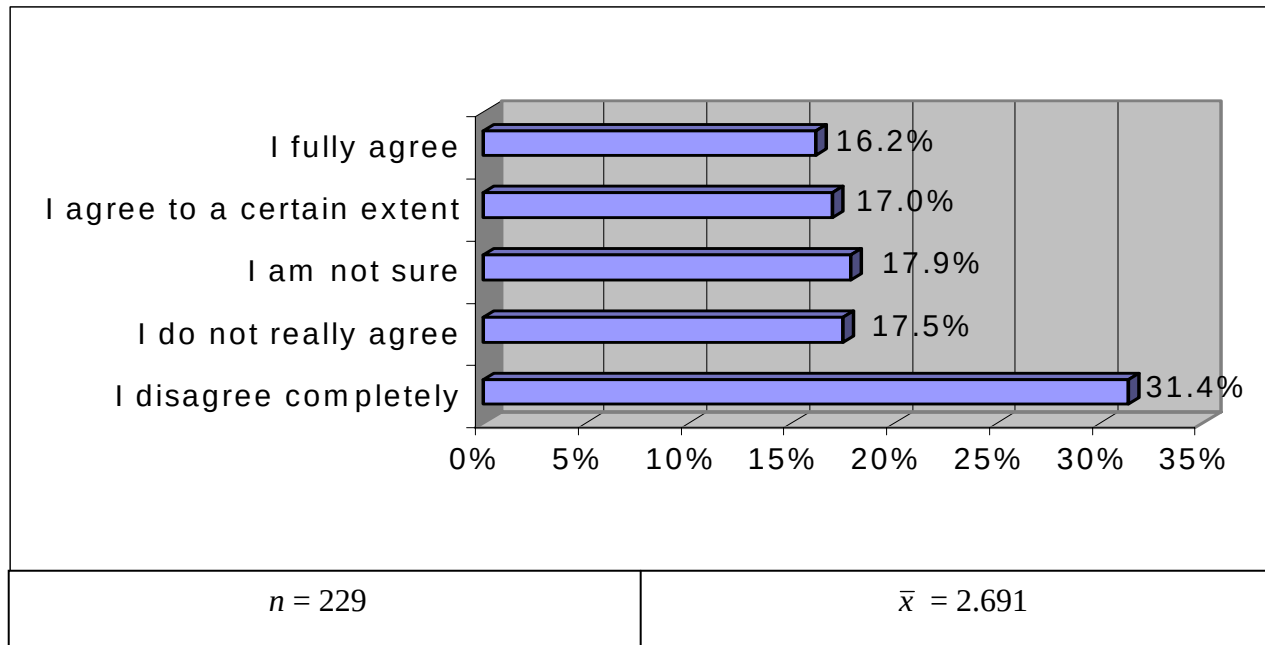


Figure 5.23. Overall recorded results for statements referring to the format and the venue of Spring Day

Although the format of Spring Day might be a controversial one, 58.3% of students agree in question 15 (table 5.16.) that the current venue of Spring Day should not be changed.

5.5.7. Recorded results for statements referring to the provision of sport and recreation activities

Table 5.18. Recorded responses to statements measuring the provision of sport and recreation activities

Question	Description	1		2		3		4		5	
		n	%	n	%	n	%	n	%	n	%
1	TuksSport only provides sport services to elite sports persons	16	14.0	31	27.2	19	16.7	37	32.5	10	8.8
2	TuksSport is interested in the sport and recreation needs of the average TUKKIE students	8	7.0	31	27.0	23	20.0	40	34.8	13	11.3
3	TuksSport provides adequate	10	8.7	21	18.3	23	20.0	38	33.0	23	20.0

	recreation activities to all TUKKIE students										
6	Certain sport activities get preferential treatment over others at TUKS	2	1.7	5	4.3	20	17.4	30	26.1	58	50.4
7	Sport and recreation activities currently provided by TuksSport add value to student-life on campus	4	3.5	13	11.3	19	16.5	44	38.3	35	30.4
16	TuksSport only provides sport services and no recreation activities	14	12.3	22	19.3	42	36.8	24	21.1	12	10.5
17	TuksSport has an adequate plan for providing recreation services on the TUKS campus	7	6.2	20	17.7	56	49.6	24	21.2	6	5.3

Although 68.7% of students feel that sport and recreation activities add value to student-life on campus, question 2 (table 5.18.) shows that in 34.0% of cases, the students also feel that TuksSport is not interested in their sport and recreation needs.

This is an anticipated result likely situation as question 1 (table 5.18.) indicates that in 41.3% of cases, students feel that TuksSport only provides sport services to elite sports persons. In reference to the results of question 3 (table 5.18.), this is further supported as 27.0% of cases feel that TuksSport does not provide adequate recreation activities to all students. Question 6 (table 5.18.) supports this proposition in that 76.5% of responses show that students feel that certain sport activities get preferential treatment over others.

Question 16 (table 5.18.) again supports the statement that TuksSport is not really interested in the sport and recreation needs of the students, as 31.6% of cases feel that TuksSport only provides sport services and no recreation services.

Recorded responses in question 17 (table 5.18.) show that 49.6% of cases are not sure if TuksSport has an adequate plan for providing recreation services on the Tuks campus.

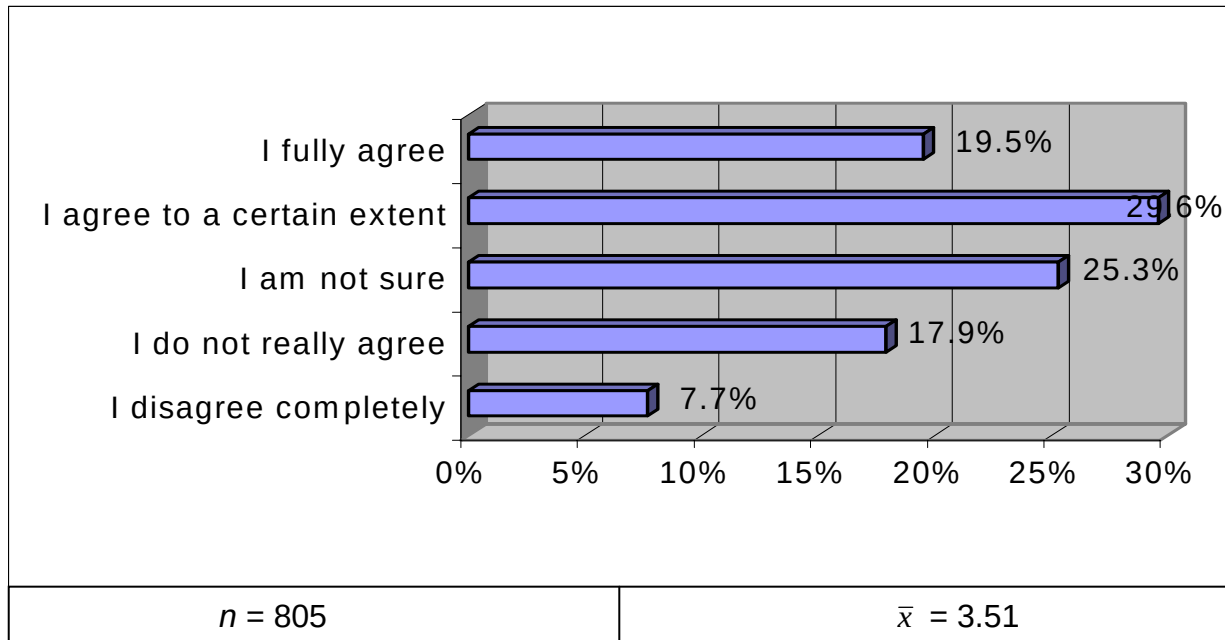


Figure 5.24. Overall recorded results for statements referring to the provision of sport and recreation activities

It can be concluded, that although the majority of students feel that sport and recreation activities add value to student-life on campus, TuksSport is not interested in their sport and recreation needs. TuksSport rather focuses on elite sports persons, does not provide adequate recreation activities, gives certain sport activities preferential treatment and provides mostly sport services and not recreation services

5.6. CONCLUSION

Recreation and sport provision at universities as institutions of higher learning developed steadily through time, undergoing changes and functions. The place of recreation and sport programmes in tertiary educational institutions is justified from a perspective of support services through the provision of skills development and knowledge building programmes, as well as the employment opportunities it creates to facilitate these campus recreation programmes. Van Wyk (2004) states that sport and recreation form a significant component of tertiary education. Campus recreation programmes represent an important instrument in fostering healthy lifestyles as well as building insight and

understanding amongst a growing diverse student population – all desired social skills in the current South African society.

A research questionnaire was designed to determine the campus recreation preferences and needs of the enrolled students at the University of Pretoria. At first glance, the results of this questionnaire seemed satisfactory. Yet, it became evident that although the majority of the students currently participate in sport and recreation activities at TuksSport, the students' campus recreation preferences and needs are not met. There are several reasons for this occurrence. In chapter 4 it became evident, that although TuksSport identified enrolled students of the University of Pretoria as their primary clients, this is not the case, as juniors (under 18 years) and seniors (competitive sports men and sport women) are their focus area. Not only does TuksSport not focus on their primary clients, but TuksSport also focuses mainly on competitive sport and sees recreation activities only as a superficial addition.

The results of the questionnaire indicated that the students seem to be satisfied with the facilities provided by TuksSport. Yet, the students' dissatisfaction regarding TuksSport's sport and recreation services and the management thereof must be highlighted.

Chapter 6 discusses presents guidelines and principles to aid TuksSport in optimally approaching the strategic management of sport and recreation provision.

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

6.1. INTRODUCTION

Campus recreation has the potential to make significant contributions to tertiary education. However, in order to unlock the full potential of recreation on tertiary level the sport or recreation manager has to continuously craft a strategic plan concerning campus recreation. Modern sport and recreation function on business principles and any sport or recreation programme must meet the needs of the users, be cost effective or risk the possibility of being phased out. To achieve this the sport or recreation manager must plan a specific pattern of action to achieve organisational goals (strategy) to take advantage of the planning process. Strategic management involves broad environmental scanning (strategic planning) to generate applicable strategies (strategy formulation) to obtain and maintain competitive advantage (strategic control).

In Chapter 1 the following hypothesis was formulated for this study: ***“Campus recreation at the University of Pretoria lacks strategy and structure and does not satisfy the needs and preferences of all enrolled students”***. In the preceding chapters of this study relevant facets of TuksSport as business unit responsible for recreation sport at the University of Pretoria, were analysed and discussed in attempt to test the above hypothesis and answer the research questions posed in Chapter 1. Conclusions relating to specific variables in the external and internal business environment of TuksSport as designated service provider of recreation and sport at the University of Pretoria have been presented in Chapter 5. Detailed percentages and results will not be repeated in this chapter but only general conclusions and recommendations will be presented based on the obtained results.

6.2. Conclusions

6.2.1. Campus recreation in the tertiary educational environment

The programme for the transformation of higher education in South Africa (South African Government, 2002) acknowledges that Universities as institutions of higher learning should not only emphasise the acquisition of technological knowledge but also on the acquisition and transfer of social skills and the provision of community services embedded in campus recreation. Campus recreation is accepted as a contributing vehicle for social development that has the potential to add value directly to human resources as well as indirectly to the betterment of the South African society at large (Hyde-Clarke Humphries, 2000). From the literature study presented in Chapter 2, it is evident that international as well as South African tertiary educational institutions accept campus recreation as integral part of sport and recreation services. Universities recognise campus recreation in their mission statements and reflect diverse organisational strategies and product and service mixes to achieve this. South African tertiary educational institutions officially recognise the value of campus recreation in the mission statement and goals of the South African Student Sport Union (SASSU). As such, the basic framework for the operationalisation of campus recreation is present in South African tertiary educational institutions.

6.2.2. The role and necessity of strategic management in tertiary educational institutions

Tertiary educational institutions in South Africa are increasingly confronted with accommodating the rapidly changing business environment. These institutions are continuously moving into the realm of profit-seeking organisations where strategic management is non-negotiable (Sevier, 2000). Tertiary educational institutions align themselves with its external business environment to obtain and maintain a competitive advantage. All business units within the tertiary educational (including sport bureaux as the designated business for campus recreation and sport) should therefore apply

strategic management models to survive in the competitive sport and recreation environment.

6.2.3. Lack of a formal strategic plan for campus recreation at the University of Pretoria (TuksSport)

Discussions with staff members of TuksSport and analyses of relevant documents provided by TuksSport led to the conclusion that this business unit responsible for sport and recreation provision at the University of Pretoria does not have a formal strategic plan for recreation service provision. A mission statement and goals were the only existing formal written elements of the strategic management proposed by Lussier and Kimball (2004) process. Thompson & Strickland (2003) in Chapter 3 have elucidated the consequences of a lack of a formal written strategic plan for service provision on.

6.2.4. Lack of relevant management information

Relevant and viable management information is a prerequisite for effective strategic management of any business unit. It was notable that TuksSport as the designated service provider for campus recreation and sport could or would not provide updated management information. Updated annual reports, strategic plans and functional plans (e.g. budgets, strategies, human resources plans and marketing plans) could not be provided. Segments of the relevant management information were however provided verbally by staff members of TuksSport. Some of the requests for specific management information were denied based on “confidentiality” of information. This placed serious doubt on the governance principle of transparency in TuksSport’s efforts to promote campus recreation at the University of Pretoria.

6.2.5. Incongruity of mission statement and product/service mix

The mission statement of TuksSport as designated service provider for campus recreation and sport at the University of Pretoria states the intention to “**create a**

climate within which all participants can bring to life their uniqueness, individual potential and expectations". The primary target market is defined as students and staff of the University of Pretoria yet there seems to be an over-emphasis on non-enrolled clients (e.g. senior elite athletes not enrolled at the University of Pretoria yet competing in TUKS colours and junior athletes enrolled in TuksSport Academies). From information provided by TuksSport staff members, it seems that only 18% of the available financial resources are focused on enrolled University students. The emphasis on elite sport is probably due to the potential marketing value of athletes performing in TUKS colours.

6.2.6. Understanding of the concept of "recreation"

In Chapter 1 the concept of **recreation** was discussed. **Recreation** refers to all social and morally acceptable activities engaged in during free time. TuksSport however clearly has a myopic view of the concept of recreation. The product/service mix of TuksSport is categorised into priority clubs and recreation clubs based on the status of the sporting code. Recreation clubs in the internal business environment of TuksSport are regarded as "smaller sporting clubs" such as Taekwondo and Cycling. From discussions with TuksSport staff, it became evident that "sport" and "recreation" are regarded as synonyms, a view that clearly illustrates a lack of understanding of the holistic nature of the concept of "recreation". This approach undoubtedly influences the level of satisfaction of clients with the current product mix, as was indicated in the results regarding current and latent recreation preferences of enrolled students. Narrowing recreation down to merely "smaller sporting codes" obviously hamper the potential of recreation to contribute to a holistic development of students at tertiary educational institutions – a goal stated in the programme for the transformation for higher education in South Africa. Although no formal written strategic plan was provided by TuksSport, it seems as if a fairly well defined strategy for elite sport exists whilst recreation is regarded as a superficial add-on.

6.2.7. Fragmented recreation service delivery at the University of Pretoria

From the results it emerged that recreation service delivery seems to be fragmented at the University of Pretoria. House Committees provide diverse recreation services and activities to residents of the particular University residence while TuksSport focus on “recreation” activities in the form of smaller sporting codes. This fragmentation and lack of co-ordination will obviously influence the potential of recreation as an instrument in fostering healthy lifestyles amongst students.

6.2.8. Marketing mix of TuksSport

From the results it became evident that the focus of the **product mix** of TuksSport as the designated service provider of recreation and sport, is on elite sport. Only 13% of TuksSport’s client base represent the so-called “recreation sports” (smaller sporting clubs), while 87% of the client base represent the “priority sports”. It should be noted that the majority of clients from the priority clubs is not enrolled students of the University of Pretoria. This product focus has also been pointed out by the respondents’ dissatisfaction with the current product mix of TuksSport. The focus on elite and priority sports could lead to an increased drain of enrolled students to outside service providers.

Results also indicated an absence of a centralised **promotion strategy**. Sport clubs (priority clubs and recreation clubs) are responsible for their own promotion subject to generic guidelines on fundraising, brand identity, publications, Web page and media relations. Although a considerable increase in the value of media exposure has been reported, TuksSport did not provide information on the methodology of calculating the value of media exposure. This again reiterates the conclusion on a lack of relevant management information. It was also clear that marketing and promotion are regarded as synonyms.

Respondents recorded dissatisfaction with the **price structure** of recreation and sport services and activities. High prices were also identified as a contributing factor why respondents prefer membership of outside recreation and sport clubs.

Accessibility (**place**) to recreation and sport facilities, services and activities was indicated as an area of dissatisfaction. Respondents commented on the unsafe conditions at facilities as well as the seemingly unfair scheduling of activities to favour the preferred client (elite participants at priority clubs) group of TuksSport. Female respondents especially commented on the unsafe conditions to reach the facilities after dark and early morning. This again could facilitate a drain to potential competitor service providers.

6.2.9. Location of clients

Results indicated that 93.1% of the respondents reside in University of Pretoria residences. It can therefore be concluded that a substantial base of potential clients (enrolled students) exist and that this potential client base is fairly localised on the campus of the University of Pretoria.

6.2.10. Free time profile of potential clients

Available free time is regarded as a key variable influencing the demand for recreation services. Results indicated that undergraduate students at the University of Pretoria have sufficient free time to pursue recreation and sport activities if they so wish.

6.2.11. Product concept of recreation

It is evident that a demand for recreation and sport as products exists at the University of Pretoria given the frequency of participation. The tendency to narrow recreation down to mere physical sport activities unfortunately also emerged from the responses of respondents as well as discussions with staff members of TuksSport. The full potential of

recreation as an instrument of social development is thus reduced. The level of awareness of the concept of recreation seems to be unsatisfactory amongst both respondents and decision makers. Social activities, cultural activities and RAG-related activities seem to be the preferred categories of participation. Sport activities are only rated in the fourth place that indicates incongruity with the current strategic focus of TuksSport on elite sport.

6.2.12. Barriers to recreation and sport participation at the University of Pretoria

Lack of time to participate in recreation and sport activities repeatedly emerged as primary barrier to participation. In a preceding paragraph it has been concluded that, based on mere lecture hours, respondents seem to have sufficient free time. Not all available free time is however utilised for sport and recreation activities alone. Providers of recreation and sport activities compete for attention and interest of potential clients. TuksSport as primary provider of recreation and sport products at the University of Pretoria should therefore align supply with demand of enrolled students.

6.2.13. Expressed recreation and sport participation

Expressed participation rates reflect the success of previous strategic management initiatives. Expressed sport participation of respondents at the University of Pretoria coincides to a degree with the priority sport clubs (type of sport participation) nominated by TuksSport. The level of participation (social participation) does however not coincide with the current focus of TuksSport (elite participants). Expressed recreation participation to a large degree, does not coincide with the product supply of TuksSport. This indicates insensitivity to and probably a total lack of awareness regarding the recreation preferences of enrolled students at the University of Pretoria. This situation is probably the result of a lack of relevant and viable management information concluded in preceding paragraphs. From the results it can be concluded that the current elite sport (competitive) focus maintained by TuksSport is not in congruence with the rational for participation as expressed by respondents. Respondents have clearly indicated that fun

and enjoyment as well as improved health benefits are the primary motivators for participation in recreation and sport. TuksSport's focus on competitive elite sport is clearly out of touch with the rationale for participation of enrolled students. This could be a contributing factor to the drain of enrolled students to competitor suppliers.

6.2.14. Latent recreation and sport needs

Latent recreation and sport needs provide strategic direction to future service provision. S Results indicate a degree of consistency between expressed (current) and latent (future) recreation and sport needs, a finding that should guide the strategic product mix of TuksSport. The existing sport facilities should be able to accommodate and support the latent sport needs.

6.2.15. Recreation and sport facilities

Recreational areas such as the swimming pool and the grass areas and picnic areas around the Paul van Zyl Dam are the preferred recreation facilities. This supports a previous conclusion regarding the underlying rationale for participation. Sport facilities are rated as “world-class”, a finding supported by empirical evidence. Although 72.3% of respondents indicated that they do use the recreation and sport facilities of the University of Pretoria, the level of usage indicates a serious under utilisation of facilities. It is concluded that this tendency might be related to the emphasis on elite sport that could influence the scheduling and accessibility for social (recreation) participation. The low level of utilisation further centres around dissatisfaction with the offered recreation and sport marketing mix: product (“not jacked-up enough”, and lack of variety), place (facilities too far from women’s residence and unsafe at night, scheduling) and price (too expensive).

6.2.16. Efficiency and professionalism of staff and recreation and sport services and facilities

From the results it can be concluded that respondents are generally satisfied with the “hardware” of recreation and sport provision at the University of Pretoria (quantity and quality of facilities) but elements of the “software” of provision cause dissatisfaction (preferential treatment of particular sports, cost of participation, accessibility of recreation and sport managers and interest shown in the sport and recreation needs of enrolled students).

From the preceding conclusions, it can therefore be stated that the formulated hypothesis is accepted.

6.3. Recommendations

At the outset of this study, it was stated as one of the objectives, to provide strategic guidelines for efficient strategic management of campus recreation at the University of Pretoria. Recommendations to achieve this will thus be structured according to the generic components of the strategic management process presented in Chapter 3. It should be noted that the recommendations to follow are by no means a “strategic plan” but should only be regarded as focus areas to guide a formal strategic management process pertaining to campus recreation provision.

6.3.1. Strategic management

The University of Pretoria and specifically the designated business unit responsible for campus recreation should produce a written strategic plan indicating not only the strategic direction of sport, but also that of campus recreation. It is recommended that a formal strategic management process be implemented under the guidance of an impartial and knowledgeable facilitator. The value and relevancy of strategic

management have been adequately debated and no organisation or business unit can operate without a written strategic plan.

6.3.2. Mission statement

Intentions stated in the mission statement should be reflected in product and target market supply. The current incongruity between mission statement and product mix must be revisited to service the current marginalised target groups (staff and enrolled students) on a more efficient level. Alternatively, the mission statement should be adapted to justify the current emphasis on non-enrolled students (elite sport participants, junior participants). Additionally the product definition of “recreation” should be revisited. The current myopic view of recreation as mere participation in less visible sporting codes indicates a shrugging of responsibility and ignorance of the needs and preferences of a considerable market segment (enrolled students) of TuksSport.

6.3.3. External business environment

The external business environment dictates the action plans of any organisation. TuksSport (as designated service provider) should therefore initiate and operationally the following strategic actions:

Develop and implement a relevant and reliable Management Information System (MIS) to continuously scan the external business environment and provide information for informed decision making. Regular needs surveys on the needs and preferences of the total target market should be a key element of such a MIS. Research and Development regarding sport and recreation, as products of the designated business unit should constitute cardinal input to a sustainable marketing strategy. In this regard, co-ordination with relevant academic business units is essential.

- The current fragmentation of campus recreation services should be addressed and streamlined. The impact of recreation as social instrument is seriously diluted by the current divided service delivery between TuksSport, House Committees of University

Residences and the Representative Student Council (RAG activities). A focused campus recreation strategy and equitable resource distribution should be benchmarks of a strategic management process.

- The impact of competitor recreation service providers in the external business environment should be analysed, as segments of the target market prefer the products and services of competitors to that offered by the University of Pretoria. Competitor analysis should form a key component of the MIS.

6.3.4. Internal business environment

The internal business environment of an organisation is controllable and is structured to optimise the challenges and opportunities of the external business environment. It is recommended that urgent attention be given to the following internal issues:

- The subordinate role and myopic emphasis on recreation should be rectified and reflected in the organisational structure of the designated business unit (TuksSport) through a separate functional unit for campus recreation.
- Human resources are the most important resource of any organisation. As such, a separate functional unit should be considered with the responsibility of managing volunteers and recreation and sport internships of academic students in related scientific disciplines.
- The marketing mix (product, price, place, promotion) of an organisation is the culmination of the external and internal business environment analyses. The designated business unit for campus recreation and sport should re-mix the current marketing mix to accommodate the expressed and latent preferences and needs regarding campus recreation, perceived high fee structure, inaccessible facilities due to emphasis on elite sport, inappropriate scheduling also due to the emphasis on elite sport and promotion strategies.

- An awareness campaign regarding the potential and scope of recreation should be launched and directed at staff, students and decision makers of the University of Pretoria. Such an awareness campaign should be linked to and presented as a promotion strategy of the marketing mix.

6.3.5. Strategies

Strategies flow from the results of the internal and external business environment analyses. It is recommended that a market and product diversification strategy be considered to accommodate the issues identified by the respective business environment analyses. Market and product diversification will expand and align the current centralised product mix to include holistic recreation services and enrolled students demanding services and products to satisfy their preferences and needs.

6.3.6. Strategic objectives

Strategic objectives should be developed to support the proposed strategy of market and product diversification. The process of developing strategic objectives involves all stakeholders regarding campus recreation services and it is therefore not within the ambit of this study to recommend long and short-term strategic objectives. It is however recommended that a facilitator lead the process as part of the strategic management process for campus recreation.

6.3.7. Functional plans

Functional plans for each strategic area as identified in the business environment analysis and developed through strategic objectives must be in place for campus recreation. Functional plans should be developed for the:

- Marketing of campus recreation

- Budget for campus recreation
- Human resources plan for campus recreation

6.3.8. Control mechanisms

Strategic management consists of three interlinked components: strategic planning, strategy formulation and strategic control. Strategy benchmarks must be developed to control and monitor the stated long and short-term objectives, budgets and human resource targets.

6.4. Limitations of the study

No study is without limitations and the following should be noted:

- Respondents from outside campuses of the University of Pretoria (Onderstepoort, Groenkloof and Medical campus) might not have been representatively included unless they resided in University hostels.
- Post-graduate students and staff members were not included in the current study.
- The lack of written and updated management information regarding campus recreation at the University of Pretoria complicated the study.

6.5. Future research

In order to deploy the full potential of recreation at tertiary educational institutions, the following issues are suggested for further research:

- Longitudinal research on tendencies of campus recreation at South African tertiary educational institutions.

- Comparative research on campus recreation in SADEC and other African universities.

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Appendix A

Questionnaire



QUESTIONNAIRE

STRATEGIC MANAGEMENT OF CAMPUS RECREATION AT THE UNIVERSITY OF PRETORIA

The information obtained from this questionnaire will only be used for research purposes and will only be reported on collectively. This survey is undertaken in collaboration with the Department of Biokinetics, Sport and Leisure Sciences and the Center for Leisure Studies at the University of Pretoria.

Please do not fill in your name and student number.

Please answer all questions. All answers will be treated in a confidential manner.

Please indicate your answer by means of a cross (X) in the appropriate box.

Recreation takes place during free time and implies individual participation that may be organised or unorganised, that is not necessarily linked to fixed rules and where winning is not that important. Examples of recreation include reading, photography, dancing, swimming, running and tennis.

Sport is any competitive human physical activity that has rules and regulations, for example tennis, basketball, ballet or swimming.

A. **DEMOGRAPHIC INFORMATION**

1. Gender

Male	Female
1	2

2. Age in years

	Years
--	-------

3. Home Language

Home Languages	
English	1
Afrikaans	2
IsiNdebele	3
Sesotho sa Leboa (Sepedi)	4
Sesotho	5
SiSwati	6
Xitsonga	7
Setswana	8
Tshivenda	9
IsiXhosa	10
IsiZulu	11
Other:	12

4. Do you live in a University of Pretoria's residence, or in a private house?

Accommodations	
University of Pretoria residence	1
Private Accommodation	2
Commune	3

5. If living in a residence, which one do you live in?

Women Residence		Men Residence	
Asterhof	1	Boekenhout	9
Erika	2	Kollege	10
Jasmyn	3	Maroela	11
Katjeepering	4	Mopanie	12
Klaradyn	5	Olienhout	13
Madelief	6	Sonop	14
Magrietjie	7	Taaibos	15
Nerina	8	Other (please specify)	16
.....			

6. In which faculty are you currently enrolled?

Faculties at the University of Pretoria	
Faculty of Humanities	1
Faculty of Natural Sciences	2
Faculty of Agricultural Sciences	3
Faculty of Law	4
Faculty of Theology	5

Faculty of Economic and Management Sciences	6
Faculty of Veterinary Sciences	7
Faculty of Education	8
Faculty of Health Sciences	9
Faculty of Engineering, the Built Environment and Information Technology	10
Other (please specify)	11

7. In which programme are you currently enrolled? (e.g. BSc, BA, BCom)

.....

8. How many years of study have you already completed at the University of Pretoria?

Completed academic years	
1 st year	1
2 nd year	2
3 rd year	3
4 th year	4
5 th year	5
6 th year	6
7 th year	7
8 th year	8
Other (please specify):	9

9. What is your average **monthly** income? (This includes pocket money and bursary money) Answering this question is optional.

Average monthly income	
Under R100	1
R100 - R300	2
R300 - R500	3
R500 - R700	4
R700 - R900	5
R900 - R1100	6
R1100 - R1300	7
R1300 - R1500	8
R1500 - R1700	9
R1700 - R1900	10
R1900 - R2000	11
Above R2000	12

10. How much money on average do you spend a **month** on sport and recreation activities?

Average spending per month	
R0 – R50	1
R50 - R100	2
R100 - R150	3
R150 - R200	4
R200 - R250	5
R250 - R300	6
R300 - R350	7
R350 - R400	8

R400 - R450	9
R450 - R500	10
R500 - R550	11
R550 - R600	12

11. How many periods a **week** do you have class? (Practical classes included)

Periods a week	
1 - 2	1
3 - 4	2
5 - 6	3
7 - 8	4
9 - 10	5
11 - 12	6
13 - 14	7
15 - 16	8
17 - 18	9
19 - 20	10
21 - 22	11
23 - 24	12
25 - 26	13
27 - 28	14
29 - 30	15
More than 30	16

B. CURRENT SPORT AND RECREATION PARTICIPATION

12. Did you actively participate in any **sport and/or recreation** prior to enrolment at the University of Pretoria?

Yes	1
No	2

13. If **not**, provide concise reasons for your answer in question 12.

.....

.....

.....

.....

.....

.....

14. Are you currently actively participating in any **sport and/or recreation**?

Yes	1
No	2

15. If **not**, provide concise reasons for your answer in question 14.

.....

.....

.....

.....

.....

16. In what type of functions or activities provided by your own residence or provided by the daily's house Zeus do you participate in?

- 16.1.....
16.2.....
16.3.....
16.4.....
16.5.....
16.6.....

17. If you **do not** participate in any functions or activities, please provide concise reasons for your answer in question 16.

- 17.1.....
17.2.....
17.3.....
17.4.....
17.5.....
17.6.....

18. Do you actively participate in RAG (Jool)?

Yes	1
No	2

19. If **not**, please provide concise reasons for your answer in question 18.

19.1.....

19.2.....

19.3.....

19.4.....

19.5.....

19.6.....

20. Are you currently a member at any other sport and/or recreation club **outside** of the University of Pretoria?

Yes	1
No	2

21. If **yes**, please provide concise reasons to justify your answer in question 20.

21.1.....

21.2.....

21.3.....

21.4.....

21.5.....

21.6.....

22. Which **sport and/or recreation** activities do you actively participate in at clubs **outside** of the University of Pretoria?

Sport Activities		Recreation Activities	
	1		1
	2		2
	3		3
	4		4
	5		5
	6		6
	7		7
	8		8

23. Which **sport activities** are you currently actively participating in at the University of Pretoria? Please indicate your answer by means of a cross (X) in the appropriate level of participation block and by writing down the requested information in the frequency of participation block and the actual times of participation block.

Please indicate the following:

- i.) the level of participation
- ii.) the frequency of participation
- iii.) actual times of participation (when)

© University of Pretoria

24. Which **recreation activities** are you currently actively participating in at the University of Pretoria?

Please provide the following information in the appropriate blocks

- i.) the frequency of participation
- ii.) actual times of participation

	Frequency of participation, e.g. once a day.	Actual times of participation, e.g. after 17h00
Recreation Activities		

25. Why do you take part in **sport activities?**

(Remember: **Sport** is any competitive human physical activity that has rules and regulations, and produces winners and losers, e.g. basketball, tennis, ballet or swimming.)

25.1.....

25.2.....

25.3.....

25.4.....

25.5.....

25.6.....

26. Why do you take part in **recreation activities?**

(Remember: **Recreation** takes place during free time and implies individual physical participation that may be organised or unorganised, that is not necessarily linked to fixed rules and where winning is not that important, e.g. reading, photography, dancing, swimming, running or tennis.)

26.1.....

26.2.....

26.3.....

26.4.....

26.5.....

26.6.....

27. How many **hours of free time / leisure time** do you have on average available per day? (Excluding sleeping- and studying time)

	hours per day on average
--	-------------------------------------

C. LATENT SPORT AND RECREATION PARTICIPATION

28. In which **sport activities** additional to those you are currently participating in, would you **still like to participate in**? Arrange them according to preferences, 1 being the most important choice.

Sport Activities	Preferences
	1
	2
	3
	4
	5
	6
	7
	8
	9
	10

29. In which **recreation activities** additional to those you are currently participating in, would you **still like to participate in**? Arrange them according to preferences, 1 being the most important choice.

Recreation Activities	Preferences
	1
	2
	3
	4
	5
	6
	7
	8
	9
	10

D. EVALUATION OF SPORT AND RECREATION FACILITIES AND SERVICES AT THE UNIVERSITY OF PRETORIA

30. Are you using any of the University of Pretoria's sport and recreation facilities and services?

Yes	1
No	2

31. If **not**, please provide concise reasons for your answer in question 30.

31.1.....

- 31.2.....
- 31.3.....
- 31.4.....
- 31.5.....
- 31.6.....

32. If you answered **yes** to question 30, **which sport and recreation facilities and services** are you using? Please also indicate how often you are using these facilities and services at the University of Pretoria.

Sport and Recreation Activities	Frequency of usage			
	Daily	Weekly	1-2 x per month	Only in seasons
<u>Indoor facilities: UP Sport Center</u>				
Rembrandt Hall: UP Sport Center				
Indoor Hockey				
Basketball				
Volleyball				
Badminton				
Hall 2: UP Sport Center				
Rhythmic Gymnastics				
Fencing				
Hall 3: UP Sport Center				
Table Tennis				
Badminton				
Hall 6: UP Sport Center				
Gymnastics				
Karate Hall: UP Sport Center				
Judo, Aikido & Wrestling Hall: UP				

Sport Center				
Sauna: UP Sport Center				
<u>Outdoor facilities: UP Sport Center</u>				
Athletics field				
Basketball courts				
Baseball courts				
Golf course				
Hockey fields				
Astro Turf				
Grass Turf				
Korfbal court				
Cricket oval				
Cross country running track				
Short 2.4 km route				
Long 4.8 km route				
Squash courts				
Netball courts				
Canoeing dam – Paul van Zyl dam				
Rugby fields				
Soccer fields				
Swimming pool				
Indoor				
Outdoor				
Tennis courts				
Volleyball court				
Climbing wall				
Cafeteria				
Lawns and picnic area around the Paul van Zyl dam (in front of the UP Sport Center)				

33. Please indicate your **level of agreement** with an **X** in the appropriate box on the following statements on a scale of 1-5.

1	2	3	4	5
I disagree completely	I do not really agree	I am not sure	I agree to a certain extent	I fully agree

Statement	1	2	3	4	5
TuksSport only provides sport services to elite sports persons	1	2	3	4	5
TuksSport is interested in the sport and recreation needs of the average TUKKIE student	1	2	3	4	5
TuksSport provides adequate recreation activities to all TUKKIE students	1	2	3	4	5
The quality of the sport and recreation facilities at the LC de Villiers Sport Terrain is satisfactory	1	2	3	4	5
The sport and recreation managers of TuksSport are available and accessible to all TUKKIE students	1	2	3	4	5
Certain sport activities get preferential treatment over others at TUKS	1	2	3	4	5
Sport and recreation activities currently provided by TuksSport add value to student-life on campus	1	2	3	4	5
There is enough sport and recreation facilities at the LC de Villiers Sport Terrain	1	2	3	4	5
The sport and recreation managers at TuksSport are professional and well trained	1	2	3	4	5

The cost of using the sport and recreation facilities at TUKS is too high	1	2	3	4	5
Sport and recreation facilities on the LC de Villiers Sport Terrain are accessible to all students	1	2	3	4	5
The cost of using the sport and recreation facilities at TUKS should be included in the course fees	1	2	3	4	5
I am satisfied with the services rendered by the Student Sport Committee (SSC)	1	2	3	4	5
The current format of Spring Day (in September of each year) is acceptable	1	2	3	4	5
The current venue of Spring Day (in September of each year) at LC de Villiers should be changed	1	2	3	4	5
TuksSport only provides sport services and no recreation activities	1	2	3	4	5
TuksSport has an adequate plan for providing recreation services on the TUKS campus	1	2	3	4	5

YOUR VALUABLE INPUT IS APPRECIATED

**Center for Leisure Studies
Department of Biokinetics, Sport and Leisure Sciences
University of Pretoria
Pretoria**

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Appendix B

Letter of informed consent

The Chairperson: Ethics Committee
Research Committee: Faculty of Humanities
University of Pretoria
Pretoria

Dear Sir

**INFORMED CONSENT: RESEARCH QUESTIONNAIRE ON STRATEGIC MANAGEMENT OF
CAMPUS RECREATION AT THE UNIVERSITY OF PRETORIA**

I _____ (*please print full names*), in my capacity as a student at the University of Pretoria, agree to take part in the proposed research undertaken by Miss Ingrid Windisch as part of a Masters degree in the Department of Biokinetics, Sport and Leisure Sciences at the University of Pretoria.

I agree to complete the research questionnaire on Strategic Management of Campus Recreation at the University of Pretoria and understand that participating in this research will involve providing information about:

- some aspects of my personal life and sport and recreation activities;
- information regarding the University of Pretoria's services and facilities;
- information regarding sport and recreation opportunities provided at the University of Pretoria;
- my feelings and/or attitudes towards certain statements, as well as certain aspects of my university;

I also understand that:

- completing the questionnaire will take about 45 to 60 minutes and will be filled in at a time and place that is convenient for me;
- I am under no obligation to participate in the study;
- my specific answers and comments will be kept confidential and my name will appear nowhere on the completed questionnaire;
- my anonymity will be protected at all times;
- my name will not be identified in any report or presentation, which may arise from the study;

- that while I or my residence may not benefit directly from the study, the information gained may assist to improve and understand the role of strategic management of recreation at the University of Pretoria;
- the study is undertaken to obtain a Masters Degree in Human Movement Science at the University of Pretoria;
- that a summary of the findings of the study will be sent to my residence and that my residence may upon request obtain a copy of the dissertation in full.

I understand what completing the questionnaire involves and hereby give informed agreement to participate.

Signature

Date

If you have any questions or concerns about this study, please contact the researchers:

Principle Researcher

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