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스포츠매니지먼트석사학위논문

The constraints to participation in
recreational sport by university students
in Zimbabwe:

A perspective of Africa University

짐바브웨 대학생들의 레크리에이션 스포츠 참가의 제약:
아프리카 대학의 인식

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체육교육과

Tedious Tonderai Ruzvidzo



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Abstract

The Constraints to Participation in Recreational Sport by University Students in Zimbabwe:

A Perspective of Africa University

Tedious Tonderai Ruzvidzo

Global Sport Management, Department of Physical Education

The Graduate School

Seoul National University

Sport in Zimbabwe universities is mainly competitive. This has seen students being active only during the period for collegiate games. Thereafter, they get back to being inactive. This is the background from which this study was drawn upon. Its aim was to investigate the factors that constrain university students from taking part in recreational sport. From this aim, came out the research question; what are the intrapersonal, interpersonal and structural constraints faced by Zimbabwe University students in recreational sport participation?

Eight female and eight male Africa University students were interviewed. These were selected using stratified random sampling method. The students were divided into five groups, according to their year of study coming up with five groups. One group was excluded from the study because the students were away on internship. Two males and two females were randomly selected from each group.

The findings of the study show that Africa University students are able to counteract both intrapersonal and with some assistance, interpersonal constraints. The study attributed the ability to overcome these two constraints to students' firm sport background which was built during their primary and/or high school days. However they failed to overcome structural constraints leading to none engagement in recreational sport. The structural constraints noted to affect students' participation in recreational sport are: sport facilities' quality, quantity, variety, accessibility and sports services offered by the University as well as the amount of free time at students' disposal.

The study found out that the number of students who overcome constraints to recreational sport participation tend to decrease as they move up the hierarchy described in the hierarchical leisure constraints model. No major differences were discovered on how these constraints affected participation by

gender and this gives a conclusion that the effects of the constraints are similar to both females and males. Finally the study discovered that it is more of the external environments that affect students' participation hence universities should do a lot in terms of sport infrastructure and services. Once these reach the expected standard, students are most likely motivated to engage in recreational sport. If the external sport environment is not attractive, students lose their interest which they carried over from high school to university.

The study concluded that the university is currently contributing to low levels of recreational sport participation by the way it provides sport services to the students. The University puts emphasis on competitive sport and rarely on recreational sport. This way it paints a picture showing competitive sport being of importance than recreational sport and students are therefore encouraged to view it likewise.

Keywords: Recreational Sport, Constraints to Sport Participation, Zimbabwe University Students, Africa University

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Chapter 1. Introduction

1.1. Background and significance of the study

In as much as we would appreciate the easiness of doing things in today's electronic age, it is accompanied by chronic diseases that are associated with sedentary lifestyles. This calls for the need for advocacy for physically active leisure oriented lifestyles to ensure good health and wellness is attained, and maintained throughout life. United Nations' sustainable development goal number three advocates for good health and well-being for human nature. In response to this and other goals, many governments are moving much of their focus from being reactive to being proactive in their health provision strategies.

The starting point to good health and wellness is changing one's lifestyle from being sedentary to being physically active. Educational institutions can contribute immensely in promoting a culture of exercise in students. According to Zimstats report (2012), population census, the population of Zimbabwe is estimated to be 13 061 239 and of this figure, 60 143 are students in Zimbabwe Universities. If all the population in Zimbabwe Universities is inculcated into a sporting culture, it may influence the entirety of the population to be physically active. University students are

the future leaders of tomorrow. If they are inculcated into a sporting culture then later they will influence decisions that promote physical exercise as they are the leaders of tomorrow. The government will then make strides in moving the health system from being reactive to being proactive resulting in a reduction on the national fiscal and an improved quality of life for the populous. Banta, Bradley and Bryant, (1991) believes that university students who participate in recreational sports open themselves to a wide range of life enhancing benefits such as discovering ways of coping with stress, creating a sense of accomplishment, finding ways to control body weight and maintaining physical well-being, building friendships and close contacts, as well as improving various sport skills.

Ellis et al, (2002) adds to this when they say that recreational sport involvement has been linked to higher grade point averages, higher university retention rates, reduction of stress and overall satisfaction with the college experience. Interesting to note from Ellis et al, recreational sports participation also impacts on students' perceived sense of campus community, enhanced quality of campus life. However, despite all the highlighted benefits of participating in recreational sports activities, a large number of students are still not regularly active. Those who are active, only do so during the first quarter of the year when they take part in inter

collegiate games. Once they are done with these, they go back to their inactive life styles for the last three quarters of the year. It might be assumed that this is related to different constraints that affect the students' decision making for participation in sporting activities (Jackson et al, 1991).

It is evident that Zimbabwe Universities have established sport departments that facilitate participation of students in various competitive and recreational sport. Sports participation is voluntary, however competitive events, which are mostly once off events, are more popular amongst students. Most students tend to be actively involved in sport participation during the first quarter of the year. This is the period when the national collegiate games, Zimbabwe Universities' Sports Games (ZUSA) are held. Once these games are over, the students revert to their physically inactive lifestyles despite the fact that the remaining part of the year is left presumably for recreational sport. This therefore goes against the United Nations' sustainable development goals mentioned earlier on.

The above then draws us to an understanding that there are some factors influencing students' decision making towards competitive sport and some of the factors are working against recreational sport participation. This can be linked to the explanation by Mull et al (2005) who says that motivational factors that initially attract students to competitive sport maybe

different to those attracting students to recreational sport. In universities, recreational sport is less expensive and easy to run as compared to sports for competition. The question why then recreational sport is not popular in Zimbabwe Universities stands.

Looking through how sport, both recreational and competitive is administered in universities in other countries may help in making an in depth analysis of Zimbabwe's case. According to Leslie et al (2001), there is no physical education or activity-based content in Australian universities, except for those who would want to specialize in programs such as physical education, sport science, and sports coaching degrees. Young people move from secondary school where there are structured programs that encourage and facilitate sports participation to join universities where no such programs are structured. While most universities in Australia have some form of sporting program or sports association, their focus is mostly on competitive sport between universities and not on recreational sport. Australian Universities Sports is a national body that conducts inter university competitions annually, however only a small proportion of the university population participates in these programs.

In the United States of America, according to Leslie et al (2001), physical education courses are provided in tertiary education through a

program called Basic Instruction Program (BIP). This program includes courses in a variety of individual and team sports and it carries an academic credit. Leslie states that 63% of universities in the United States of America has BIP compulsory to undergraduate students. American universities have a Campus Recreation Unit as a major player in the promotion of physical activity. The Unit provides programs in recreation sport, intramural sports, fitness, wellness, special events, and competitive sport.

The ultimate objective of the two, BIP and Campus Recreational Unit is to help students maintain good physical health; and to teach recreational skills they will use for leisure time exercise throughout life. (Leslie 2001). The main differences in the arrangements in the two countries are that USA makes efforts to inculcate a sporting culture in college students by providing compulsory sport courses to freshmen through BIP. Basing on the above background, this study intends to investigate some of the reasons behind limited participation in recreational sport by Zimbabwe University students.

Despite the world wide's recognition of the value of sport, there is a lack of documented information on Zimbabwe's sport participation rates and patterns. Previous sports participation research journals have mostly focused on American, European and Asian samples and there has been

paucity of data from African samples. No much research on constraints focusing on recreational sport in Zimbabwe's institutions of higher learning has been documented. The need to get an in depth understanding of University sport, the need to find ways to increase recreational sport participation and the need to document information on university sport in Zimbabwe have motivated this study.

Young et al (2003) highlighted that there are a number of studies on the constraints to sports participation. However perception of constraints differs depending on the group of persons being focused on, the purpose of activity selected, as well as the situation within which the activity is performed. Thus studies on the constraints of sports participation must be carried out within the framework of specific population groups as well as specific activities. In line with Young et al, in this study, the group of persons being focused on are university students, the selected activity is recreational sport and the situation being that there is more competitive rather than recreational sport participation. It is on the above background that this study will investigate constraints to sports participation specific to Zimbabwe university students.

The study will augment to the knowledge already contributed by other people in the field of Sports Management thus enriching the source of

information to be used by researchers, scholars and students. The research forms part of a base from which future researches can choose to develop upon. It will be of tremendous help to Sports Administrators, in particular those in institutions of higher learning in developing innovative policies and coming up with strategies to promote recreational sport participation.

This echoes Jackson and Scott (1999) who says that studies among specific population groups, such as university students, contributes in finding ways to manage such factors in a more systematically and effective way. Such research on students' participation in intramural or informal sports, could aid the campus recreational sports professional to better cater to the needs of the students.

Usage of this research's findings will not be restrictive to Universities' sport administrators. Polytechnic Colleges' and Teachers Training Colleges' Sports Administrators can make use of the findings in crafting their sports management plans. McGuire et al. (1989) noted that obstacles could be reduced by the operations of sports administrators, thus leading to higher level of participation in leisure activities. This can only be possible if sports administrators have a good understanding of the constraints for them to craft correct strategies to mitigate them. Sports

administrators may use this study to justify the need for additional funding to their responsible authorities.

University students are not just a convenient population to study.

There are two main reasons why this population is of interest: i) Because of the level of education, universities are training future leaders who are going to influence policy and decision making. As such, their habits, and beliefs will be influential in shaping communities. ii) University students spend a lot of time in settings that promote sedentary life styles (lectures, computer and internet use) and a majority are being educated for white collar jobs hence the need to inculcate a physically active culture in them.

1.2. Purpose of this study

Using the Leisure constraints model by Crawford and Godbey (1987) and the Hierarchical constraints model by Crawford, Jackson, and Godbey (1991) as theoretical frameworks, the study aims to identify and discuss the constraints to recreational sports participation by university students in Zimbabwe with an ultimate aim to promote wellness by active lifestyles through sport among university students.

In this study, constraints are those factors that impede, prevent or inhibit university students from participating in any sport as a means of recreation. Recreational activities are those actions done for leisure or

during pastime. There are many forms of recreational activities and in this study, sport is taken as one such form. The leisure constraint model propounded by Crawford and Godbey (1987) explains that leisure constraints are categorized into three, that is, intrapersonal, interpersonal, and structural constraints. Constraints in these three groups are considered to act simultaneously to impede sports participation. Crawford, Jackson, and Godbey (1991) revised and updated the leisure model personal and concluded that there is a hierarchical decision making process which takes intrapersonal constraints as the most proximal and powerful factors. This is followed by interpersonal then structural constraints. The student involvement theory by Astin's (1999) states that the quality and time spent by students doing non-academic activities is proportional to the amount of their academic learning and development.

1.3. Definitions of terms

Club Sport: A student run organization that meets on a regular on-going basis to pursue a shared interest in a particular sport or physical activity.

Collegiate: Characteristic of university students.

Constraint: A factor that prevents or prohibits an individual from participating and enjoying a leisure activity (Jackson, 2000).

Intramural activity: Social activities done within the walls and among students from the same institution.

Leisure: Non-work activities in which the individual has a free choice whether to participate or not. The individual has no obligation as to what activity is chosen or to what extent the individual participates (Beard and Ragheb, 1980). The experience of leisure is psychologically pleasant.

Motivation: “An interaction of internal factors (unconscious and conscious psychological compulsions) and external factors (social and familial gratification and recognition), within which are combined a variety of drives (basic drives, self-image, experience) that can evolve and change over time” (Recours, Souville, Griffet, 2004: 2).

Physical Activity: Any bodily movement produced by the contraction of skeletal muscles which increase energy expenditure above a basal level.

Recreation: The refreshing of the mind or body after work through an activity that amuses or stimulates.

Sport: An activity involving physical exertion and skill in which an individual or team competes against another

Hierarchical model of constraints: A model by Crawford (1991) that explains constraints to leisure activity in three categories, that is, intrapersonal constraints, interpersonal constraints and Structural constraints.

Chapter 2. Literature Review

2.1. University Sport in Zimbabwe

There are two types of universities in Zimbabwe, that is, state owned and private universities. Different churches own the different private universities. Even though article 9.4 of the country's sport and recreation policy states that universities should provide a platform for elite sport development and high performance, participation in sport Universities is not compulsory. The policy seem to emphasis on competitive sport more than recreational sport. However there is a unit within Student Affairs' department that is responsible for managing both recreational and competitive sport within the University. This unit is manned by a Director of Sport.

Recreational sport is organized based on students' interests while competitive sport is based on the schedules for various leagues and tournaments. Most sports are included in the university sport programs; however, the inclusion of sports codes is heavily influenced by the Zimbabwe University Sports Association, (ZUSA) more than it is influenced by students. ZUSA is an association that organizes inter universities games in the country. Membership to ZUSA is by affiliation.

Zimbabwe university sport is organized into four levels, local, national, regional and international. However, like in Australian Universities, only a small proportion of the university population participates in these programs. The Sports Unit for each university is responsible for the sport affairs on the local level and ZUSA is responsible for sports affairs on the national, regional and international level. ZUSA has a close relationship with the Federation of International University Sports (FISU).

2.2. Importance of collegiate recreational sport

A definition for recreation was given earlier as the refreshing of the mind or body after work through an activity that amuses or stimulates. Leslie et al (2001) defines recreational sports as competitive physical games such as basketball, or volleyball that are played for fun as opposed to professionally. Astin (1999) gives basketball and football games played with friends or as part of an intramural league as examples of recreational sports. It can therefore be deduced from the above definitions that recreation sports in universities is played for the purpose of refreshing the mind or body from their academic life.

These definitions are further strengthened by Sturts and Moss (2013) when they say that recreational sports programs should not focus on wins and losses. The significance of recreational sports comes out when the

program focuses on socialization and healthy lifestyles, rather than winning and losing contests. The aim for collegiate recreational sports programs is for students to participate in intramural sports for the purpose or sake of recreation, fun, enjoyment, and stress release as opposed to winning as a major aim of their involvement. The lack of significance associated with wins and losses supports the overall purpose and value of recreational sports and this differentiates between recreational and competitive sport. In his theory of student involvement, Astin (1999) states that the amount and quality of the time spend by college students doing non-academic activities is proportional to the amount of their learning and development in relation to their program of study (Astin, 1999).

The theory list types of student involvement in nonacademic activities as Greek life, campus residence hall associations, student government, academic clubs, student organizations, religious clubs and sports (recreational and competitive). From this list, it can be noted that there are many competing activities that students can partake during their pastime.

To recreational sports programming this theory implies that sports programs must be of high quality to motivate students to leave all other activities and participate in recreational sport. Leslie et al (2001) states that university education setting generally provides a physical environment that

will make physical activity accessible and enjoyable. This environment includes human resources, facilities, intramural and extramural competitions. According to Leslie et al (2001) over the past decade, many universities in Australia and the United States have expanded their sports facilities thereby increasing options for exercise for interested students. Many university students know the importance of a physically active lifestyle from their physical education curricula in high school, and from widespread mass media coverage on fitness and exercise issues. Yet, influences contributing to a sedentary lifestyle are flourishing too. (Leslie et al, 2001)

The purpose of collegiate recreational sports programs is to enhance the mind, body, and spirit of students by providing services that are responsive to the physical, social, and lifelong educational needs of the campus community in relation to health, fitness, and learning. This is supported by Cheng et al (2004) who say that recreational sports have constructive influences on the lives of students.' Sturts and Moss (2013) in their study on collegiate intramural sports participation's social outcomes revealed that participation in intramural sports serves as a vehicle for social development among college students.

This include improvement of the overall well-being, social interaction, ability to work as a team, time management, overall happiness,

sense of belonging and feeling of self-worth. A number of scholars as cited by Sturts and Moss (2013) have pointed out a number of benefits of recreational sports participation as follows: Recreational sport involvement has been linked to higher grade point averages (Belch, Gebel, and Maas, 2001; Gibbison, Henry, and Perkins-Brown, 2011), reduction of stress (Kanters, 2000), enhanced quality of campus life (Ellis, Compton, Tyson, and Bohlig, 2002), leadership and communication skills (Lindsey, 2012), and healthy physical activity benefits (Forrester, Arterburry, and Barcelona, 2006; Haskell et al, 2007).

All this can be summed up by Lindsey and Sessoms, (2006) as cited by Sturts and Moss (2013) as overall satisfaction with their college experience. According to NIRSA, (2002;9) cited in Sturts and Moss (2013), “The National Intramural-Recreational Sports Association (NIRSA) study on the influence and value of participating in collegiate recreational sports activities found that participation in recreational sports is a key determinant of satisfaction and success in college”.

2.3. Theoretical framework.

Some models have been constructed in order to understand the constraints to recreational sports participation. This study will be guided by the leisure constraints model and the hierarchical constraints model in seeking explanations to how constraints affect one's participation in sport. It is important to note that the hierarchical constraints model is a development from the leisure constraints model which was observed not to explain why participation still can be possible even in the presence of constraints.

2.3.1. Leisure constraints model

Crawford and Godbey (1987) categorize leisure constraints into three, that is, intrapersonal, interpersonal, and structural constraints. The model states that these constraints are experienced simultaneously. Intrapersonal constraints incorporate an individual's psychological state and the attributes that may influence negatively on the individual's decision to take part in recreational sport. These attributes include things such as stress, religiosity, reference group attitudes, socialization into sport as recreation activity, perceived self-skill, and subjective evaluation of the appropriateness and availability of various activities. (Crawford and Godbey 1987).

Interpersonal constraints result from the challenges in relating with other people or interaction challenges with friends. Interpersonal constraints

can lead to challenges such as lack of an appropriate partner with whom to participate in a leisure activity. This may have a negative influence on both recreational sport preference and participation. Lack of partners may come as a result of things such as different levels of skills, differing preferences, and different timetables.

Structural constraints are the most distal. They are characterized by factors that interfere between recreational sport preferences and participation such as physical or environmental factors that prevent an individual from leisure participation. Financial resources, season, climate, and work time are some examples of structural constraints. (Crawford & Godbey 1987)

Alexandris and Carroll (1997) point out that constraints literature assumes that perceived constraints lead to none or reduced participation thus a negative relationship between constraints and recreational participation. According to the two, this negative relationship between constraints and participation needs to be adequately investigated and so far only two empirical studies (Kay and Jackson, 1991; Shaw, Bonen, and McCabe, 1991) have been reported to have attempted to investigate in this regard. Both have challenged the assumption that constraints always prevent participation.

According to Alexandris and Carroll (1997), Kay and Jackson (1991) argued that participation exposes individuals to constraints. This means only participants are in a better position to comment on constraints to recreational sport because they are likely to have experienced some of the constraints than nonparticipant who are not exposed to them. This idea of experiencing constraints was later conceptualized by Jackson et al. (1993) who added the “negotiation” proposition to the leisure constraints model. This proposition states that people can negotiate through constraints to recreational sports participation in a modified manner thereby avoiding not participating at all. Carroll and Alexandris (1997) and Jackson and Rucks (1995) in support of this proposition found that there is a negative, significant relationship between the perception of constraints and participation, showing that just the mere perception of constraints is good enough to influence participation. However the leisure constraints theory has been criticized by many scholars because of its failure to explain why constraints do not necessarily lead to lack of participation. This criticism led to the propounding of the hierarchical leisure constraints model.

2.3.2. Hierarchical leisure constraints Model

The hierarchical model of leisure constraints has its foundation on the leisure constraints model and it was proposed by Crawford, Jackson, and Godbey (1991). It posits that the three constraints in the leisure constraints model influence the decision making process. The constraints are faced sequentially, rather than simultaneously, corresponding to a hierarchy of importance, making participation in recreational sport possible only when an individual successfully counteract the series of constraints.

The model stipulates that the identified categories of constraints have different magnitudes in influencing decisions in participating in recreational sports. When an individual considers taking part in recreational sport they initially face intrapersonal constraints. Counteracting these will lead the individual forming participation preferences.

Thereafter they face the next constraints which are interpersonal constraints. This stage is linked to finding people whom to play with. Only when the individual has settled both intrapersonal and interpersonal constraints, then they face structural constraints which are the last on the hierarchy. An individual will then participate in recreational sport if they do not have any structural constraints or when they have successfully solved them. This is illustrated below:

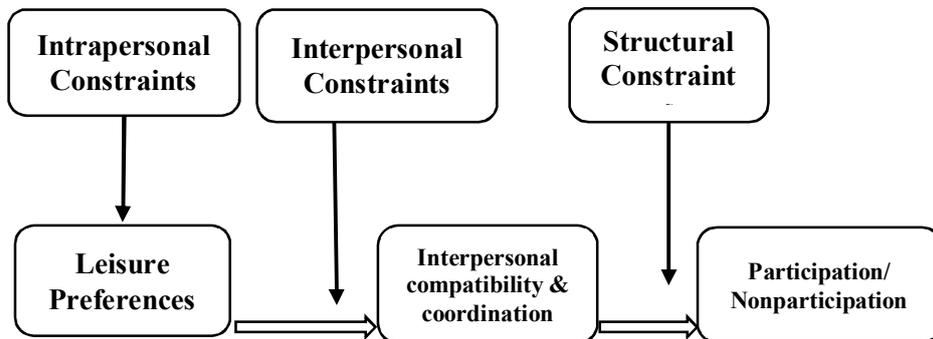


Figure 1 Hierarchical leisure constraints model (Crawford and Godbey, 1987)

Intrapersonal constraints include factors such as lack of knowledge, lack of interest, and lack of time. According to a study by Carroll and Alexandris' (1997), these factors have the strongest negative correlation with motivation, thereby confirming that these are the most influential and proximal constraints and they are influential on participation. Carroll and Alexandris (1997) states that negative relationships exist between the perception of constraints and participation. This shows that perception of constraints is enough to influence participation. They also noted that lack of knowledge, lack of interest, are the top differentiating constraints between participants and nonparticipants.

This strengthens the proposition that proximal (intrapersonal) constraints participants more. Interpersonal constraints come immediately after intrapersonal. Crawford and Godbey (1987; 123) describe

interpersonal constraints as those that “are the result of interpersonal interaction or the relationship between individuals’ characteristics”. This includes factors such as lack of partner to take part in sport with, societal expectations for example gender expectations guide individuals into doing what is deemed gender appropriate and those who are married are not expected to do certain activities.

According to Mannell and Kleiber (1997), structural constraints include factors such as lack of opportunities, financial resources, weather conditions, availability of facilities, scheduling of work time. These constraints are commonly conceptualized as intervening factors in leisure preferences and participation. Structural constraints demand social action to create situations providing better opportunities for those who may not have equal access. (Crawford and Godbey, 1987).

2.4. Classification of participation constraints

Classification of constraints and participants is of great importance for the conceptualization of constraints on leisure. Alexandris and Carroll (1997) states that a negative relationship between constraints and leisure participation is assumed in constraints literature. The constraints people perceive lead either to nonparticipation or to reduced participation. Jackson

and Searle, (1985) cited in Crawford et al (1991) states that the classifications of constraints include the internal-external dichotomy while Boothby et al (1981) cited in Crawford et al (1991) classifies constraints as blocking versus inhibiting barriers.

According to Crawford et al (1991) a lot of researchers distinguished between participants and nonparticipants. Carroll and Alexandris (1997) state that lack of knowledge, lack of interest, and lack of time discriminates most between participants and nonparticipants. Non participants are further divided into those with a desire to participate in sport but are unable because of the effects of barriers and those who do not have the desire at all. In line with this, Crawford et al (1991) says that there are some individuals you may show no interest to participate in recreational sport because they have been affected by antecedent (intrapersonal) constraints which affect preferences and not intervening between preferences and participation. Carroll and Alexandris (1997) used data from their survey on the constraints on recreational sports participation by adults in Greece to identify and discuss the implications on their results on the provision and management of recreational sports.

The results of the research points out seven constraint factors which are psychological, lack of knowledge, facilities/services, time, lack of

partners, lack of interest and accessibility /financial. These constraints are similar to those discussed by other researchers. Romsa and Hoffman (1980) classified barriers to recreational participation into four sets, these being lack of interest, time, facilities, and funds. Francken and van Raaij (1981) came up with two sets of barriers, namely external barriers (lack of time and money, geographical distance, and lack of facilities), and internal barriers (personal capacities, abilities, knowledge, and interest).

Lastly, Boothby et al. (1981) classified constraints into six groups, that is, loss of interest, lack of facilities, unfitness and physical disability, leaving a youth organization, moving away from the area, and no time to spare. At least five sets of constraints can be noted to be common to the studies cited above. These are interest; time; money; facilities and opportunities; skills and abilities. Jackson (1993) tends to speak against grouping or categorizing constraints when he says that “it may appear desirable to group similar kinds of barriers into categories, each may have its own specific effect.” He went on to cite three economic barriers as an example. The importance or effect of equipment costs, admission fees, and the price of gasoline as constraints had different effects on participation among different recreational sports.

According to a study by Masmanidis et al (2009) on the perceived constraints on students' participation in campus sport programs, lack of information, facilities/service factors and lack of partners had the most effect to participation in campus recreational sports by students. Of the factors, Carroll and Alexandris (1997) say time related constraints were seen as the most intensively experienced. Facilities/ service factors were second followed by accessibility/financial constraints, lack of partners, lack of knowledge, individual/psychological factors, and finally lack of interest in that order.

The study by Jackson (1983) also revealed time related factors as the most intensively experienced. These are followed by lack of opportunity, lack of knowledge, facilities related factors, lack of partner, participation costs and physical ability in that order. Alexandris and Carroll (1997) classified constraints to recreation sports participation and the classification is summarized in the table 1 below:

Intrapersonal	Interpersonal	Structural
Individual/Psychological Lack of interest Lack of knowledge	Lack of partners	Facilities/Services Accessibility/Finance Time

Table 1. Showing classification of constraints (Carroll & Alexandris 1997)

Carroll and Alexandris (1997) posit that the above factors can be further developed and applied to a specific sports organisation to come up with more applied results. They support that considering these during strategic planning can help local authorities define objectives and methods of implementation which will subsequently achieve high participation even within their financial limitations.

Jackson (1993) in the summary of his study mentioned that there is no one single constraint with an overriding importance in preventing participation in recreational sport. Rather, it is a combination of constraints that come in to play. These combinations can be distinguished between different types of recreational sports.

2.4.1. Time related constraints.

From their study, Alexandris and Carroll (1999) found out that time related constraints were the most intensively experienced barriers amongst the youth. There is competition for time in young adults for doing many other activities such as dating, schools work and other forms of recreation. Schutzer and Grave (2004;157) confirms this when they say that “Unlike younger adults who typically cite lack of time as the main constraint to exercise, the elderly most frequently cite poor health as the leading barrier to both physical activity and exercise.”

Work, family and social commitments all compete for the limited available free time. Jackson and Henderson (1995) noted life cycle changes or life stage, for example getting married or having a child as another time related factor which influence decision about recreational sports participation. This supported by Boothby et al (1981) when they talk of a time budget. They say that time constraints are personal constructs involving self-designed priorities with assessments of their worth, need and preferred schedules. Time spent on one activity must be related to the total budget and thus time spent on other activities.

Alexandris and Carroll (1999) augment that sports managers should be able to handle opening hours of sports clubs and the timetable of activities to allow easy access to the services. Introducing flexible session scheduling outside working hours could be a solution.

2.4.2. Facilities and service related constraints

In the study on constraints to recreational sports participation in Greece done by Alexandris and Carroll (1999), most subjects reported that there are inadequate and poorly maintained sports facilities in their areas. Access to these facilities for recreational purposes is further reduced as preference is given to elite athletes. The same study revealed that participants were dissatisfied with the range and quality of sports services in

Greece. Booth et al (1981) says that lack of facilities includes problems of physical provision as well as problems to access the sports facilities and equipment.

Lack or deficit of facilities is functionally determined by the balance of supply and demand. Difficulties in booking facilities, excessive demand, restricted access to facilities and equipment are strong constraints to recreational sports participation. Sports service providers limit the range of sports as they tend to focus on the most popular sports and leaving out the minority sports. From their study, Alexandris and Carroll (1999), concluded that focus on sports excellence limits the opportunities for recreational sports participation. They also concluded that the central government plays a big role in the promotion of mass sports participation as they are responsible for the provision of sport facilities and services.

2.4.3. Accessibility and financial constraints

Accessibility to a sports facility can be a big drawback to recreational sports participation. In their study, Alexandris and Carroll (1999), many subjects reported that they had to travel for some distance and at time through heavy traffic to get to a sports facility. This is supported by Schutzer and Graves (2004) when they say that people who stay in environments with available and convenient resources for sports activities

take part in sport more than those staying in environments without these facilities. Sallis and Hovell, (1990); Sallis and Owen, (1997); Owen et al., (2000; 121) cited in Leslie (2001) posits that “the provision of convenient and accessible exercise facilities may encourage students to participate in physical activity during their time on campus.”

Boothby et al (1980) cited in Schutzer and Graves (2004) confirm structural constraints in the environment as barriers to exercise when they say that individuals not living in close geographic proximity to a recreation facility, park, golf course, swimming pool, or foot path were found to be significantly more inactive. They also point out that association between levels of exercise participation and access or convenience to exercise facilities was demonstrated as well in studies of exercise determinants among younger populations.

The more the distance away the facility is, the more the financial implication to the participant. Gatton and Taylor (1995) cited by Alexandris and Carroll (1999) affirms that sports participation costs consists of entrance fees to facilities, transport costs, costs for participation related items such as food, drinks, equipment, clothing, time costs, membership and subscriptions. This is also confirmed by the study done by Jackson (1993). Sports that require equipment tend to have financial costs as a main barrier because of

the costs one has to meet in acquiring the equipment. Skiing was noted as an example as the cost of equipment is very high.

The same study also revealed that admission fees, and the price of gasoline were seen as less important constraints to participation. Coalter (1993) is cited in Alexandris and Carroll (1999) saying that entrance fees are not an absolute constraint for sports participation, but rather they are relative barrier which is likely to affect frequency of sports participation. Carroll and Alexandris (1997) says in Alexandris and Carroll (1999) that student, housewives and the unemployed are mainly affected by financial constraints.

2.4.4. Constraints related to lack of partner(s)

Crawford et al (1991) cited in Alexandris and Carroll (1999) say that constraints related to lack of partner refers to the inability to find someone to play sport with by a prospective participant. Constraints related to lack of partners are mainly linked to team sports. Prospective participants are noted to be reluctant to take part in individual activities without a partner. Carroll and Alexandris (1999) state that this can be explained in relation to the social motives for recreational sport participation.

Most people see recreational sports participation as an opportunity to socialize and this becomes meaningless to participate on your own. In their

study of constraints on golfers, McGinnis and Gentry (2006) notes that both male and female golfers indicated that female golfers have more difficulty finding playing partners and this deters them from playing golf.

2.4.5. Knowledge constraints

Availability or access to information about recreational sports one would want to participate in such as when and where to participate and where to learn the sport is very crucial (Alexandris and Carroll, 1999). Prospective participants are more likely to take part in recreational sports when they are aware of the schedules of things like training program, matches and venues. They also need some knowhow on how that particular sport is played. Lack of knowledge on how a sport is played results in lack of self-confidence which drifts a person away from participating in that sport. This factor is clearly linked to the marketing and promotion of recreational sport.

Schutzer and Graves (2004) says that lack of knowledge and belief in health benefit derived from physical activity results in lack of participation in recreational sports. However Dishman (1982) cited by Schutzer and Graves (2004) posits that the level of an individual's knowledge does not translate into participation in recreational sport. It is perceived feelings, enjoyment and satisfaction that are more predictors of

participation. Jackson (1983) says that the lack of knowledge of appropriate sites was an important barrier to participation in team sports

2.4.6. Individual/psychological constraints

Carroll and Alexandris (1997) cited in Alexandris and Carroll (1999) states that individual/ psychological constraints are mainly related to the following dimensions: perceived fitness level, perceived health conditions, perceived self-competence and body image perceptions. Shaw et al. (1991) cited by Alexandris and Carroll (1997) supported this by providing evidence against the assumed negative relationship between constraints and exercise. They state ill health, low energy, and lack of self-discipline as the only constraints that have negative significant relationships with participation. McGinnis and Gentry (2006) found out from their study of constraints to golfers that female golfers, were said to experience a lot of anxiety. Those who primarily feel unimportant, threatened, lost, tend to shy playing golf.

2.4.7. Constraints related lack of interest.

Carroll and Alexandris (1997), cited in Alexandris and Carroll (1999) state that lack of interest is the most powerful predictor of sports participation. This is also echoed by Boothby (1981) when they accept that interest is an important factor for one to continue participating in recreation

sport. This supports the point that promotional activities are important to create and maintain the interest in participants. Jackson (1990) cited in Alexandris and Carroll (1999) holds that some individuals might have never had interest at all to participate in recreational sports but others may have lost their due to some intrapersonal constraints linked to some negative past experiences, perceived self-competence and perceived fitness level that might affect their desire to participate in recreational sport.

Williams (1988) cited in Alexandris and Carroll (1999) concluded that negative experiences among adolescents are to a large degree responsible for lack of interest in sports participation during adult life. Boothby et al (1981) talks of interest transference as one of the constraints to recreational sports participation which may drift an individual from sports participation to another activity totally divorced from sports. This is also supported by Armstrong and McManus (1994) as cited in Alexandris and Carroll (1999) who says that children's physical activity patterns persist into their adult life. Schutzer and Grave (2004) speaks of some evidence drawn from the study by Taylor et al (1999) on the effects of childhood exercise to participation in adulthood exercise. The study found a weak negative relationship between the experiences and factors from childhood and adolescence and exercise at adulthood levels.

Boothby et al (1981) posits that lack of interest to take part in recreational activities includes a wide range of variations hence it is important to look at the source of motivation. In some cases there is no intrinsic motivation to have interest in the sport in question or if the interest is not sufficient then in both cases one will not take up participation in recreational sport. Intrinsic motivation in relation to sport participation can be referred to as participating in a sport for its own sake and for the pleasure and satisfaction derived simply from participating in it (Deci, 1975). Boothby et al (1981) also adds that lack of interest can also be noted with increasing age.

2.5. Research question

What are the intrapersonal, interpersonal and structural constraints faced by Zimbabwe University students in recreational sport participation?

Chapter 3. Research Methodology

3.1. Type of study

This study was a descriptive research. Its main purpose was to generate a board of knowledge through an in-depth investigation on the lack of participation in recreational sports by university students in Zimbabwe. Any university Sport Director may use the findings to this research and apply them to their university to minimize lack of participation in recreational sports by their students. It was a descriptive study as it recorded, described, analyzed and interpreted relationships that exist between variables.

3.2. Research design

The study followed the qualitative design as it investigated in depth constraints to participation in recreational sports by university students without using any manipulation or intervention. Because of the geographical distance between the researcher and the subjects, a qualitative design was ideal since the method allows the researcher to choose the unit of observation flexibly without paying attention to the available sample size and it does not need randomization for statistical inference. It would have

been very difficult, time consuming and costly to have used any other design that required a large sample size.

3.3. Data collection techniques and procedure

Both primary and secondary data was collected for the purpose of coming up with answers to the research question and logical conclusion to the study. The researcher relied on data collected from a sample of 16 subjects from Africa University which was collected by way of interviews. Because of the geographical distance between the researcher and the respondents, telephonic (WhatsApp calls) interviews were used. Prior to the interviews, upon the receipt of contact details of the subjects, a schedule for the interview times was created in consultation with the subjects on their availability times. During the consultation, the researcher explains to each subject the purpose and the procedure of the study to ensure each subject participated with full knowledge and consent.

The researcher asked semi-structured and open ended questions and follow up questions were asked to probe for more information from the subjects. The interviewee's responses were recorded. This research was self-funded and as such it called for a data collection technique like telephonic interviews (WhatsApp calls) which was cost effective and at the same time it guaranteed a high response rate. Each interview lasted on average 40

minutes. Secondary data was collected by reviewing related literature for an in-depth understanding of the constraints to recreational sports participation.

3.4. Sampling

Stratified sampling method was used to select the subjects for the study. Birley and Moreland (1998) describe stratified random sampling as a way of dividing the population into smaller groups, called 'strata'. Samples are then be drawn randomly from each stratum.

According to Alexandris and Carroll (1997), Kay and Jackson (1991) argued that participation exposes individuals to constraints. This means only participants are in a better position to comment on constraints to recreational sport because they are likely to have experienced some of the constraints than nonparticipant who are not exposed to them. As such, the subjects were selected from students who currently participate or who at some point used to participate in competitive sport.

University students have different periods of experience with university sport. Some have just been in university for a few months and some for more than three years. This then makes the population heterogeneous in a way. Therefore for sampling, the population was firstly divided into two, males and females. Then these two groups where further divided according to year of study, that is, freshman, sophomore, junior year

students, senior year students and graduate students. However junior year students were not included as part of this study as they were away on work related attachment during the period of the study.

Africa University was sampled for this study for two main reasons. The researcher has some relationship with this institution and would like to apply the results and implement the recommendations of this study directly to this particular university. The second reason was that, considering the bureaucracy followed to acquire authority to undertake a study in Zimbabwe University and the time limits, involving many universities would have been a challenge that would seriously impact on meeting the submission deadline.

3.5. Data Analysis

The analysis of the data from the interviews was done in a series of steps. Firstly the manuscripts were being read one by one and notes are made on emerging information as well as varied and common responses. Thereafter the manuscripts and the notes were re-read and information related to published reports and theories was coded/ indexed. Underlying patterns were also conceptualized at this stage. After all the relevant information was coded, it was then ranked according to their importance and the categories were made distinct. This is called theming. The themes were

then arranged according to their relevancy and how they related to each other.

3.6. Ethical Protection

For the protection of the researcher, research subjects and institutions involved, certain ethical protection procedures were followed. The researcher first requested for authority to carry out this research study at the host university. The request for authority clearly stated that the research will and shall only be used for academic purposes. The purpose, procedure and potential use of the research for future academic purposes was explained to all the identified subjects for their consent prior to the interview sessions. Research subjects were notified of the use of pseudonyms and were assured of the maintenance of confidentiality of all personal information

3.7. Reliability

For reliability, the interview questions were reviewed carefully before they were pretested with colleagues and some university students in South Korea. The interviews commenced after the pretesting which confirmed that the questions were clear. All recordings, notes, and raw data

collected was effectively stored in case need arises for independent inspection.

Chapter 4. Findings and Discussion

4.1. Introduction

In this chapter discusses the responses by the sixteen interviewed students. The findings from of the study on the seven variables investigated are presented in three categories which are: i) intrapersonal, under which there are individual/ psychological constraints, lack of interest and lack of knowledge, ii) interpersonal, under which there is lack of friends/companions as a constraint and, iii) structural constraints under which there are facilities/service, accessibility, cost and time as constraints.

Under each category, the findings for each variable are initially presented independently. Thereafter, the variables will be summed up to give an inference of each category on how it impacts on participation in recreational sport by Africa University students.

The link of all the variables within each category will be looked at and will be related to reviewed literature to establish whether there is a relationship between the findings of the study and the theoretical framework. This will then provide a clear summary of the answers to the research question.

4.2. Intrapersonal Constraints

4.2.1. Individual/Psychological

When asked about how medical conditions affected one's participation in sport, all the sixteen interviewees indicated that they had no medical conditions preventing them from engaging in recreational sport. Two of them knew of one person in the university who does not take part in any sport citing medical reasons while fourteen knew none. All the sixteen concurred that medical conditions should not be a strong factor as one participates at the best of their ability. In this regard, a female interviewee said;

I believe medical conditions can deter one from taking part in competitive sport and not recreational sport. Recreational sport does not necessarily require you to be aggressive since. It's for fun and not competition. Game rules aren't always adhered to which means one can play recreational sport to the best of their ability. Grace (alias)

When asked about how the level of fitness, body shape, and level of competence were barriers to recreational sport participation, all the interviewees said that fitness level and competence level did not deter them from taking part in recreational sport. They also concurred that they know

some people who play sport despite them being unfit and lack the skills for the particular sport. One interviewee pointed out that;

With recreational sport it's all about having fun. As long as one gets the fun from playing sport then they do not mind about their levels of fitness and skill but as for me, it's more of my passion and that has made me develop my skill and fitness level. Mike (alias)

Fifteen of the interviewees said that their body shapes did not in any way deter them from playing recreational sport. However all the sixteen pointed out that they knew a number of people especially females in the university shy off from taking part in recreational sport because they feel that they are too big to play not just sport but doing many other physical activity. One of the female interviews,

I used to be active in sport but I don't know how I gained weight and I don't feel comfortable to be seen running around anymore. My friends are big like me and they don't play sport too. I think most of the girls in the university are in a way conscious about their body structure which makes sport is the last thing they will think about. Grace (alias)

4.2.2. Lack of interest

From the interview, the researcher realized that Africa University students because of their background do have interest in recreational sport.

Two of the interviewees concurred that they had no interest at all in recreational sport while fourteen indicated that they had a lot of interest. When asked why they had interest in sport, they said that sport was just their passion and they have played sport since junior school. They commented that they attended primary and high schools where sport was really valued and was made a worthwhile activity and that developed their interest in both social and competitive sport. One of the interviewees said;

Sport is a part of me. Since I was a boy sport was my play and since then, sport has become part of me. I prioritize sport second after my studies. If I am not doing my school work, I'll be on the volleyball court. I love my volleyball. I never go for parties or clubbing like other students. Mike (alias)

The two interviewees who said had no interest in recreational sport attributed this to the fact they did not find anything compelling to engage in recreational sport. Thirteen of the fourteen hinted that the university is making efforts to promote competitive sport more and social accidentally benefits along the way. There is no clear and direct support of recreational sport from the university hence students are motivated more to engage in competitive as opposed to recreational sport.

All the subjects indicated they needed some form of motivation to play recreational sport. Grace (alias) says "Motivation is one thing which is

lacking from the part of the university and the motivation must be beyond preaching the obvious of sport being good for our health.” It was also noted the students were insinuating that their intrinsic motivation alone was not strong enough; it needed to be complimented by extrinsic motivation especially from the university. The students tend to find value in extrinsic more than in intrinsic motivation hence the reason for a lot of interest in recreational sport but with no participation. One male interviewee said;

Honestly speaking, I’ve no reason to do recreational sport. Yes once in a while I do play recreational sport but I wouldn’t see myself doing this often. I don’t prioritize recreational sport because there’s nothing that motivates me. Yes I play in the university basketball team but really we can’t compare this to recreational sport. Brian (alias)

All the sixteen believe that most students come to university with a lot of interest in sport but somehow with all the interest, they just do not do recreational sport. They attributed this to a poor sporting culture in the university. All the sixteen said that because there are a lot of social activities on campus, many students tend to participate in other activities.

4.2.3. Lack of knowledge/information

From the interviews, it was found out that the students had some knowledge of what recreational sport is and its benefits. All the sixteen

interviewees know how recreational sport is different from competitive sport. When asked to comment on its importance, all talked about recreational sport being good for health reasons. The interviewee despite having knowledge, they do not always get information on recreational sport programs supported by the university. However with all the knowledge of the benefits of recreational sport, all the interviewees blamed the University for placing less importance on recreational sport. Evidence to this is the lack of information shared by the University to an extent that most students do not know the university supports recreational sport programs. Many at times a few students are observed doing some recreational sport programs while the rest of the student body has no idea on how these are organized. In line with this, a female interviewee said:

I've always loved swimming since primary school. For the past 2 years I've been here as a student I never knew the University supported students who want to use the City of Mutare swimming pool. It was about 2 months ago when I heard some girls talking about going for swimming that's when I realized there is a sizeable number of students who've been supported by the university to go swimming. For two years I never saw any notice or email on this. Hazel (alias)

However the sixteen acknowledged that during the times for inter university games, they always information circulating amongst students and

very rarely they see formal communication to this regard. Once the inter university games are done, the interviewees confirmed they never get any information on sport.

About who should be in the forefront in organizing recreational sport, six of the interviewees said that the University must be in the forefront. Eight said it is students' responsibility to organize their recreational sport while two said that students must be there for participation while the University must provide both financial and physical resources for students to participant. All the sixteen concurred that the university hires some coaches but these only offer their services to university teams. There is no one to teach the basics of particular sports to those who would want to engage in sport socially. One of the interviewees said:

As much as one would want to play recreational sport, they can't do so only without the knowledge of the sport. There's no one to teach sport in the university so those who have knowledge already are likely to participate and not those who would want to play it for the first time.

4.3. Interpersonal Constraints

4.3.1. Lack of friends/partners/companions

It was found out that a poor sporting culture exist at Africa University as a result of lack of recreational sport programs that bond

students to become friends. All the sixteen interviewees know of only two recreational sport programs by the university throughout the year. The interviewees highlighted that sport is more fun if you have some people you click and they needed some programs that presents platforms for them to socialize hence making friends to engage with in recreational sport. Two of them went on to say that at some point they had to quit playing sport because they could not go along well with some of the team members such that it was never fun being around with them. Grace (alias) had this to say;

Recreational sport is played for fun and I can only play with my friends or people I am used to. I can't just walk on to the field and play with strangers; it just can't work that way. You'll never feel comfortable in a group of strangers. Grace (alias)

The sixteen concurred that this is prevalent when you are a first year student. Senior students tend to dominate on the sport fields and this pushes away new students, mostly those who would want to play recreational sport. However all the interviewees insisted that one of the benefits of recreational sport is making friends. For someone who really wants to socialize through sport, they do not need to wait for their old friends who do not have passion for sport. A male interviewee had this to say;

You can use sport to find new friends. Your passion for a particular sport will make you join those with the same passion. None of my friends plays golf but I had to make friends with golfers because I have passion for the sport.

4.4. Structural Constraints

4.4.1. Facilities and Services

It was found out that the quantity, quality and variety of the university's sport facilities are negatively affecting students' participation in recreational sport. All the interviewees indicated unhappiness in all the three aspects the university's sport facilities. As for recreational sport services offered by the University, it was found out that the University mainly focuses on competitive more than recreational sport. Getting access to sport equipment, facilities and services sport services from the University, competitive sport participants are given priority over recreational sport participation. The interviewees revealed that the university has a few facilities that have to be shared and priority is always given to competitive sports participants. Of particular mention are court games that are basketball, tennis, netball and volleyball. The university has one court for each of the mentioned disciplines. One female interviewee said;

It's frustrating walking down to the tennis court and five minutes into the game, the University tennis

team pushes you off the court for them to train.
There's only one court so you're left with no choice
but to go back to the dorm. But one thing for sure, I
won't go back again to the courts kkkk. Hazel (alias)

Equipment is always in short supply. Another interviewee, Kuda had this to say "The pool sticks are damaged and it is hard to use them broken like that because it takes away some of the fun in the participation." It was noted that the choice for participation in recreational sport is limited as the university has a limited variety of sports facilities. The choice is limited to volleyball, basketball, tennis, netball, football and rugby. For golf and swimming, the University arranges with the golf club and the swimming pool in the city which is more than fifteen kilometers from the University. This service is still limited to competitive sport. Because students have different sport backgrounds, their choices of sports vary widely. Some students formed university hockey, handball and cricket teams and they play on makeshift fields.

These sports are not played socially at the university. When asked about the condition of the facilities, all the students acknowledged that the standard of the facilities are fair but below the expected. According to the interviewees, the University's sport facilities are not good enough to motivate students to play sport. A male interviewee said;

I love rugby and back home I do play regularly with my friends but here, I do not for the obvious reason of the condition of the rugby field. It has no turf, it is so hard and is never watered. Kuziva (Alias)

Again in connection with the poor condition of the facility, a female interviewee said

A few weeks ago we had some friendly games with Great Zimbabwe University here on campus. It was so embarrassing that just before the basketball game, one of the return boards fell just like that. Luckily it did not land on someone. Grace (Alias)

They however acknowledged the work being done by the University to improve the conditions of the facilities. All the interviewed students pointed out that Africa University is a private university and its sport facilities must match those of private schools. A female interviewee confirmed this when she said;

Most students, if not all, who came from private high school do not play sport here. Well if they do, it is surely competitive because of the opportunity to travel and the allowances. Nothing more above this kkkkk. Yeah! they are justified. Playing sport here is kinda downgrading. It's like getting out of a Mercedes and jumping into Mini Cooper kkkkk. Hazel (alias)

4.4.2. Accessibility

The study found that the university's sport facilities and services are not readily available to recreational sport participants. It was learnt from the interviews that the sport courts are kept under lock and key for security reason. This then means one cannot just walk to the courts as they please. The keys to the courts can only be accessed by some identified competitive sport participants. This makes the facility difficult to access by recreational sport participants. One interviewee said that;

If the university football team practices with only three balls instead of at least twenty two balls, what then makes it for recreational sport? It simply means the University can't fully support it. It is a fact that sport services and facilities are not easily accessible for recreational sport participants. Brian (alias)

Because of limited facilities at the University, access to the facilities becomes more difficult as the student enrolment goes up. A good example of pool was given earlier on. One male interviewee commented that;

In any case it is also equally disheartening to want to participate when ten players sit watching two players on one available pool table waiting for their turn. If resources permitted, in total twelve people could play simultaneously. Brian (alias)

With the agreement mentioned earlier between the university and City of Mutare and Hillside Golf club for students to access a golf course

and a swimming pool, but proximity as a factor comes to play. These facilities are more than fifteen kilometers from campus. Because it is costly to access these facilities, the University only supports students to use the facilities during weekends.

4.4.3. Time

From the interviews, it was found out that time is a limiting factor to recreational sport participation. When the students do find free time, they would prioritize other activities. Ten of the interviewees stated outright that time was a constraint as their schedules for school do not allow them ample free time. There are so many other activities such as clubbing, movies, computer games, dating, visiting family and so on that compete for the little available free time. A male interviewee, Brian (alias) commented “The interesting thing in this University is that weekend parties are so popular than any other thing in this University. Some students are here for parties kkkk.” One female interviewee had this to say;

I feel the reason why time is a limiting factor is because of the schedules of lectures. Hence even if one has the free time to go for sport he or she would rather use that as a nap time. Hazel (alias)

The University does not designate some time specific for sport. In some cases some students might want to play recreational sport in their free time but they have no one to play with because everyone else is busy on other things. Some classes extend into the evening hours leaving no time for sport thereafter as it will be dark and the University has no facilities that can accommodate sport in the evening.

4.5. Constraints inferences discussion

4.5.1. Intrapersonal Constraints inferences

Intrapersonal constraints determine one's desire to participate in sport. The hierarchical leisure constraints model by Crawford, Jackson and Godbey (1987) states that one has to overcome intrapersonal constraints as the first towards engaging in recreational sport. It is learnt from the study that a greater number of Africa University students to overcome intrapersonal constraints making them ready to face interpersonal constraints. The study found no evidence supporting that Africa University students are deterred from participating in recreational sport by any medical conditions. This means at the time of the study, medical conditions that would affect one's participation in recreational sport at Africa University were those short term illnesses which after the illness one is fit to participate. However no matter the health condition, with recreational sport, one can

participate at their own intensity and aggression level which does not trigger their health condition.

Two interviewees knew of a student who did not participate in recreational sport due to a health condition. Two is just but insignificant to imply that health conditions affect the level of recreational sport participation at Africa University. It is learnt from the interviews that lack of interest in recreational sport is not a strong constraint to recreational sport participation at Africa University. Most students at Africa University attended private and these schools are known for inculcate strong sporting interest and culture. Such interest and culture is carried forward to university.

Nevertheless, with that interest, none of the interviewees participate in recreational sport; thirteen do play competitive sport while three played competitive sport at some time. It was revealed in the study that lack of knowledge is not constraint when it comes to recreational sport participation at Africa University. The study revealed that Africa University students have the basic knowledge of at least two sport disciplines which they acquired in primary and/or secondary schools. The problem is that not all sports that students understand are on offer at Africa University. For example, netball is on offer but most students have no idea on how it is played since it is not offered most private schools.

Lack of information on sports programs running in and around the university may be a worrying constraint as the study discovered that students do not always get timeous information on recreational sport. However, getting timeous information alone is not strong enough to completely deter students from participating in recreational sport but it delays participation since information eventually gets to the students via informal ways.

The hierarchical leisure constraints model states that one faces interpersonal constraints only when that they have overcome intrapersonal constraints. As presented above, the study revealed that Africa University Students overcome intrapersonal constraints and their victory is mainly attributed to a good sporting background developed within the students during junior and high school.

4.5.2. Interpersonal Constraints inferences

According the hierarchical leisure constraints model, after one overcomes intrapersonal constraints, they face interpersonal constraints. This applies to many Africa University students. Only factor, lack of partners / companion to play sport with was investigated under this category and the study found that many students are ready to play recreational sport but those with similar sport interests exist in isolation from each other due to

lack of coordination for these individuals to get together and engage. The researcher concluded that despite the interest Africa University students may have in recreational sport, they need assistance in linking those with the same sport interest. The inability to link on their own emanates in high school where teachers do all the facilitation for recreational sport participation. This constraint can be overcome by the University adopting strategies to mobilize students to engage in recreational sport.

The study noticed that there are some students who still manage to overcome interpersonal constraint without anyone's assistance. However a considerable number were noted to overcome this barrier when the university comes up with some recreational sport programs such as the inter-hostels and inter-faculty social games. With this it is concluded that a number of Africa University students have gone past interpersonal constraint to face structural constraints.

4.5.3. Structural Constraints inferences

Structural constraints are the final constraints to overcome before taking part in recreational sport (Crawford, Jackson and Godbey 1987). This study found that it is structural constraints that have the most drastic effect on recreational sport participation at Africa University. A majority of the students manage to overcome both intrapersonal and interpersonal

constraints but fail to overcome structural constraints. This results in the greater number students failing to engage in recreational sport.

The study noted that among structural constraints, facilities/services have the greatest impact on participation in recreational sport. Africa University as a private and international university is failing to live up to the expectations of a diverse student body in terms of variety, quantity and quality of the sports facilities. Its students have varied sport preferences yet the University offers a limited choice of sport facilities. The University only have one facility for each of the following disciplines; basketball, volleyball, tennis, netball, football and rugby. A number of these sports are considered traditional and are shunned especially by students who came from private schools. Netball is a good example.

Popular sports offered in private schools (from which Africa University recruits most of its students) include squash, badminton, tennis, basketball, rugby, swimming, hockey, cricket, track and field events. From this list of ten, the University has facilities for only three leaving students with a very limited choice to pick from. A number of students must then adjust their choices or quit sport participation. As evident from the interviews carried out, a greater number of students opt for the latter.

The limited number of sport facilities at Africa University results in a high demand considering the University's enrolment. Alexandris and Carroll (1999) noted the same concern in their research on recreational sport participation in Greece. The demand for the use of the facilities at Africa University is escalated by two other factors; (i) limited access to some facilities: Volleyball, basketball, tennis and netball courts are kept under lock and key and (ii) the narrow range of sports offered by the University. The resultant effect is reduced participation in recreational sport as priority to use the facilities is given to competitive sport participants. In addition some students will not attempt to use the facility to avoid clashes emanating from the hustle.

The condition of sport facilities at Africa University was noted to be fair meaning there is a room for improvement. Despite some of the facilities being fair, the rugby field and the basketball court were noted otherwise as they are seen as areas of potential hazards. This scares away participants. Sport facilities are meant to motivate participation but at Africa University, the condition of the rugby field and the basketball courts are doing the exact opposite.

At the time of the study, the University was in the process of laying down new turf on the football field. Once this project is done, the number of

participants in social football is expected to rise. The study concluded that sport facilities at Africa University, in all aspects, variety, quantity and quality have a negative impact on recreational sport participation and this is contrary to what is obtained in private schools from which the University recruits most of its students from.

Accessibility and proximity of facilities play a significant role in promoting recreational sport participation. Having easily accessible good sport facilities is a motivating factor to recreational sport participation. The opposite is true with Africa University. Schutzer and Graves (2004) say that people staying in areas with sport facilities are likely to take part in recreational sport than those who stay in area without.

This study found that Africa University is not giving students full and easy access to court games facilities hence fewer students engage in recreational sport. These facilities are kept under lock and key meaning limited access by users. University students have different schedules meaning different free times for recreational sport. If the courts are locked during one's free time, that student will then opt for another activity other than recreational sport. There is need for the university to find other security ways that will not limit participants' access to the courts.

The University has an arrangement for students to access the golf course at Hillside golf Club and the swimming pool in the city of Mutare. It meets the transport and entrance fees for competitive sport participants only. These facilities are more than 15 kilometers from campus making them difficult to access whenever the students wish. If these facilities were right on campus, more students will actively use these, especially the swimming pool as evidenced from the comments by the interviewees. This study then concluded that accessibility and proximity of sport facilities are constraining students from engaging in recreational sport.

Africa University students fail to find time for recreational sport due to a number of reasons. This is in line with Alexandris and Carroll (1999) findings which state that time was the most seriously faced constraint. The little available disposable time is budgeted for many other activities and if recreational sport finds space in the time budget, it is placed at the bottom of the priority list. This lack of worth of recreational sport emanates from lack of motivation that is attributed to other structural factors. Students, because of the other factors, find other social activities more interesting than sport. It is now the responsibility of the University to make recreational sport lucrative just as it does to competitive sport.

It a nutshell, it is clear that a number of students at Africa University fail to overcome structural constraints and according to the Hierarchical leisure constraints model, when one fails to overcome this group of constraints, they will not engage in recreational sport. Poor quality, low quantity and limited variety of facilities together with lack of accessibility and proximity of some facilities greatly impact negatively on recreational sport participation at Africa University. Because of this, students no longer place any value on recreational sport to the extent that they no longer consider it in their time budgets.

4.6. Conclusion

The study investigated how the factors stated in the hierarchical leisure constraints model by Crawford, Jackson and Godbey (1991) affected sports participation by Africa University students. The study revealed that the number of students able to overcome the constraints tend to decrease as they move up the hierarchy of constraints. Many of students manage to overcome the first level of constraints and at the same time many fail to overcome the last level of constraints. Ultimately this is resulting in a bare minimal number of students finally engaging in recreational sport. From this, the conclusion drawn is that at Africa University, the strength of the

constraints to participation in recreational sport tends to increase as we go up the hierarchy of leisure constraints.

This means structural constraints had the worst impact and they determined whether one will engage in recreational sport or not. Although the three investigated factors under structural constraints are inter related, this study noted that the three aspects of sport facilities are the major barriers to recreational sport participation. Africa University students give in to the constriction imposed by the quality, quantity, variety, accessibility and proximity of the sport facilities resulting in barest minimal low levels of participation in recreational sport.

Chapter 5. Summary, Conclusions and Recommendations

5.1. Introduction

This chapter gives the summary of the research. In the chapter, a brief description of what the study entailed is given. This will be followed by the steps that were taken in conducting the research and the research findings will also be presented briefly. It is after this that answers to the research questions are summarized. A conclusion of the study will then be drawn and this will be followed by the limitations of the study before the recommendations are given.

5.2. Summary of the study

This study was conducted with a bid to get an understanding of the factors that students in Zimbabwe universities face as they endeavor to engage in recreational sport. The idea came by as the researcher realized that university students are actively involved in sport during inter collegiate games and once these are over, they become inactive hence the study sought the reasons to reduced participation in recreational sport. The delimitation of the study was narrowed down to one particular university, Africa University. However the results can be used by other university within Zimbabwe and to some cases within Africa.

To understand the constraint better, this study made use of two theories as a framework. These are: leisure constraints model by Crawford and Godbey (1987) and hierarchical leisure constraints model Crawford Jackson and Godbey (1991). The seven factors in the hierarchical leisure constraint model were taken as the variables in this study. These are psychological factors, lack of interest, lack of knowledge, lack of partners, facilities, services, accessibility and time.

Data for this qualitative study was collected through two ways. The first one was through the reviewing of literature on constraints to recreational sport participation from various sources. The second one was through interviews that were conducted with eight male and eight female Africa University students. For the selection of the interviewees, stratified random selection method was used. The interviews were conducted via whatsapp calls. Each interview lasted an average of forty minutes.

Data collected was analysed through a series of steps which led to findings that are congruent with the hierarchical leisure constraints model. Africa University students manage to overcome intrapersonal constraints. Thereafter they are faced with interpersonal constraints which again they are able again to overcome. However when they are faced with structural constraints, the study noted that they failed to overcome these resulting in a

negative effect on their engagement in recreational sport. Students' participation is greatly influenced by the conditions or quality of the sport facilities, the quantity or number of the facilities, the variety of the facilities, and accessibility of the facilities and the availability of time. All these factors according to the hierarchical leisure constraints model by Crawford and Godbey (1987) belong to the structural constraints category.

To summarize the answer to the research question, Africa University students face intrapersonal, interpersonal and structural constraints to recreational sport participation. They are able to overcome the first two consecutively however when faced with last category they fail to overcome it resulting in none engagement in recreational sport.

5.3. Conclusion of the study

Although the study concluded that University students' level of participation is negatively affected by structural constraints, it is also important to note that these structural constraints, if not addressed, have a negative implication on how the students approach both interpersonal and intrapersonal constraints. Addressing structural constraints will not just result in the increase of the number of students who engage in recreational sport but it will also weaken the strength of both intrapersonal and interpersonal constraints thus increasing students' motivation. Using the

hierarchical leisure constraints model and the leisure constraints models in assessing recreational sport participation helps in understanding the factors with the greatest influence and that way it will be easy to identify solutions to poor participation in recreation sport.

5.4. Limitations of the study

This study managed to achieve its aims even though there are some limitations that remained unavoidable to the researcher. To start with, distance was noted as the first limitation. During the entire period of the study, the researcher was based in South Korea and data was collected from Zimbabwe. The two countries are 11 980 kilometers apart and the study was self-funded. The researcher could not travel to have more needed interaction with the subjects as he could not afford the travel and subsistence to meet the interviewees physically.

The cheapest means of communication to collect data had to be employed. The use of a modern mode of communication, WhatsApp call, was of great assistance in conducting the interviewees. This, as hinted earlier means reduced physical contact hence the researcher could not pick any cues from the interviewees' expressions and mannerisms.

Because of time limits and the bureaucracy one has to go through to acquire approval to undertake a study in Zimbabwe's institutions, the

research was confined to a small size population (one institution). Therefore to generalize the results to all universities in Zimbabwe, the study should have involved more participants; however the results of this study can be generalized to other private universities in the country. Finally even though the researcher assured the participants of the research that whatever they will say in the interviews would be kept private and confidential and their real names were not going to be used in the research, they might still have felt uncomfortable to answer questions that were directly linked to the University's Management.

5.5. Recommendations

From the findings of this study, recommendations can be drawn in areas along further research, infrastructural development, staffing and budgeting. Research work can never be conclusive and so is this study. There is need for more research in sports participation by university students in Zimbabwe. This study focused on factors that constrain recreational sport engagement and hence it can only be used as a base in further research on how recreational sport engagement by university students can be improved.

Findings of this study show that students do have the ability and are able to overcome intrapersonal factors but this is however different with factors related to the environment. As such Africa University is

recommended to use at least the facilities at private schools as a benchmark in its infrastructural development plans. This will ensure the provision of facilities that are found to be useful by the end users.

Africa University needs to hire more personnel for the sport department. According to the study, most students lack the ability to group up for recreational sport engagement. This therefore calls for assistance in this regard from the university such as the facilitation in the mobilization of students for recreation sport participation. For this, adequate human resources is required. One of the reasons why students participate in competitive sport is the availability of coaches. However these coaches do not offer services to recreational sport participation.

There is need for Africa University to equate its support between competitive and recreational sport. This study noted that the University puts more emphasis on competitive sport thereby making it more attractive. It is time that recreational sport is also given the same emphasis. The starting point would be coming up with separate budgets for the two.

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Appendix A

Interview Guide

Interviewees Code Name _____ Sex _____

Year of Study _____

Age Group 18-23  24-29  30+ 

- 1a. Can you cite lack of time as a limiting factor to your participation in social sport? Explain.
- 1b. How many hours per day and how many days per week do you play social sport? Explain if necessary.
- 1c. On your time budget, where do you place recreational sport participation? How you use your free time for recreational sport or you would rather use it for something else?
- 2a. May you brief me on how **the number, variety and condition** of the university's sports facilities and equipment influence your participation in social sport?
- 2b. how easily accessible are the universities sports facilities and equipment? Explain.
- 2c. Did you attend a private or public high school? How do you the sports facilities and you former high school and those at the University?
- 3a. Do you consider cost as a limiting factor to your participation in social sport? Explain your response.
- 3b. Which sports did you play in high school for recreation?
- 3c. Are the facilities for your favorite sports available at the University?
- 3d. Do you have your own sports equipment? Explain your response.

- 3e. Would you travel to another university to play social sport catering for your own transport and subsistence? Why?
- 4a. Do you think lack of people to click with is limiting you from playing social sport? Explain.
- 4b. How many of your friends have interest in a similar sport with you?
- 4c. Are there any programs in place to facilitate students with the same sport to meet and engage in social sport?
- 5a. Do you have any medical condition that prevents you from taking part in social sport?
- 5b. Do you know of anyone who does not take part in sport due to a medical condition?
- 5c. Do you think medical condition really affects engagement in recreational sport?
- 5d. do you think your fitness level, body shape, level of competence in a certain sport limit your participation in sport? Explain.
- 6a. between social sport and competitive sport, which one is more valuable and why?
- 6b. Do you think information on social sport made available to you by the University influences your participation? Explain
- 6c. Whose responsibility is it to organize recreational sport, you or your university? Why?
- 6d. Do you think the university is doing enough to promote social sport? Explain
- 6e. do you think students are doing enough for their engagement in recreation sport?
- 7a. Are you interested in recreational? Why?
- 7b. Can you list 5 things in order of importance that limit you from taking part in social sport

Appendix B



SEOUL
NATIONAL
UNIVERSITY



DREAM
TOGETHER
MASTER

1. 학교명: 서울대학교 (SEANGHAI) 151-742 2. 학교명: 서울대학교 (SEANGHAI) 151-742 3. 학교명: 서울대학교 (SEANGHAI) 151-742
4. 서울대학교 Global Sport Management Center Development Division
Seoul National University Building 113, Room 316, 1 Swirelink-ro, Gwanak-gu, Seoul 151-742, Republic of Korea
Tel. +82-2-880-2985, 2987 Fax. +82-2-880-2985, 2987 E-mail: smugsm@snu.ac.kr Homepage: <http://smugsm.snu.ac.kr/777M>

February 20th, 2017

To: The Registrar,

Africa University,
P.O.Box 1320,
Mutare
ZIMBABWE

RE: Request for Permission to Carry Out an Academic Research at Africa University

Dear Sir/Madam,

The above subject matter refers,

Mr. Tedious Tonderai Ruzvidzo is a graduate student at Seoul National University in Seoul South Korea enrolled for a Master in Global Sport Management.

As part of and requirements of the program, students are required and/or expected to conduct a research in the field of sports management or administration and he is focusing on sports participation. Therefore, we are requesting for permission for him to carry out his research study at your University. Mr. Tedious is currently in the process of carrying out his research project on "The constraints to participation in recreational sport by university students in Zimbabwe: A perspective of Africa University". This study will and shall only be used for academic purposes. It is our hope that you will grant Tedious T Ruzvidzo authority to conduct his study in your organization. Please feel free to conduct the undersigned if you need any further information about this matter.

Thank you in advance.

Sincerely,
Kihan KIM, Ph.D.

Director & Professor, Dream Together Master Program
Global Sport Management Graduate Program
Seoul National University
smugsm@snu.ac.kr
+82-2-880-2985



Ministry of Culture, Sports
and Tourism



Korea Sports Promotion
Foundation



Korean Olympic
Committee

Appendix C



REGISTRAR'S OFFICE

A UNITED METHODIST - RELATED INSTITUTION

P.O. BOX 1320, MUTARE, ZIMBABWE - TEL.: (263-20) 60075/60026/61618 - FAX: (263-20) 61785 - E-MAIL: registrar@africau.edu

06 September, 2017

Mr Ted Ruzvidzo
Seoul National University
1 Gwanak-ro
Gwank-gu
Seoul
SOUTH KOREA

Dear Mr Ruzvidzo

E-MAIL : tedruzvidzo@gmail.com;

PERMISSION TO CARRY OUT RESEARCH

We have pleasure to inform you that your application to carry out research at Africa University has been approved in line with the Africa University Research Ethics Committee (AUREC) terms and conditions.

Letter from AUREC dated 05 September, 2017 refers.

We wish you success with your research.

Yours faithfully

H. NJONGA
REGISTRAR

cc Interim Deputy Vice Chancellor
Acting Dean of Students
Mr Miti – AUREC Officer

국문초록

짐바브웨 대학생들의 레크리에이션
스포츠 참가의 제약 :
아프리카 대학의 인식

테디야스 턴대라이 루지조

체육교육과 글로벌스포츠경영 전공

대학원

서울대학교

짐바브웨의 대부분의 대학에서 스포츠는 주로 경쟁적이다.

이것은 학생들이 대학 간 게임과 같은 주요 경쟁 게임이 개최 될 때만 활성화되는 것으로 보여진다. 그 이후로 학생들의 활동은 점점 적어졌으며 이러한 현상이 이 연구를 이끌어내는 배경이다. 본 연구의 목적은 대학생들이 레크리에이션 분야에 참여하지 못하게하는 요소를 찾아내는 것이다. 이에 본 논문의 연구문제는

"짐바브웨 대학 학생들이 레크리에이션 스포츠 참여에 있어 개인 간, 대인 관계 및 구조적 제약이 무엇인가?"이다.

아프리카 남자대학생 8명과 여자대학생 8명으로 총 16명을 인터뷰 하였으며 층화 무작위 표본 추출 방법을 사용하여 선정되었다. 학생들은 그 해에 따라 5개 그룹으로 나뉘었다. 나뉘어진 5개 그룹 중 한 그룹은 인터넷을 떠나는 관계로 연구에 포함되지 않았다. 각 그룹에서 무작위로 남자 2명과 여자 2명을 선정하였다. 연구 결과에 따르면 아프리카 대학 학생들은 개인 및 개인 간 제약 조건을 모두 상쇄 할 수 있다. 이 연구는 초등학생과 고등학생 시절에 만들어진 학생들의 스포츠 배경에 대한 이 두 가지 제약을 극복 할 수있는 능력을 부여했다.

그러나 그들은 구조적인 제약을 극복하지 못해 레크리에이션 스포츠에 관여하지 않았다. 학생들의 레크리에이션 스포츠 참여에 영향을 미치는 구조적 제약은 스포츠 시설의 품질, 양, 다양성, 접근성, 대학 스포츠 서비스 및 레크리에이션 스포츠 참여를위한 학생 처분 시간 등이 있다.본 연구는 또한 레크리에이션 스포츠 참여에 대한 제약을 극복 할 수 있었던 학생들의 수는 계층 적 여가

제약 모델에 설명된 계층을 올라감에 따라 감소하는 경향이 있다고 지적했다. 이러한 제약이성에 의한 참여에 어떻게 영향을 미치는지에 대한 주요 차이점은 발견되지 않았으며, 이는 제약 조건의 효과가 여성과 남성 모두 유사하다는 결론을 낳는다. 마지막으로 이 연구는 학생들의 참여에 영향을 미치는 외부 환경이 더 많음을 발견했으므로 대학은 스포츠 인프라와 서비스 측면에서 많은 것을해야한다. 이것이 예상되는 표준이되면, 학생들은 자동적으로 사회 스포츠에 참여하도록 동기를 부여 받게될 것이다. 외부 환경이 학생들에게 매력적이지 않다면, 그들은 고등학교에서 대학으로 이월한 관심을 천천히 잃을 것이다.

마지막으로 본 연구는 대학이 스포츠 서비스를 제공하는 방식을 통해 낮은 수준의 레크리에이션 스포츠 참여에 어떤 방식으로 기여한다는 것을 관찰했다. 대학은 경쟁 스포츠에 중점을 두는 경향이 있으며 레크리에이션 스포츠에 직접적인 영향을 주지 않는다. 이런 식으로 대학은 레크리에이션 스포츠보다 가치있는 경쟁력있는 스포츠를 보여주는 그림을 그리기 때문에 학생들은 레크리에이션 스포츠보다 인정받는듯한 경쟁 스포츠를 할 것이다.

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아프리카 대학

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