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[Msc Sport Management]

Towards A Framework For Transforming
The Administration Of Sport In
Zimbabwean Universities.

Jabulani Mpofu

2024

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Dedication

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LIST OF ABRIVIATIONS

CUCSA- Confederation of Universities and Colleges of Southern Africa

FASU- Federation of African University Sports

FISU- International Federation of University Sports

NCAA – National Collegiate Athletic Association

ZITISU- Zimbabwe Tertiary Institution Sports Association

ZUSA- Zimbabwe University Sports Association

ABSTRACT

The study sought to establish whether the current Zimbabwean University sports framework can be transformed into a commercialised one as typified in frameworks in other nations. The NCAA frame work of the United States of America was used as the benchmark for a successful international framework. Using the hallmarks of a typical commercialised model, the ZUSA framework was interrogated through qualitative analysis of data obtained from a questionnaire that was targeted at Deans of student affairs (n=12) and sports and recreation directors (n=12) who are involved in the Zimbabwean university sports administration. They were selected using a purposive sample from the 16 universities nationally.

Data that was obtained was analysed using the SPSS 22 software, where the job title of the respondents was the (*dv*) that was cross-tabulated through a linear regressive way against set questions that constituted the (*iv*). The questions carried variables that ranged from governance, funding of student sports, event management, and the migration towards a commercialised framework.

Because this was a mixed-method research, quantitative data was also obtained from a process of interviewing members of the ZUSA presidents' alumni. Three members with the most recent experience spanning a combined twelve years of experience were selected. Their views were analyzed using the NVIVO 14 software where codes ranging from governance, funding and event management also emerged.

From the analysis thereof, It was hoped that the suggested framework for the commercialisation of Zimbabwean Student Sports would trigger a new dimension in operationalising ZUSA.

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Chapter 1 The Problem and Its Setting

1.1 Introduction

The chapter discusses the background of the study based on the existing situation related to the topic. It will also spell out the research problem and continue to show why it is significant to carry out the study. A presentation on the research question and sub-questions is outlined and research objectives are discussed. This will be followed by statements on the delimitations of the study and the study outline.

1.2 Background to the Study

The area of University sports has been a topical issue in many countries. Some view it as a recreational pursuit for students that is indulged in after academic work. Umeakuka (2006) notes that recreation covers a broad spectrum of activities which could be physical, social, or mental in which people engage during their leisure periods. While some countries have found athletic value, that can be utilized to foster career opportunities for students. Emma (2012) says, college athletics programs represent a multi-billion dollar industry and are integrally linked to school branding and reputation. It is such paradigms that have seen a rise in diverse sports administration frameworks globally. da Silva and Las Casas (2017) say, Many of these successful student sports brands like the NCAA in the United States of America and South Africa Varsity sports, have achieved meaningful commercialisation results thorough embracing stakeholder involvement.

An analysis of these global frameworks prompted an introspection towards the Zimbabwean university sports administration framework, with the view to investigating how it compares with best global practices. The objective is to suggest transformative building blocks towards a more effective and efficient framework. International trends in university sports administration are moving from traditional sports for recreation purposes to more competitive athletic sports designs.

The question remains, is the Zimbabwean university's sports administration framework in tandem with those countries deemed to be progressive or it is still anchored in the traditional

practices of viewing sport as a tool for recreation? The United States of America (USA), Britain, Australia, Russia, and closer to home South Africa have realized the value of professionalizing student sports. Hodges et al (2014), this is evident in tertiary institutions with the introduction of varsity cup rugby among South African universities.

For these nations, sporting success was achieved through embracing the need to develop competitive athletic administrative frameworks as opposed to the traditional sport-for-recreation approach. USSA maintains that the establishment of the South African Student Sport Union introduced a new era in student sport. These dynamic changes in student sports administration ushered in a company called Varsity Sport, which acts as a commercial unit on student sports in South Africa. Could this be the missing link towards international podium success that Zimbabwean sport is so much in search of? An interrogation into these issues will assist in coming up with the answer to whether the Zimbabwean university sports administration framework is adding value to student sport and the nation as a whole.

Rosner and Shropshire (2016), professional sports leagues reflect the shift from amateur to professional sports. The current ZUSA framework appears devoid of the approaches and tenants related to professional sports. Rosner and Shropshire (2016) elaborate further, all professional sports leagues restrict entry assign exclusive franchise territory, and collude on revenue sharing. It is such benefits that, the research aims to unearth and convey to the university sports administration framework in Zimbabwe.

The nature of talent identification strategies involved in the framework assists in determining the quality of play. William and Reilly (2000), Talent detection refers to the discovery of potential performers who are currently involved in the sport. Rosner and Shropshire (2016), the absolute quality of play is its level and depends on the quality of the athletic talent fielded.

The NCAA uses a deliberate scouting approach based on a scholarship system in getting talent for its framework. The Zimbabwean framework must embrace such traits so that quality and standard of competition can be obtained in Zimbabwean university sports. Questions would arise in coming up with a funding system that can be used to sustain scholarships related to student-athletes. On its web site the NCAA reveals, as part of its commitment to providing a pathway to opportunity, the NCAA awards scholarships and grants for further education to college athletes who demonstrate outstanding academic and athletic achievement. Colleges and

universities are also awarded grants to improve academics and enhance campus culture – all to support student-athletes. In addition to the nearly \$3.5 billion schools award in athletics scholarships each year, the NCAA funds more than \$10 million in scholarships and grants annually to graduate student-athletes and member schools. Interrogations therefore remain in that can such building blocks be developed in the ZUSA framework. Where large sums of money are engineered and cascaded to deliberate search for talent exercise. The research will reveal if such practices exist in the current framework. If they do, it remains to be interrogated on how they are functioning. If they are found to be non-existent an inquiry in making an effort towards having them in place will be explored.

Good sports management frameworks are typified by good governance practices. Sports governance has become a mantra for many stakeholders wishing to transform sports organisations and prevent new corruption and scandals. Chappelet and Mrkonjc (2019), In general, corruption and scandals reveal an organisations failure to deal effectively with actions considered to be organisationally, culturally, politically or legally unacceptable. There are generic fears that a heavily commercialised sports framework is a haven for corruption.

1.3 Research Problem

According to Shannon (2016), the growing interest in professional sports, in general, has ensured a focus on the sports industry as a big business, and there can be no doubt that sport is truly a business venture. The same author further states that how one defines the sports industry will have a dramatic effect on the size of that industry, but that there can be no question that the industry is large and its economic and social impacts are substantial. Schaaf (2004) sport, which was once an amateur activity, has transformed into a multibillion rand industry during the past two decades.

The absence of a commercialized university sports administration framework is adversely affecting the administration of sports in Zimbabwean universities. In essence, the Zimbabwean University Sport framework operates under the stewardship of the Zimbabwe University Sports Association (ZUSA), its operations are largely cantered on the ideals of armature sport administration.

Reid (2021) the concept of amateurism has its philosophical roots in the idea that the moral value of an action depends partly on the end (telos) for which it is performed. The term

‘amateurism,’ based on the Latin word for love, suggests doing something for love rather than some external reward. Amateurism in sport emerged around the turn of the 20th century a period that witnessed the revival of the Olympic Games in Europe as well as the emergence of college sports in the United States. The IOC maintains amateur sports are sports in which participants engage largely or entirely without remuneration. Vamplew (2013), armature sports clubs are voluntary, self-governing, non-commercially oriented legal incorporations.

In essence, the ZUSA framework is aimed towards mass participation for student recreation purposes, and sport in this case is used as an agent to achieve the student recreational drive (ZUSA, 2016). The ZUSA constitution 2016 in its preamble carries the following narrative, “...in 1999, the founding members of the Zimbabwe Universities Sports Association (ZUSA), agreed to establish a national association representing the interests of all bona fide university student-athletes. They were driven by the need to enhance the educational experience of students in Zimbabwean universities by the promotion of social interaction through sport.” Implying that the ZUSA sports framework is based on the amateur design that promotes participation for no financial gain. Amateur sports are sports in which participants engage largely or entirely without remuneration. TEARA (2022) concurs by saying, that amateurism is a set of ideas about sport that emerged in the 19th century, especially in Britain’s public schools and universities. The central idea was that people should not receive any material reward for taking part in sports.

Therefore, there is a need for the Zimbabwean university sports system to come up with a sports administration framework that will assist in promoting the growth of student sports performance through matching global best approaches.

In this research, there is a need to establish how, organizational governance, event management, and funding of students’ activities compose the vital tools package in the current Zimbabwean sports administration framework.

The university sector is expected, therefore, to play its role as a connective cog in the sport development gear, so that the motion of the sport development mill does not stop with it. The research questions that follow will help to unearth the salient issues that need to be addressed in the Zimbabwean university sports administration framework.

1.4 Significance of the Study

The purpose of this study was to identify the challenges associated with the sports administration framework being utilized in managing Zimbabwe University sports through the Zimbabwe University Sport Association (ZUSA). These challenges were highlighted and assessed against international best practices, to transform the current armature framework to a more commercialized one, as practised by very successful university sports nations.

Zimbabwe as a developing country in sport, has a lot to learn from more experienced sporting nations. It is imperative, therefore, that the findings obtained from this research will stimulate a shift towards embracing professionalism as a framework to be utilized by ZUSA.

It was also in the interest of this research to identify and highlight the financial potential inherent in university sports and present this to university authorities, to allow them to ere and maximize it. It was the researcher's submission that by studying the commercially successful viable professional framework as typified by the NCAA, given that the association is running commercially viable student leagues in basketball, American football, and athletics. A framework can be developed by identifying the commercially relevant, practical, measurable, and consistent variables (both quantitative and qualitative) that are successful and using them to develop a viable commercialized framework for professional student sport in Zimbabwe.

1.5 Research Questions

1.5.1 Research primary question

What framework can be developed to transform the administration of university sports in Zimbabwe?

1.5.2 Research sub -question

The primary question is then divided into smaller sub-questions:

1.5.2.1 Why is the current Zimbabwean university sports administration framework not commercially viable and sustainable?

- 1.5.2.2 Are there any fundamental issues related to governance, finance, and event organization that can inhibit the transformation from armature practices to commercialized sports administration?
- 1.5.2.3 To what extent is the principle of sports autonomy applicable in the current ZUSA framework?
- 1.5.2.4 Can a commercialized administrative framework be developed for the Zimbabwean university sports administration context?
- 1.5.2.5 Can the Zimbabwean sport administration framework be benchmarked against international practices?

1.6 Objectives

1.6.1 Purpose of the Study

To develop a framework to transform the administration of university sports in Zimbabwe.

1.6.2 Specific Objectives

- 1.6.2.1 Identify the key tenants of the Zimbabwean University sports administration framework.
- 1.6.2.2 Compare the Zimbabwean university's sports administration framework with global best practices.
- 1.6.2.3 Obtain and analyse quantitative and qualitative views of stakeholders in student sports administration to obtain a framework for transforming Zimbabwean university sports Administration.
- 1.6.2.4 Identify if a commercialized approach to Zimbabwean Student Sports administration can be adopted.
- 1.6.2.5 Establish whether the ZUSA framework is functioning within the key sport administrative tenant of sport autonomy.

1.7 Delimitations

The research focused on universities that are officially recognized as such by the Ministry of Higher and Tertiary Education, Innovation, Science and Technology Development in Zimbabwe. All in all, sixteen universities are bona fide affiliated members of ZUSA. It included the ZUSA presidents' alumni in its coverage. The research was carried out across the 16 universities.

Much as there is evidence of a great chasm between the economic environments of the United States of America and Zimbabwe. University Sports operations wed into each other in terms of the needs of students and levels of competition students from both ZUSA and the NCAA participate in internationally. In as much as the economies of the United States of America and Zimbabwe are dissimilar, the needs of students create a point of convergence to which the lesser model of administration would need to adjust towards the functions of a greater one. Hence, the comparative between the lesser administrative framework utilized by ZUSA and that of the more accomplished commercialized one of the NCAA.

1.8 Study Outline

The study has six chapters. Chapter 1 provided the background to the study, the research problem, the significance of the study, and the research questions delimitations that were spelt out. It endeavoured to lay a basis for research through empirical evidence as articulated in the literature review in chapter two. Chapter three will carry issues related to methodology, the purpose of the study, research design, time horizon sampling, data collection, and ethical considerations are going to be discussed. Chapter four will relate to data interpretation. Chapter five will carry the discussion based on the findings. Chapter six will highlight the conclusion and recommendations.

1.9 Summary

The chapter gave the background to the study while suggesting the research problem. The research questions were outlined and the research objectives were spelled out. The Right Up also carried an overview of how the Zimbabwean Universities Sport Admiration framework is organized. The delimitation of the study was indicated.

CHAPTER TWO

2 Literature Review

2.1 INTRODUCTION

The chapter is going to review literature related to student sport administration frameworks from the perspective of the Zimbabwean universities as guided by the Zimbabwean Universities Sports Association (ZUSA). ZUSA activities that are centred on a framework that is grounded on the amateurism approach, will be compared to those of the National Collegiate Athletic Association (NCAA) of the United States of America centered on the contemporary commercial framework.

The literature review will be guided through a dissection of the three main areas that affect sports administration in student sport namely governance, funding, and event organization. A summary of the issues discussed will be presented at the end of the chapter.

2.2 The concept of commercialisation.

According to Gratton *et al.* (2017), even before the First World War, some of the basic ingredients of the global sports market were already in play. Three elements were missing, specifically, sports television and broadcasting, sponsorship, and transnational corporations in sports. Gratton further explains by saying, that the period from 1914 to the present saw the rapid development of the business of professional sport and the rise in economic significance of the sports market, both nationally for developed countries and internationally.

The commercialization of sports reflects a shift from amateur to professional sports. Rosner and Shropshire (2013), all professional sports leagues restrict entry, assign exclusive franchise territory, and collude on revenue-sharing formulae. Initial articles written on the subject of the business of sport appeared in the 1950s and 1960s as alluded to by Andreff and Symansky (2012), their article maintains that applying economics to professional sports requires a slightly different type of economic analysis than when applied to other areas.

According to Connor and Mazanov (2011), the evolution of the sport from amateur ideals into a full-blown commercial enterprise as a result of improvements in technology and societal demands has had a major impact on the commercialization process of sport. Schaff (2014), expands, the commercialization of sports has resulted in sports having a greater worth than the food and electronics industry. The sport focuses on market requirements and is used as a means for those with power to be favoured and make decisions based on their wealth.

Gratton et al, (2017) submit that the economics of the business of sports originated in North America and concerned the four main professional sports ice hockey, basketball, American football, and baseball. They continue to claim the status even today in North America. The researcher is driven by the application of the latter researcher's views on the commercializing of sport, in the mould of Bird 1982 and Jennette 1984.

It is generally accepted that England in many ways is considered the place where modern professional sport originated. Toohey and Veal (2019), England is a country that throughout history has been influential in developing and moulding games and sports into their current professional forms. Andreff and Symanski (2019) have it that, professional sports trends appeared in the 1950s and 1960s on the labour market for baseball players.

It is Gratton et al's, (2017) submission that, even today in North America, sports economics and commerce are mainly concerned with the economics of professional team sports. Humphreys and Ruseski (2019) suggest that sport must be clearly distinguished from recreation or exercise because this helps to identify which components of the sports industry are to be measured. Fort (2012) asserts that defining sport participation, and sport viewing and listening are very relevant issues. SRSA (2020) defines sport as any activity that requires a significant level of physical involvement in which participants engage in either a structured or unstructured environment to declare a winner, though not solely so, or purely for relaxation, personal satisfaction, physical health, emotional growth, and development. Recreation on the other hand is defined in the same article, as a guiding process of voluntary participation in any activity that contributes to the improvement of general health, well –and the skills of both the individual and society.

Sports administration is a field of practice that deals with the business and social aspects of sports organizations and programs. In essence, the field involves working with athletic organizations to ensure that they are profitable and beneficial to both athletes and the organizations they represent. It involves planning, organizing, leading, and evaluating sports enterprises. It also focuses on sport-specific areas like talent acquisition, athlete representation, and sports marketing. Andyukaite *et al.* (2019), Sports management is defined as the act or controlling skill, of making decisions about a business, department, etc. Sports administration focuses on the business perspective of sports. Lekavicius, *et al.* (2020), the field of sports administration covers a wide range of business issues related to sports. ...the management of

sport might include balancing a team's finances, managing the logistics, and managing the logistics of a sporting event. Lieberman (2021), the industry must also be managed efficiently and effectively to survive and promote the sport at various levels.

Recent trends in sports administration as cited by Ryzhova (2020), have it that, sports administration has focused on the impact of commercial and global sports politics and the way internal cultures shape organizational behaviour. The role of social forces in managing change and the management of social policy.

Skrypchenko and Nepsha (2022) note, In essence, therefore, sports administration is related to all people, activities, organizations, and businesses involved in the production and promotion of student sports activities. Professional and amateur sports organizations, continue to evolve into more complex professionally managed businesses seeking to increase accessibility.

2.2.1 Contemporary sport commercialization models (Sport business models)

The conceptual framework for this study is grounded on an analysis of the commercialization of sport based on the Harvard Business Model of Professional Sport. Osterwalder and Pigneur (2012), the term “framework” refers to a conceptual tool that contains a set of elements and their relationships and allows expression of the business logicSlywotzky (2015) labels this “business design” and defines it as the totality of how a company selects its customers, defines and differentiates its offerings

Foster *et al.* (2020) the business of sports has become a ubiquitous element in the economy and society. Sport has moved from general recreation and fun to business. The management of sports as a global business can be seen in the growth and commercialization of mega sports events such as the Olympic Games and the FIFA World Cup.

In essence, the Harvard Business of Sport Model was developed to address the intricacy and uniqueness of the business of sport.

Table 1 presents an overview of the components and business elements of the Harvard Business of Sport model.

TABLE 2. 1:

Harvard Business of Sport Model

Component	Business Elements
1. Competition (The event)	Leagues Teams Events Players Intercollegiate/ University Sport
2. Incremental Revenue Sources	Television and Broadcasting Sponsorship In- Stadium revenue Stores Licensed merchandise/ equipment Publications and Videos
3. Fans	Fans and supporters

Source: Forster *et al.* (2020)

Component 1: Competition – Forster *et al.* (2020) postulate five major elements that work together to generate business activity. It is the authors' view that the model centers the economic success of a sport on the component of competition. Without effective competition, the business opportunity for revenue generation will be lost. Competition is divided further into 5 elements, namely leagues, teams, events, players, and university sports. In essence, the competition component in the Harvard model is the product that the organisation markets out there to create much-needed revenue.

In line with the ZUSA framework needs to be interrogated on its competition style to see whether it can be commercially viable, or if some tinkering can be done to transform it into a revenue-generating entity.

Forster *et al.* (2020) explain that leagues are primary organizing entities in professional sports and provide the business partnerships that connect its teams and conduct competitions. Leagues

essentially create value by alluring their fans, and creating marketing partnerships with media houses and sponsors). Teams are the heart of the competition for fans and owners of professional teams. Teams in a way have a fan base that they can base on as a source of gate-taking revenue. The more popular the team the more the revenue. Teams also engage in other business activities to increase revenue, such as team retail outlets and local radio broadcast deals. Forster *et al.* (2020), events, are activities that exhibit competitions, and well-known sports events that attract a lot of attention from fans and supporters. Players, There is no competition without players. Fans buy tickets to see players perform.

Even though university sports are amateur leagues in so far as the management of athletes is concerned. University sport is a big business as evidenced by the NCAA and Varsity Sport in South Africa which, when introduced managed to rack in R5 million per year from sponsorship, it is estimated to be worth R50 million today. As a result, this study aims to apply the sport commercialization framework as implemented by the NCAA and will point out areas of divergence and convergence in Zimbabwean student sports administration with the view of coming up with a functional model for the Zimbabwean student sports administration.

Forster *et al.* (2000) suggest what they term incremental revenue sources, six major incremental revenue sources are identified in the Harvard Business of Sport model. Television broadcasting revenue has become a huge and vital source of income for professional sports leagues, teams, and events. Multi-year, multi-million dollar rights fees are a key budget component for professional sports leagues. Rights fees are a major contributor, both as financial support and in providing partners that promote the sponsor and its telecast with their resources, principally promotional announcements. Sponsorship is the financial support for a sport by an outsider for the mutual benefit of both parties. The scope of sponsorship extends across the sports landscape. Forster *et al.* posit, that another significant source of incremental revenue, in some instances potentially very large, comes from sports stadiums and arenas. This revenue stream encompasses venue naming rights, luxury boxes, personal seat licenses, and parking income.

In terms of the ZUSA framework, setting up sustainable revenue sources in the form of sponsorship is an option that can be explored. Student sports require a reliable fund base, which would reduce institution-based funding worries.

Forster *et al.* (2000), suggest having stores as an option. Sporting goods retailers represent an important element of the business of sport. Sport, retailers sell equipment and licensed merchandise items through branded retail outlets related to professional sports teams. When fans buy team-branded regalia and memorabilia, they are not only doing it to identify themselves with the team. They are not only expanding their relationship with the sport, league, team, and players but also contributing financially.

Sports publications and videos offer fans another way to bring their team allegiance home. Publications carrying the team's history, achievements, and yearbooks to regular in-season magazines. These items often occupy visible space in the homes of fans.

Fans are the foundation of the business of sport. Fans support teams with their presence at games, building and maintaining a base of committed fans through relationship marketing produces revenue. Maxton (2019) states that several studies have been undertaken on both sports fans as well as sports spectators, but few of them provide accurate definitions of the two, and research output, that does conceptualize the two rarely provides consistency. Wiid and Cant (2015) a sports spectator observes an event a refined watcher of an event but could remain passive in their interaction with the game. In this case, there is no likelihood of enthusiasm or spending energy on the sport. Withey (2013) a fan does not only expect a good performance from the team. A fan has a vested interest in the team. Fans drive commercialized sports.

These are elements necessary to make professional sports work and produce competition. They include major branded suppliers such as Nike and publications. Da Silva and Las Casa(2017) maintain sports teams are part of an ecosystem that is comprised of different stakeholders, who play a vital role in the development and establishment of the sport.

2.2.2 Borland's Economic Production Model of Professional Sport Teams

Borland's Economic Production Model of Professional Sports Teams presents another example of a sports commercialization model. Borland and McDonald (2003) submit that the basic building block or component of professional team sport is competition between two teams.

Table 2.2:

Borland's Economic Production Model of Professional Sports Teams

Components	Elements
Competition Structure	<ul style="list-style-type: none"> . Playing rules for the contest (size of playing field and how the winner is decided) . The organization of the competition (home / away, elimination/tournament format, finals/playoffs)
League Structure	<ul style="list-style-type: none"> . Composition of the league(number, geography, stadium capacity) . Organization of the league(single or multiple divisions, promotion/ relegation between leagues)
Commercial Model	<ul style="list-style-type: none"> . Match-day revenue(ticket price single/season tickets, hospitality) .Media and broadcast rights revenue (radio, TV, internet)-centralized/decentralized and team specific. . Negotiation of rights . Sponsorship (centralized/decentralized and sponsor type) .Merchandise (centralized/decentralized sale of merchandise) .Revenue allocation from media and broadcast rights.
Labour Market Structure	<ul style="list-style-type: none"> . Player assignment of teams . Methods of allocating new players between teams .Player payment and wage determination(role of unions, salary caps, periodicity of wage setting) . Maximum size of player lists
Capital Market Structure	.Ownership structure (Private or league-owned)
Governance	. How rules and policies are decided and enforced.

Source Andreff *et al.* (2006)

Andreff *et al.* (2006) elaborate that competition structure is related to the structure of the professional sporting competition, Borland and McDonald (2003) say, it is divided into the structure of the product market, the structure of the labour market, the structure of the capital market, and governance of the professional sporting competition.

They go on to say, a league structure focuses on the composition of the league such as the numbers, geography, and stadium capacity, organization of the league into single or multiple

divisions, and promotion or relegation between leagues. In their submission Andreff et al, say the commercial model deals with issues surrounding match-day revenue such as ticket prices for single matches or season tickets including hospitality, media, and broadcasting rights revenue including radio, television, and internet, and whether they have a centralized or decentralized team- specific negotiation rights, sponsorship and whether it is negotiated in a centralized or decentralized manner and as well as the centralized or decentralized sale of merchandise. Labour market structure the ability to minimize the player's bargaining power and wages plays a pivotal role in attaining a team's sustainability. Governance the component deals with how policies and rules are decided and enforced. This is central in any sports organization and it ensures the orderliness of an organization.

2.3 Comparative of the ZUSA and NCAA Cases

It is from the aforementioned transformation background that the research is going to be anchored, with the main question, can the Zimbabwean framework transform towards more dynamic contemporary frameworks as typified by the NCAA in the United States of America?

Unfortunately to date, there is not much literature related to the ZUSA administrative framework, bar its constitution. The organization is the umbrella board that regulates university sports in Zimbabwe, through affiliated membership by national universities ZUSA has a set framework that is followed annually, aimed towards the participation of university students in sports both at national and international levels.

From a cursory look at both the Zimbabwean and American frameworks. It can be deduced that the American framework is grounded on professionalism also known as commercialization and the Zimbabwean one is cantered on amateurism.

In recent years as the world has become more globalised, this trend has had a major impact on the commercialisation of society and sport. Hodges (2014) cites Schaaf (2004) as saying, sport, which was once an amateur activity, has transformed into a multi-billion rand sector during the past decades. Due to the quick evolution of media and technology, there has been a marked uptake of sport as entertainment. Popp *et al.* (2015), Worldwide, in current years, professionalism has been progressively related to sporting organizations. Clubs and sporting organizations should perform well economically, or at the actual minimum to continue to be viable if they need to endure in the extremely competitive world of commercialized sport. With

this growing prominence on business, commodification, sponsorship, and entertainment, many sports scholars acknowledge that best sports administration frameworks have advanced into a profession that stresses nothing less than particular, professional planning.

Miragaia *et al.* (2017). The evolution of the sport from amateur ideals into a full-blown commercial enterprise as a result of improvements in technology and societal demands has had a major impact on the commercialization of sport (Connor and Mazanov, 2010). There has been tremendous growth in sports marketing, sponsorship, and sports tourism. Connor and Mazanov (2010), maintain, that not only have sports teams become tradable, but athletes themselves have also become marketable commodities that use sports to develop their image and brand.

Regards the (NCAA) model Brand (2008), athletes are commodities that can be traded to meet market needs. In the collegiate model, the athletes are students. Yost (2013) the NCAA Division I membership includes approximately 250 colleges and universities with more than 170,000 Division I student-athletes. Many athletes receive full or partial athletics scholarships that fully cover tuition and room and board. Within the Division I level, there are three subdivisions for football purposes. Football Bowl Subdivision (FBS) schools—what is typically thought of as “big-time” Division I—are eligible to participate in football bowl games. Football Championship Subdivision (FCS) schools participate in an end-of-season 24-team playoff. The third division is made up of Division I schools that do not sponsor football. The “Front Porch” 9 Importantly, Division I universities typically have larger athletic department operating budgets than their Division II and Division III counterparts, primarily because of increased fan interest and television rights contracts. The NCAA framework is centered on the commercialized approach to sports administration.

For the ZUSA framework, the athletes are viewed to be armatures, while sports activities, in general, are centered on a recreation approach organized through an annual festival rather than professional leagues. This sports administration framework has led to rather subdued participation levels in sports due to its financial burden on institutions.

In 1999, the founding members of ZUSA agreed to establish a national association representing the interests of all bona fide university student-athletes, which is recognized by the appropriate national and international sports structures. They were driven by the need to enhance the

educational experiences of students in Zimbabwean universities through the provision of sports competitions that promote social interaction and provide opportunities for the development and enhancement of sport (ZUSA constitution 2016).

An extract from the ZUSA constitution (2016:15), in its preamble ZUSA points out that, “the members of the Zimbabwe University Sport Association commit themselves, through the medium of sport, to create an environment where the principles of unity, fair play, accountability, equity, innovativeness, continuous improvement, and Ubuntu are upheld. This can be achieved through the provision of sports programs that embody the values and tenets implied in the Constitution of the Republic of Zimbabwe and the National Sports Policy”

From this declaration, two important points must be highlighted first that the philosophy of ZUSA is solely concerned with the academic and social success of student-athletes, rather than athletic triumphs, and national exposure as stipulated in so far as the statement omits any direct mention of athletic, financial, or economic success of student-athletes, athletic programs, athletic departments, or institutions; second, the groupings philosophy emerges to stress the interconnectedness and a mutually beneficial relationship between education and sport. Leading to the conclusion that the ZUSA framework is cantered on idles of amateurism.

2.3.1 Governance

Hums and MacLean (2016), sports governance refers to the exercise of power, with consideration given to influence, authority, and the nature of decision-making. The IOC spells out that the key concept that drives governance in sports, both for Olympic and non-Olympic sports is that of autonomy. This is a fundamental principle as set out in the Olympic charter denotes, ‘recognizing that sports occurs within the framework of society, sports organizations and the Olympic movement chart the rights and obligations autonomy, which include freely establishing and controlling the rules of sports, determining the structure and governance of their organizations, enjoying the right of elections free from any outside influence and responsibility for ensuring the principles of good governance be applied.” Corporate governance forms the cornerstone of any thriving organization. ZUSA cannot be exempt from the dictates of this critical area in sports administration. Though governance involves such concepts as responsibility, rules and policies, communication, transparency, and so on, the central component of governance is decision-making. It is the process through which a group

of people make decisions that direct their collective opinions and efforts. Plumptre and Gram (2000) maintain that it is a process whereby, within accepted traditions and institutional frameworks, interests are articulated by different sections of society, decisions are taken and decision-makers are held to account.

Critical to governance in the sports sector, are issues related to establishing to whom a sports governing board is subordinate. A board like ZUSA needs to identify its critical stakeholders in Zimbabwean University sports. The sports sector in Zimbabwe in general has been surrounded by these accountability questions for years, and most sports boards have been run like personal properties by their executives. Ndebele (2020), the integrity of the sports industry has been subject to significant scrutiny because of poor corporate governance, which has been hampering progress and has become one of the major reasons why sports particularly football in Zimbabwe are struggling to generate significant revenues. ZUSA therefore needs to be put under a litmus test to examine how as an organisation it relates to its stakeholders. Essentially there is a need for a sports board to create stakeholder confidence. McKenzie in Lam (2014) expands, that without this confidence, the value of the sport the board is running may be adversely affected. This will lead to a failed administration that will ultimately lead to the collapse of the sport.

Friedman (2006) states that organizations, institutes, or projects should be as groupings of stakeholders with diverse ranges of interests, and should be in a position to manage the interests, opinions, and needs of the stakeholders. Friedman (2006) argued that the management of stakeholders should be fulfilled by the project managers. On the other hand, the project managers should manage the projects for the benefit of their stakeholders to ensure their rights and participation in decision-making. He further argued that the management of the projects or organizations operating within a particular community must act as the stockholder's agent to ensure the survival of the projects, or organization to safeguard the long-term stakes of each group and therefore enable it to improve its performance.

The ZUSA constitution 2016 under Article 11.3.1 promulgates an executive board that is subservient to a general council. The general council is formulated by selected student representatives from member institutions, a sports director, and one other staff member from a member institution. The executive committee is elected from the same pool of individuals to fill the elective sixteen seats. This will be done at an annual general meeting, which will receive

reports annually and elect an executive biannually. The research will extrapolate concerns and misgivings associated with this governance approach and how best it can be transformed for better governance and administration.

NCAA on its website has this to say on the NCAA governance, in 2014, Division I redesigned its governing system to create a structure that is more nimble, streamlined, and responsive to membership needs. Members adopt bylaws governing Division I through two legislative processes. These two systems are referred to as Autonomy and Council Governance.

Both processes include input from presidents and chancellors, directors of athletics, athletics administrators, coaches, faculty representatives, conference personnel, and student-athletes from Division I schools and conferences. NCAA committees populated by membership personnel conduct the division's day-to-day business and establish strategic direction for the future. The membership receives assistance in this regard from staff at the NCAA national office.

Division I's committee structure oversees everything from championships administration and sports oversight to strategic planning and the overall health of Division I.

The student-athlete voice is an important component of the Division I governance structure. Two members of the Division I Student-Athlete Advisory Committee participate and vote in meetings of the Division I Council, the division's primary policy-making body. The Student-Athlete Advisory Committee also has a voting student-athlete on each of the seven standing committees of the Council. Students also participate actively in the autonomy governance structure. Conferences choose 15 student-athletes to be part of the 80 votes cast on autonomy legislation.

Many of these potential regulations – as well as proposals to change existing policies – develop within the committee governance structure throughout the year, while other legislative measures are submitted by member conferences.

Proposals (either by a committee or through the membership) must be submitted to the national office by Sept. 1. Division I members may comment on proposed legislation for 60 days. There is an amendment period between Nov. 1 and Nov. 15. The entire Division I membership receives official notice on all proposals and amendments by Dec. 1. The membership still may

comment on proposals and amendments from this time until voting. The autonomy structure votes on its proposed legislative slate at a business session. The Council governance structure votes on its proposed legislative slate during its April meeting.

All of these bylaws and regulations are published annually in the NCAA Division I Manual, which is the division's official governing rulebook.

One would be tempted to argue that University student sport is a very serious project that cannot be administered through a section approach as what is prevailing in Zimbabwean Universities. The student affairs sections are tasked to champion the development of student sports programs through their sports directorates. The directorates affiliate their respective Universities to ZUSA who in turn run student games for their members. There is very limited scope for stakeholder participation, the argument would be that the Zimbabwean University Sports Administration framework is centered on the sports directors grouping that is known as ZUSA. Questions arise therefore in that, is there adequate stakeholder participation in the ZUSA framework? And is the status core adherent to contemporary practices? Only with the engagement of all key actors is it possible to set conscious and informed goals for the further development of a functional framework.

Therefore, stakeholder participation is an essential part of an operating sports administration framework's sustainability pillar that would guarantee its continual existence. Broadly speaking, sustainability refers to the ability of administrators to maintain an organization over the long term. The issues of sustainability are mainly reliant on the usage of funds and their mobilization.

For any sports organization or enterprise to thrive, good financial practices must be followed. Israelson (2019), financial management is the planning, raising, controlling, and administering of funds within a business. Wilson (2011) maintains, that all good managers working in sports need to have a clear understanding of how to raise and manage finances. Connor and Mazanov (2010), there has been explosive growth in the sports marketing, sponsorship, sports tourism, and consultancy sector.

Generally sports organizations because of their amateur status historically have been viewed to be non-profit organizations. The concept of professionalism has brought rise to the

commercialization of sport, and student sport is not exempted as will be shown by a discussion on how the NCAA has created a multibillion-dollar industry out of student sports.

The revenue specifically for the NCAA mostly comes from the television broadcasting contracts for the NCAA Division I men's basketball tournament that takes place during March and April of every year. Benedict and Keteyian (2013) Pay-outs for television broadcasting contracts for football and men's basketball can exceed \$25 million annually for some schools.

The Division II membership includes more than 110,000 Division II student-athletes across approximately 300 Division II member institutions. Again, the most salient difference between the Division II model and the other NCAA divisions is the financial scholarship model for student-athletes. Division II athletics follows the partial-scholarship model for its student-athletes. Sometimes also called an "equivalency" system, each sport is awarded several full scholarships that they are allowed to parcel out to student-athletes. For example, at the Division II level, each football team receives the equivalent of 36 full scholarships that they are allowed to divide up among a squad size that may be nearly 100 student-athletes (Benedict and Keteyian 2013).

In comparison, at the NCAA Division I FBS level, a football team receives 85 full scholarships that may not be divided up; an FBS student-athlete either receives a full athletic scholarship or receives no athletic scholarship at all. The Division II financial operating model provides a cost-effective strategy for NCAA schools to administer an athletics program. Because of lower operating costs than at the Division I level mainly because the approach will achieve lower recruiting and travel expenditures and less expensive facilities and coaches, Division II schools can operate without large pay-outs from television contracts and ticket sales.

The NCAA Division III level includes 450 member institutions. More than 180,000 student-athletes currently participate in Division III athletics. The primary distinction between Division III student-athletes and their Division I and Division II counterparts is that they are not allowed to receive athletic scholarships. Relatedly, Division III student-athletes are fully integrated into the general campus community and are primarily focused on academics. These fundamental ideas are conveyed in the Division III Philosophy Statement:

In essence, Division I Universities have the biggest student bodies, the largest athletic budgets, and the most athletic scholarships. More than 350 schools field more than 6,000 teams

providing opportunities to more than 170,000 student-athletes who are members of NCAA Division I. All of the major sports conferences, including the SEC, Big 10, Pac 12, and ACC are composed of Division I schools. (Adam 2013)

Ivy League Institutions are Division I, but they don't offer athletic scholarships. The Ivy League schools are Brown, Columbia, Cornell, Dartmouth, Harvard, the University of Pennsylvania, Princeton, and Yale. Almost 300 schools are part of Division II. Division II schools still offer athletic scholarships, but there are fewer scholarships than in Division I. Full athletic scholarships are more common in Division I; most Division II athletes receive partial athletic scholarships.

Adam (2013) the schools and athletic department budgets are smaller in Division II than in Division I. While Division I schools often travel nationally to compete, regional rivalries dominate the schedules of Division II. Examples of Division II schools include UCSD, University of West Florida, Northern Michigan University, Oklahoma Baptist University, and Valdosta State University.

Individual conferences and schools negotiate separate broadcast agreements for regular-season football; a separate coalition of top conferences and Notre Dame Control the post-season through the Bowl Championship Series (BCS), and all other post-season games are controlled by the promoters of the various independent bowl games that have entered into individual agreements with broadcast networks and cable channels (15). The NCAA distributes the majority of its revenues to the members of Division I through various mechanisms, with these distributions totaling \$387.2 million of the NCAA's expenses in 2008-2009. Further, another \$49.9 million of the NCAA's revenues were distributed to the members of Divisions II and III as mandated by the NCAA constitution (15).

Bergman (2012) would argue that the revenues received by colleges and universities seldom generate a profit, and often drain the institution of profits because of the amount of money being spent to build the best teams and win tournaments. Further, she argues that the need to win these NCAA tournaments puts a drain on non-athletic resources to support the athletic department's goals, and also that when the athletic department is profitable, it doesn't seem to support the academic side of the institution.

Many arguments can be made towards the NCAA, Benedict, and Keteyian(2013) but it would seem that the NCAA benefits the most by exploiting college institutions and athletes. Institutions can be profitable under the NCAA, but only when they are a winning team, and even then, depending on what division they are in and the expenditures by the athletic department, it may not be profitable.

For the NCAA, institutions are capable of making profits from participating in the NCAA, but this is mostly if they are a winning team in the Division 1 area because this is where a lot of the revenue distribution is concerned. Also, institutions can make money by getting money from students through fees, athletic shops, and gate sales. The question for an institution is really about how much the school is spending on upgrading the athletic program, and whether or not profits from the athletic program outweigh expenditures.

The Zimbabwean sports administration framework generally operates in a non-profit environment. Where service delivery is largely consumptive. There are key indicators that exhibit financial sustainability in such sports management frameworks namely:

- Stakeholder relationships
- Diversified funding sources
- Cash reserves

Bowman (2013) notes that the definition of financial sustainability may vary widely between for-profit organizations and non-profits (defined as organizations that use surplus revenues to achieve their goals rather than distributing them as profit or dividends), depending on the business structure, revenue structure, and overarching goal of the organization.

To understand differences in factors related to financial sustainability between for-profit and non-profit organizations, it is important to identify and understand the long-term goals of the organization. Hackler and Saxton (2013), for instance, the ultimate strategic goal of for-profit organizations is to acquire profit and market share, whereas non-profits' financial outcomes are merely a means to accomplish an organization's social mission.

So in essence for non-profit organizations like ZUSA a core challenge is balancing:

- (1) The need to maintain financial sustainability and
- (2) The pursuit of organizational mission and maintenance of consistent and quality programming over time.

On one hand, examining these factors as separate or competing goals produces an artificial distinction that may hinder long-term growth; on the other hand, determining the effective combination of efforts, activities, and staff at a viable cost per participant eludes many program administrators:

It's not enough [for non-profits] to have a high-impact program if there's no effective strategy for sustaining the organization financially. And neither is it enough to be financially stable. Yet surprisingly, in the non-profit sector financial information about mission impact is seldom discussed in an integrated way. Instead, financial reports and analyses rarely include data about what impacts have been driven by a particular financial activity. Bell (2010). Moreover, program evaluations and progress reports are discussed out of context with funding streams, profitability, and financial sustainability.

The ZUSA constitution under article 10.2 Stipulates that ZUSA shall be funded through a membership annual subscription model that is based on a figure derived at an annual general meeting. This model of funding has been religiously adhered to through the years, and this model cannot go unchallenged through the research to determine its impact and influence on university sports operations. Kot and Kucharski (2015) state that, financial resources provided to clubs enable them to contract players, participate in sports competitions, train young players, develop sports infrastructure, and engage in marketing activities.

Chemhere (2019) a former ZUSA president, revealed that participation at the forthcoming FISU games in Italy next month hangs in the balance due to some financial constraints. This article raises a red flag regarding the funding model used by ZUSA, there appears to be a glaring gap pointing towards an ineffective funding model. In the research, an interrogation into the funding model will be conducted to establish a more reliable model for effective fund administration and resource mobilization.

Sports generally worldwide –wide have become progressively capital-intensive. The evolution of the sport from amateur ideals into a full-blown commercial enterprise as a result of

improvements in technology and society has had a major impact on the commercialization process of sport (Connor and Mazanov, 2010). Schaaf (2004) notes, that the commercialisation of sports has resulted in sports having a greater than the food and electronics industry. Yet history shows that the government has almost single-handedly shouldered the responsibility of sports development in Zimbabwe. Therefore the question arises, are government and institutional support the best practices for funding the Zimbabwean University sports administration framework? Historical authors in the field of sports funding allude to the fact that there is a need to provide adequate funds for sports programs to become successful.

Bucher (1985), the services that are involved in sports administration such as recruitment and training of personnel, purchase of equipment, construction of standard facilities, transportation, and care of athletes require large amounts of money. Zeigler (1990). Reiterates, sports is an area of higher expense and needs adequate funding if goals are to be achieved.

Although financially sustainable organizations stick to their core values, they can also be characterized as innovative and willing to invest in the renewal of activities. They are willing to learn, to improve their activities, and to meet the needs of the people they work for. The organizations demonstrate the capacity to apply self-renewal. Schaaf (2004) elaborates, that the sport now focuses on market requirements and is used as a means for those with power to be favoured and to make decisions based on their wealth.

ZUSA members mainly rely on institutional funding a notion that contemporary sport management frameworks are departing from. ZUSA-affiliated universities pay an annual subscription to it, and ZUSA, in turn, subscribes to ZTISU, FASU, and FISU. This model of funding is an annual practice that is motivated through an annual general meeting where the budget is reviewed and a subscription for the following year is announced. The funding model appears to be failing ZUSA in fulfilling its obligations, and based on the aforementioned newspaper article, serious emergency interventions are always sought after by ZUSA as it strives to meet its obligations. It is not easy to rely on subscriptions and government grants solely.

The financial capacity of a for-profit organization is defined as the ability and potential to develop and deploy financial capital (Bourdieu and Hall, 2023). A question would arise therefore, that is the Zimbabwean framework making any efforts towards realising self-reliance

like its American counterpart. ZUSA has perennially requested for assistance through sponsorship sources for events as and when participation for their students is required. This method can never be sustainable and transformative mitigations have to be put in place.

2.3.3 Event management

The term event is used to describe different activities designed for different purposes. Silver (2014), the event is all about people –people coming together to create, operate and participate in an experience. Sport by nature has events that are usually run through a calendar of events. For this research, there is a need to enquire about the activities that ZUSA undertakes and see how they resonate with the stakeholders. The NCAA narrative will also be looked at so that a comparison can be drawn. Tiwari and Tiwari (2020), sports event management helps in organizing sports events in a short interval of time.

NCAA on its web page, The United States International University Sport Federation (US-IUSF) is the official representative and governing body for the United States in all FISU events (winter and Summer World University Games, World University Championships, and FISU World Cups.) US-IUSF is comprised of the membership of the National Collegiate Athletic Association (NCAA), The National Association of Intercollegiate Athletics (NAIA), the National Junior College Athletic Association (NJCAA), and the National Association of Collegiate Directors of Athletics (NACDA). The US-IUSF's primary role is to organize elite teams of American student-athletes in global competition. Primarily the FISU competitions in both the winter and summer versions.

For quite a while, there has been an issue with the NCAA and the perception that it is making a lot of money off of student-athletes, but only giving out nominal distributions in return for the profits made off of them. Further, the symptoms of the issue seem to be exacerbated by the fact that the NCAA creates strict guidelines regarding the way the student-athlete is governed while on an amateur sports team within the NCAA. The pay-for-play advocates in collegiate sports seem to be under the impression that athletes who demonstrate success to an institution are entitled to revenue for their efforts. The understanding of the NCAA and other adversaries of the pay-for-play realized this notion would restructure the mission statement of the student-athlete and threaten what college athletics is all about, education.

A common misconception found in the research was that athletic departments generate a substantial amount of money as departments were often operating at a loss, and educating advocates would ultimately help them comprehend that this was an inadequate, unattainable proposal and would eradicate the majority, if not all, collegiate sports. Essentially, moving forward with this concept would bring liability issues and contribute further to the already decreasing economic concerns of athletic departments. There have been proposals presented by different scholars and sports management professionals to the NCAA, which offer some different perspectives and ideas for giving college athletes some sort of remuneration for their services as an athlete.

As a student sports board ZUSA organizes annual games that bring together 16 universities to compete in a multi-discipline setup. The games are organized in a festival atmosphere with students competing in twenty-one disciplines in a set cluster of sports codes in a given weekend. This approach was however revised over the years to comprise sport discipline clusters. Chivivi (2016) affirms games are divided into three clusters to avert logistical challenges that have affected past events. Maidza (2015) argued that the major challenge in the administration of sports in Zimbabwean universities is the lack of a synchronized calendar. Which makes it difficult for teams to train together and have effective all-year-round competitions.

After completing the cluster set of games, the framework will see the winning champions filter to compete in the ZTISU games. In general university students are exposed to one level of competitive sport annually. ZTISU according to Article 7, of its constitution, is an affiliate of the Confederation of Universities and Colleges of Southern Africa (CUCSA). This is a regional sports federation that caters to student sports. ZTISU biannually blends student teams made up of students who would have been successful at its games from universities, teachers colleges, and polytechnic colleges to form a national team that will attend CUCSA games.

Article 9.4.2 of the ZUSA constitution stipulates that the General Assembly shall approve affiliation to ZTISU, FASU, FISU, and any other relevant bodies from time to time. This is indicative of the fact that the Zimbabwean university sports administration framework addresses international sports through revenue collected from affiliations. ZUSA is a member of the Federation of African University Sport (FASU) a body that embraces all University Sport Associations in Africa. It is spelt out that ZUSA is also a member of the International

Federation of University Sport (FISU) which is a World University Association board. Participation at FASU and FISU is largely not based on any competition qualification but on an individual university's ability to fund its students to attend the competition.

In analyzing the framework, it can be deduced that student participation in sports is largely on a recreational basis which has no bearing on student athletic development. It is essential therefore at this juncture, to interrogate the process of recreational sport versus the athletic approach. John(1986) recreation is any pursuit engaged upon during leisure time, other than pursuits to which people are normally 'highly committed' ([the latter includes] such things as optional shopping, overtime, secondary work, house repairs, car maintenance, further education, homework, child care, religion, and politics). is the culture of how humans spend their free time; it relates to active recreation, the creation of well-being, the restoration of people's abilities to work, as well as the preservation and improvement of their good health.

It is not a secret that, the National Collegiate Athletic Association (NCAA) has always been under fire for the way that it governs the institutions and players that participate in its events. Many would argue that the NCAA exploits the student-athletes through stringent rules and regulations that only allow the athlete to receive a certain, limited financial benefit in the form of scholarships, prevents the ability to play professional sports, except under very specific conditions, and also doesn't allow the institution to give the athletes any additional funding. Also, the student is not allowed to earn money as an athlete while a player under the NCAA's governing structure. The NCAA would argue the need for amateurism and the importance of stressing the educational focus on how it governs the participating institutions, but there is big money in college sports, and very little goes to the ones responsible for generating that revenue, the student-athletes.

Yost (2010). In terms of its organization, the NCAA sports administration framework has three divisions. In 1973, the NCAA divided its member institutions into Divisions I, II, and III. The top revenue producers were funnelled into Division I, where athletes could receive full athletic scholarships that covered tuition and housing. Division II athletes could receive partial athletic scholarships, and Division III athletes could not receive scholarships based on athletic merit.

In the late 1990s, there was restructuring within Division I into Division I-A, I-AA, and I-AAA, with revenue generation serving as the primary filtering mechanism. Ultimately, NCAA

member institutions differentiated themselves across divisions based on funding of athletic programs, scholarships for student-athletes, and fan interest (NCAA, 2014) Ncaa.org. the NCAA acknowledges the drawing power of football and men's basketball by saying Most Division I institutions ... choose to devote more financial resources to support their athletics programs, and many can do so because of the large media contracts Division I conferences can attract, mostly to showcase the publicly popular sports of football and men's basketball.

It is deducible from above that recreation includes participation in sports, arts and crafts endeavours, table games, dances, card games, etc. It can also be inferred from the above that recreation can take place in universities as a wellness pursuit rather than a career or athletic pursuit.

According to Forrester (2014), students attributed their top health and wellness benefits to participation in campus recreation facilities and programs. The identified benefits include- a feeling of well-being, overall health, fitness level, physical strength, stress management, athletic ability, weight control, self-confidence, balance/coordination, and concentration.

According to Godbey (2009), outdoor recreation contributes to wellness mostly through prevention, and the most beneficial outdoor pursuits are those that become part of one's life, done regularly. Schwarzenegger, et al. (2005) submitted that the many documented health benefits of staying active include reduced obesity, and a diminished risk of chronic diseases including heart disease, and diabetes. The Zimbabwean National Sports Policy (2017) as promulgated by the Zimbabwean Ministry of Youth and Sports is the centre of sporting excellence and talent development. This is quite a noble and functional vision toward a systems approach that would guarantee podium performances nationally. With the current ZUSA approach and administrative framework, it is obvious that athletic development can never be developed. The question remains, therefore, what best administrative practices could be employed and deployed by Universities so that national sports policy aspirations can be attained?

Powell (2021, July 1). CBS NEWS. The NCAA has approved a temporary policy to allow college athletes in all three divisions to get paid for the use of their name, image, and likeness (NIL), the organization announced Wednesday. The new policy will go into effect on

Thursday, the same day NIL laws are set to go into effect in seven states, and last, until federal legislation is adopted or the NCAA develops permanent rules of its own.

The interim policy allowed college athletes and recruits to make money off of activities like autograph signings, endorsements, and personal appearances as long as they were consistent with any applicable state law where the athlete's school is located. Athletes will be able to use professional service providers for such activities, and universities will be responsible for determining whether those activities are consistent with state law.

The new policy also allowed athletes who attend schools in states without NIL laws on the books to make money off their balancing both sports and academic pursuits. The American approach shows serious networking between Universities and other key stakeholders such as television networks and sports spectators. This has realized large revenue streams for the University sports board the NCAA. Universities are realizing huge inflows in revenue and support towards infrastructure development and institutional prestige.

From the discussion, one can see there are quite a few dilemmas present within the NCAA and how it exploits the student-athlete, but on the other hand, one could argue that the NCAA provides a situation wherein the student-athlete can participate in a higher level of sports while also receiving an education. The weakness in the latter argument is the fact that student-athletes are generally trained strenuously 12 months out of the year, generating revenue for not only the NCAA but also the institution for which they are playing. That being said, one has to wonder if the pressure put on athletes to perform and the long training schedules are worth the little financial benefit (scholarships). The institution itself stands to do quite well if it can get a strong team on the court or in the field.

There are also other issues within the NCAA regarding proposals for stipends or pay-for-play. That is the issue of worker's compensation, labour laws, gender equity, and also taxation. When one starts paying the players based on their success, they potentially become an employee, unless of course the money is given in the form of a scholarship, but if they are paid a salary, then one could successfully argue that the player becomes an employee. This would open up a whole host of other issues for the NCAA, and so it is quite reasonable for the NCAA to consider reforming the way it distributes funds, but also allows the player to reap the benefits of their success.

2.4 Similarities and Differences between the ZUSA (Armature) and NCAA (Commercial) Frameworks.

The above comparison, they are indication of elements of the Harvard model pointing to the success of the largely commercialized NCAA framework. There is a need to point out if there are similarities and differences in approach in both the NCAA framework and the ZUSA framework.

TABLE 2.3

Similarities and Differences between the NCAA and ZUSA Frameworks:

Component	ZUSA Armature sport	NCAA Commercialized Sport
1. Competition (The event)	<p>.Annual single sports festival</p> <p>. Participation at international university games is largely institutional-based and association-funded.</p> <p>. Student-athletes are available on a voluntary participation basis.</p> <p>. Non-remuneration of athletes.</p> <p>. Athletes have very little-known profiles both locally and internationally.</p>	<p>. Organized leagues in different sports disciplines.</p> <p>. Competition –cooperative dichotomy.</p> <p>. Student-athletes are available on sponsored sport-aligned scholarships</p> <p>. Athletes receive funds for sponsorships linked to their likeness and image.</p> <p>. Highly competitive athletes at local and international platforms.</p> <p>. Disciplines in sponsored leagues are streamlined to 3, and universities are categorized into divisions of ability.</p>

	. 21 disciplines participated in using a recreational manner.	
2. Incremental Revenue Sources	<p>.Overreliance on institutional funding.</p> <p>.Sponsors needed</p> <p>. No broadcasting and television rights.</p> <p>. poor sport facilities</p> <p>. No gate revenue</p> <p>. Teams are not well sponsored and fail to meet competition commitments.</p>	<p>. Business goes beyond what is happening on the field.</p> <p>. Selling of television and broadcasting rights.</p> <p>. Sponsors available</p> <p>.Gate revenue is a significant element season tickets are purchased in advance.</p> <p>. Merchandise lines available</p> <p>. Well-sponsored teams for both national and international competitions.</p> <p>. World-class standard sports facilities.</p>
3. Fans	Spectator driven by Institutional based Students mainly	. Broad institutional, franchise, national, and international fan base.
4. Other key elements	<p>. Students are levied for participation.</p> <p>. Institutions sponsor sport infrastructure development.</p> <p>. A dormant Facebook page.</p> <p>. No website page.</p> <p>. No secretariat in place</p> <p>. Run by a part-time elected executive.</p>	<p>. Revenue is distributed to member institutions.</p> <p>. Major brand suppliers participate in infrastructure development and kitting.</p> <p>. Sports publications, websites, Facebook, and X platforms.</p> <p>. Existence of a full-time secretariat with operational autonomy.</p> <p>. Governance structure</p>

	. Largely controlled by member university systems.	. Fully independent professional organization.
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Amateur sports refer to sports in which participants largely or entirely engage without being given remuneration (Newman and Bunds, 2016). On the other hand, professional sports involve sporting activities whereby the participants are remunerated financially for the time they have spent training and competing. Since most professional sports the standard of play displayed by professionals is higher as compared to that of amateur sports. In general, the majority of participants in athletics in the world are professionals. Athletes who participate in amateur sports, however, can make a living in amateur sports since their victories in amateur events can result in business opportunities such as massive advertising deals (Eastman, 2013). According to Aspiringyouths (2022), the following are the advantages and disadvantages of the commercialization of sports:

Table 2.4:

The advantages and disadvantages of commercializing sport

Advantages	Disadvantages
Boosts economic growth	Less focus on sport's true spirit
Improves sports infrastructure	Over-emphasis on money-making
Attracts international attention	Increased athlete exploitation
Creates employment opportunities	Loss of local sports traditions
Enhances athletes earnings	There is great risk of corruption

Connor and Mazanov (2013), postulate, that among the different important role players in the commercial sport are the athletes. Their behaviour and performance are under scrutiny by their fans, sponsors, team management, and opposition. Katie (2012), values associated with sports are affected when external factors try to influence the basic values. The commercialization of sport has negative impacts on athletes associated with it. Among these is the change in attitude of athletes, instead of participating for fun and love of the game, they play for money. The lure of fame and money has encouraged athletes to use performance-enhancing drugs. There are however positives realised from the commercialisation of sport among them being the increased participation and spectatorship of sports. The commercialization of sports has resulted in the proliferation of many commercial sports enterprises, thereby increasing employment opportunities. Pipe and Hebert (2008), elite athletes now have the opportunity to perform on the world stage, and for them to ensure success they are often valued.

Summary

The preliminary literature review was presented to find information that shows that there are serious flaws in the Zimbabwean University administration framework. An expose on the generic trends of a commercialized sports administration framework as depicted in the Harvard professional Business of Sport model was discussed. The presentation also assessed a contemporary framework from the NCAA in the United States of America. The presentation has highlighted the need for transforming the Zimbabwean approach. The discussion exhibited that sports administration can either be engaged from the traditional amateur perspective as is the case with the ZUSA framework to the more contemporary commercialized framework, as is the case with the NCAA in the United States of America.

Chapter 3

Methodology

3.1 Introduction

This chapter discusses in detail the methodological choice and the research design process of the study. It has mainly relied on the philosophical stance and the research problem to guide the methodological choice. More, specifically, it explains why a case study approach and mixed methods are considered appropriate for the research. In addition, the chapter set the procedures to collect, analyze, and report data. It has used separate procedures for the quantitative and qualitative approaches as both serve distinct purposes. Additionally, the approaches implemented to enhance the validity and reliability of the studies are also explained in detail. Finally, the chapter defines the procedural issues of the research including the timing, weighting, and integration decisions of the study along with identifying ethical considerations.

3.2 Research Purpose

The purpose of this study is to explore how the Zimbabwean university sports administrative framework can be transformed from its current amateur sports outlook to a more commercialized professional one. By investigating gaps that exist in the framework, by getting perceptions from university sports stakeholders. This will be done by conducting a case study on ZUSA and comparing it with that of a professionalized NCAA.

3.3 Research Paradigm

This study followed a mixed–method design. According to Creswell (2009), a mixed-method approach is one in which the researcher tends to base knowledge claims on pragmatic grounds. Creswell (2009) elaborates a mixed methods study begins with a survey to generalize results to a population and then focuses, the second phase on detailed qualitative open-ended interviews to collect details views from participants.

The mixed method design, therefore, was used to collect qualitative data through semi-structured interviews with university sport and recreation directors and deans of student affairs. This group has direct involvement with the administration of student sports in universities. Members of the ZUSA presidents' alumni will be subjected to qualitative methods through semi–structured interviews to gain an in-depth perspective on their experience in both leading the executive business of ZUSA and participation in international sports business. Document analysis as guided by the literature review will also give a basis for an inductive reasoning

process where relevant variables will be used to construct a relevant framework for managing student sport in Zimbabwe. It is envisaged that the variable of the viable NCAA model that will be identified during the literature review phase of this research will be further explored and examined.

The term research philosophy refers to a system of beliefs and assumptions about the development of knowledge. Bryman (2008), philosophical assumptions or paradigms are described as a cluster of beliefs that dictates what should be studied, how research should be done, and how the results should be interpreted in short, they are general orientations about the world the researcher holds. Creswell (2009) concurs a paradigm contains assumptions about how an investigation should be performed, implying the methodology, as well as his definition of truth and reality, that is ontology and how the investigator comes to know that truth or reality, that is epistemology. Collis and Hussey (2003) say, therefore, that the methodological choice of a researcher is determined by the philosophical assumptions about ontology/ human nature and epistemology.

The research will primarily seek to transform the Zimbabwean university sports administration framework. Based on the need to address the perennial issues of challenges linked to funding, competition arrangement, talent identification, and development as highlighted in the literature review. It is apparent that other nations like the United States of America and closer to home South Africa. Have gone through transformative phases that have seen their sport administrative frameworks beginning to realize tangible results. These results are observed through their healthy finance models that are bankrolled by media rights and the general national spectatorship of their sports events. These positive results are all evident in their progressive way of handling student sports. The Zimbabwean model has largely been stagnant since 1999 and a serious paradigm shift toward contemporary approaches to University sport administration is required.

3.4 Primary research strategy

In this study, the quantitative data will first be collected and analyzed and then the qualitative research will be conducted. The rationale for this approach is that the quantitative data analysis will be expected to provide a general understanding of the phenomenon being researched. Subsequently, the qualitative data will be expected to provide statistical information and results from participants.

The research analysed the Zimbabwean sports administration framework in the context of the NCAA framework to come up with a more modernized approach to Zimbabwean University sports administration. A collective case study will be employed for this research, Creswell (2007) expanded on the parameters of this approach by saying, that in a collective case study, one issue or concern is again selected, but the inquirer selects multiple case studies to illustrate the issue. So is the case on how ZUSA'S armature approach to sport can be transformed into a professional approach employed by the NCAA.

3.5 Time Horizons

Time horizons in research refer to the time within which the researcher is interested in studying the population. Since the research is a case study, the research took a longitudinal design and two months to complete.

3.6 Population and Sampling

Population refers to the set or group of all the units on which the findings of the research are to be applied. Parahoo (2014) supports this assessment, a population is the total number of units from which data can be collected, such as individuals, artefacts, events, or organizations. The population of this study may be defined as all Universities registered with the Ministry of Higher and Tertiary Education, Science, and Technology Development and are bona fide members of ZUSA. In this case, participants are going to be drawn from the 16 universities that are participating in ZUSA-organized activities and the ZUSA presidents' alumni.

The population's subject diversity will include, university Deans of student affairs, Sports Directors, and ZUSA presidents from the current and past executives, whose duties include the formulation of policies with a bearing on student sport and recreation activities. It will, however, be impractical to comprehensively cover all these subjects. As a result, participants will be categorized using homogeneous groupings that depict their ownership structure. Shukla

(2023) notes, that if all the units of the population are identical or similar in terms of certain characteristic/s, it is called a homogeneous population.

3.6.1 Sampling Design

A non-probability sampling technique was applied in this research. Using purposive sampling, three categories of participants were created, the subjects of which are currently involved in student sports administration structures in the Zimbabwean setup.

Category 1. Deans of students- There are currently 16 universities that are members of ZUSA (N=16). The assumption was that all the 16 Deans of students were going to participate in the research. All deans of students were written to, advising them of the research that was going to be carried out. One of the deans was informed that he was going to participate in a pilot study that was going to address validity and ethical concerns. The affected dean was selected due to the proximity of the university to the researcher.

Category 2. Sports and Recreation Directors There are currently 16 universities that are members of ZUSA (N=16). All sport and recreation directors were written to, advising them of the research that was going to be carried out. One of the deans was informed that he was going to participate in a pilot study that was going to address validity and ethical concerns. The affected director was selected due to the proximity of the university to the researcher. (N-3)=12. The second category had two responses to draw away from it. These formed a third category of respondents as one was a past ZUSA president and the other a current president. The two were joined by an alumni president who has since left the sports directorate office.

3.6.2 Sample Size

The sample size is a market research term used for defining the number of individuals included in conducting research. Researchers choose their sample based on demographics, such as age, gender questions, or physical location. It can be vague or specific. Kaur (2017) elaborated, that sample size determination is the mathematical estimation of the number of subjects or units to be included in the study.

The participating sample for this research will comprise stakeholders in student sports administration, specifically.

Table 3.1*Categories of subjects that were interviewed*

Category	N-1
Sports Directors	16
Deans of Student Affairs	16
ZUSA Presidents Alumni	4
TOTAL	49

N-1 depicts the total number of university administrators per category and ZUSA president's alumni less than one member who will participate in the pilot study.

3.7. Data Collection and interpretation

3.7.1 Quantitative Instruments

1. Every University department has a head who runs it, it is in the interest of the research to find out the views of deans of students if meaningful transformation is to be effected. Sports departments in universities operate under the student affairs departments which the mentioned officers superintend. The general assumptions in selecting these particular individuals are that:
 - Each ZUSA-affiliated institution has a dean of students in office.
 - Each Dean of students knows sports and directly superintends sports directors.

The questionnaire will carry demographic information to determine the general qualifications carried by deans and their general appreciation of sports. N-1=15 of the total population will be selected for this purpose. The implication is that all 16 university deans of students will be selected to participate in the research. Questions will mainly focus on governance and the general principle of sports organization autonomy its practice, implementation, and implications in university sports administration. The questionnaire will also establish if university supervisors are for the commercialization of student sports or are for the status core.

Through the questionnaire, the study will determine the university authority's views towards how ZUSA executes governance issues and manages its finances, and also determine if there

are other alternate views that they have to suggest for the ZUSA framework. The questionnaire will determine to what extent deans of students as stakeholders in student sports would like to participate in the sport management framework.

Questions carried in this questionnaire will involve responses to statements related to financial management, governance, event management, and general administrative issues given in a five-stage response Likert scale carrying the following responses:

Strongly Disagree, Disagree, Not Sure, Agree, Strongly Agree.

Obtained responses will be used to obtain an informed view from university management on the effectiveness of the current ZUSA sport management framework. The views will further determine if university management teams understand the meaning of commercialization and if there is a need thereof to shift from the current armature design to it.

Categories one and two were subjected to a Google Forms questionnaire that was sent through their emails with a link that tabulated their responses on an Excel spreadsheet.

3.7.2 Question Formulation

The questions in the questionnaire were based on answering the five research questions, they were categorized under the themes of governance, funding, and event management. The respondents were expected to give their honest opinions to the survey questions. There was a section in the questionnaire that targeted demographic data on the respondents. This managed to categorize the respondents by job title, which was a key differential for cross-tabulation since we had two categories of respondents using a similar questionnaire.

Questions were targeting the research question, “Why is the current Zimbabwean university sports administration framework not commercially viable and sustainable?”

Questions 1-4 through the Likert scale under the heading governance targeted to answer the research question, “Are there any fundamental issues related to governance, finance, and event organization that can inhibit the transformation from armature practices to commercialized sports administration?”

Questions 1-4 also targeted the research question, “To what extent is the principle of sports autonomy applicable in the current ZUSA framework?”

3.7.1.2 Quantitative Data Interpretation

The research was designed to obtain descriptive data, with aim of getting the views of individual officers who are key to university sport management in Universities. The objective was to ascertain commercialisation related issues and find their views on the possibility of implementing the framework on student sport activities.

The instrument also targeted to get views from the respondents on how they appreciate the current existing framework and also highlight its shortcomings. The questionnaire also targeted to get the socio- demographic data on sport administration officers in Zimbabwean Universities

After collecting the data from the questionnaires, SPSS22 software will be used to interpret and extrapolate meaning from the responses made by the respondents. Using multiple linear regression as a basis for the interpretation. In this case, the (*DV*) is the job title to which the responses made to set questions is the (*IV*). The outcomes are the place in cross tables and the frequencies being used as a basis for validating a response. Tables, graphs, and pie charts will be used as visualisations of relationships between responses. These relationships will be used in establishing whether the migration from armature sport to professional sport could be the ideal administrative model for Zimbabwean university sports management. High percentiles to a response will be interpreted as actual positive responses while lower figures will be regarded as negative responses.

The findings will be measured as responses to the research question and sub-questions. Recordings of these responses will be utilized to deduce a functional administrative model that will be discussed under suggestions and recommendations. The interviews shall be carried out during the period of the ZUSA annual general meeting which usually covers three days.

3.7.2 Qualitative instruments

In advancing the mixed methods approach, structured interviews will be used as a tool to get information on the phenomenon under review. N-1= 3 will be representative of ZUSA presidents’ alumni. The current ZUSA president and the past two presidents will give a combined operation span of twelve years. This a period enough to get an in-depth view of

ZUSA's administrative framework over the years. The objective of carrying out the process was to get the views of ZUSA presidents current and past on the effectiveness of the current framework. The object was to identify inhibitive factors towards commercialisation that are on the ground. All this was descriptive information that was obtained and was utilised to extrapolate trends that would guide the transformation path.

In coming up with questions for use in the interview, four categories for basing the questions were drawn up:

1. Governance
2. Funding
3. Commercialisation
4. Event organisation

The respondents were interviewed through 30-minute Zoom meetings, where the interviewer took some five minutes to set the tone for the interview with general discussions on Zimbabwean student sports. The interviews started with background and historical discussions on how and when the respondent became the ZUSA president.

Each respondent would get time for a closed interview session with the researcher, where issues covering areas of governance, finance, event management, and sustainability will be discussed. Central to the interview will be the respondents' monitoring and evaluation of the armature approach utilized by ZUSA and the possibility of migrating to a commercialized approach. A recording of the interviews will be made to allow for the capture of responses made by the respondents.

3.7.2. 1 Qualitative data

Since the information obtained from the interview process was unstructured in nature, the NVIVO 14 software was used to interpret the data. Tables, graphs, and pie charts were extrapolated depicting visual presentations of responses made by respondents. Higher values obtained on a response were deemed to signal a positive response to the phenomenon under question and a negative response was signalled by lower values. The results will be measured

against the research questions and sub-questions where the findings would contribute to coming up with a way forward towards transforming to a new framework.

Through using NVIVO14 the responses from the presidents were transcribed into a table with responses to questions that were presented during the interview. These were put in an NVIVO14 file and were subjected to coding where the major code governance, funding, and event management emerged. Themes were obtained under the codes and these suggested pointers were matched against the research question and sub-questions.

3.8 Pilot Study

A pilot study interrogates whether something can be done, should the researchers proceed with it, and if so, how. However, a pilot study also has a specific design feature; it is conducted on a smaller scale than the main or full-scale study. According to Arain et al (2010), a pilot study is a mini research that seeks to investigate the suitability of the research procedures or instrument before the larger study commences.

Lancaster *et al.* (2004). Pilot studies are useful for several reasons to researchers as they assess and prepare their data collection and analysis techniques. In addition, a pilot can be used to self-assess readiness, ability, and commitment as a researcher. In this sense, a pilot study can be used to support the researcher and enhance the credibility of a study. Padgett (2008). Moreover, the use of a pilot study may allow the researcher to uncover ethical and practical issues that may hamper the main project.

Piloting the instruments is essential for identifying and removing weaknesses in the instruments and it also determines the approximate time required for the interviews to be done (David and Sutton, 2004).

The survey instrument will be piloted at the university where the researcher is stationed, this will be done to enable quick responses and in-depth probing with subjects on areas of concern that might arise from the instrument. A first run of the instruments will be made where corrections will be effected, and a final run will be implemented in which the responses obtained will be included in the final research. This will be done because the university is an active member of ZUSA

3.9 Ethical Considerations

The protection of human subjects through the application of appropriate ethical principles is important in all research studies. In any study, ethical considerations have a particular resonance due to the in-depth nature of the study process. The study complied with all the ethical requirements of the University.

Consent was sought to ensure that subjects would participate voluntarily, subjects would be made to understand what was being asked of them, and the persons would be requested to confirm their competence to consent. This means, that to participate in a research study, participants need to be adequately informed about the research, comprehend the information and have the power of freedom of choice to allow them to decide.

A confidentially close will be spelt out in the letters of introduction, and letters of request to conduct research in institutions will be written to the authorities of those who would have been sampled to participate in the study and the ones selected to participate in the pilot study.

Summary

The chapter pointed out that a mixed method approach will be used in the research where both qualitative and quantitative data collection methods will be used. The research sample size was defined and a purposive sampling technique will be used. A description of how the instruments will be utilized was given.

Chapter 4

Data Presentation and Analysis

4.1 Introduction

The study sought to identify if a commercialized student sports administration framework can be developed for the Zimbabwean student sports sector. In line with this goal, fieldwork was undertaken with a group of sport and recreation directors and deans of students in the 16 universities in Zimbabwe who formed a student sport grouping known as ZUSA. The fieldwork also included an alumni group of three ZUSA presidents who amongst them share a total of 12 years of experience in managing student sports.

The methodology and approach to the study were outlined in the previous chapter, the present chapter will give an outline of the study's response rate including the demographic data of the respondents. It shall further go on to give an analytical presentation of both the quantitative and qualitative data obtained from the fieldwork.

4.2 Response Rate

For this study, 32 respondents who are responsible for the management of student sport in Zimbabwean universities were targeted. The following categorization was obtained. The study managed to get responses from 11 sport and recreation directors, 12 deans of students, and 1 lecturer who fell in the other directory. One university had its sports department run by a volunteer lecturer while the 11 remaining ones had a sport and recreation director as part of their staff establishment. All 12 universities had a dean of students in place who acted as the supervisor to activities that were run by sport and recreation directors in the student affairs division.

4.3 Quantitative data

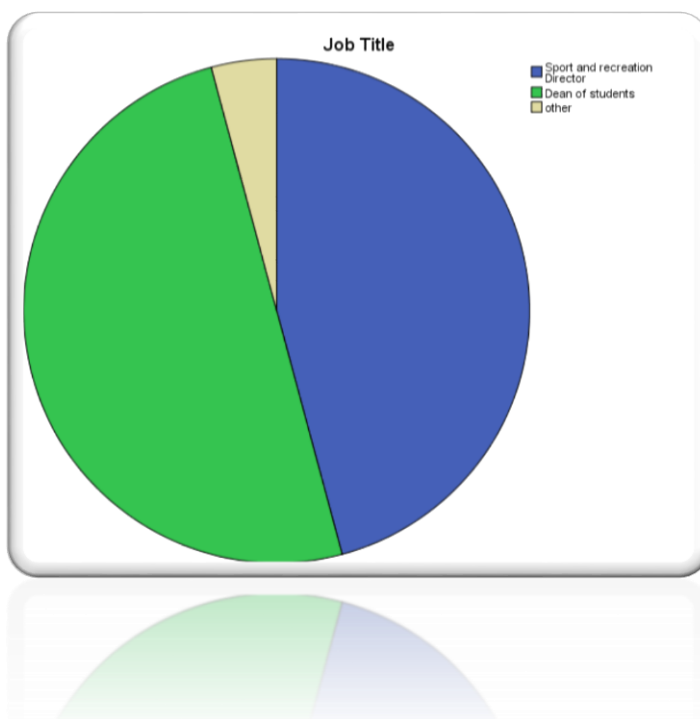
The collected data was based on a questionnaire that was electronically circulated to universities seeking opinions from deans of students and sports directors. The views were collected and graphs were presented as histograms, pie charts, and linear graphs. Cross tabulation was effected on histograms for ease of comparison of views from both pairs of respondents.

4.3.1 Demographic Profile

In terms of job titles, student sport in Zimbabwean universities is superintended upon by two offices, that of the sports and recreation directors who are the professional operatives, and that of deans of student affairs who supervise the general student welfare issues in universities. The sports sections in the universities are headed by sports directors who report to the dean of student affairs who in turn reports to the university registrar on student welfare programs.

Figure 4.1:

Distribution of deans of student affairs and sports and recreation directors in the research sample.

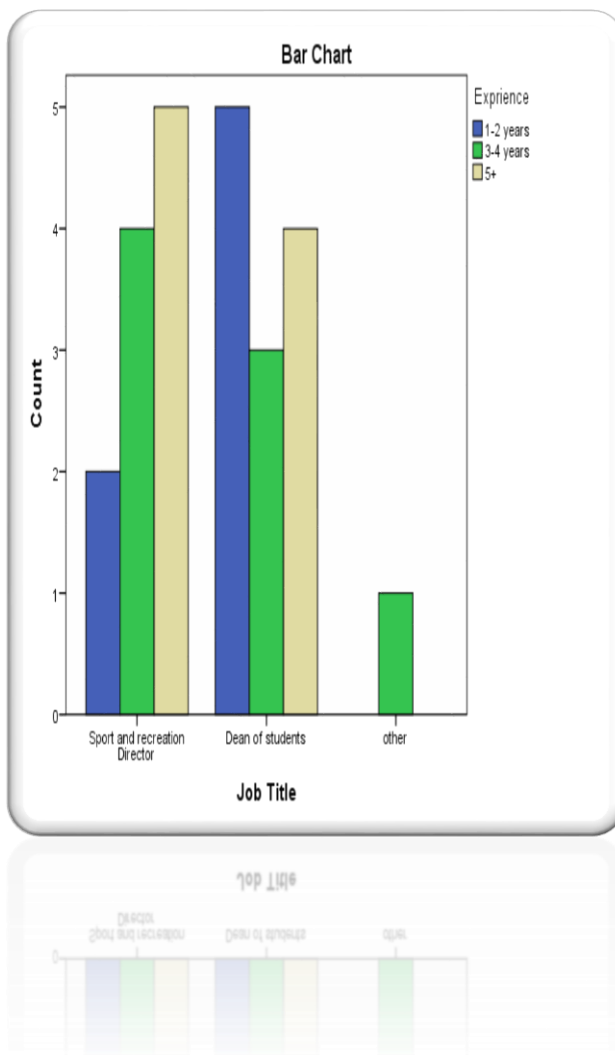


In terms of job experience sport and recreation directors had 5 members with 5 + years of experience, 4 with 3-4 years of experience, 2 who were relatively new members to the field, and 1 member with two years of experience in the other category. 4 deans of student affairs had 5+ years of experience, 3 had experience spanning 3-4 years and 5 were relatively new in their positions.

Figure 4.2:

Job title of personnel involved in university sports administration and their level of experience.

Job title and experience in sports administration (n=24)



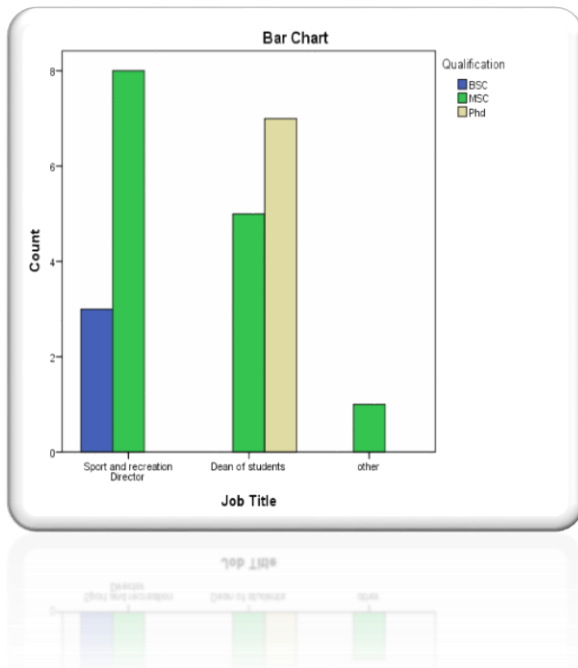
4.3.2 Qualifications of the Respondents

In general, all the respondents hold a degree qualification, 25% of those in charge of handling the sport and recreation director office have a bachelor's degree and 75% inclusive of the sport and recreation director in the other category have a master's degree. In the Deans of Students category 41% have a master's degree while the remaining 59% hold a doctorate.

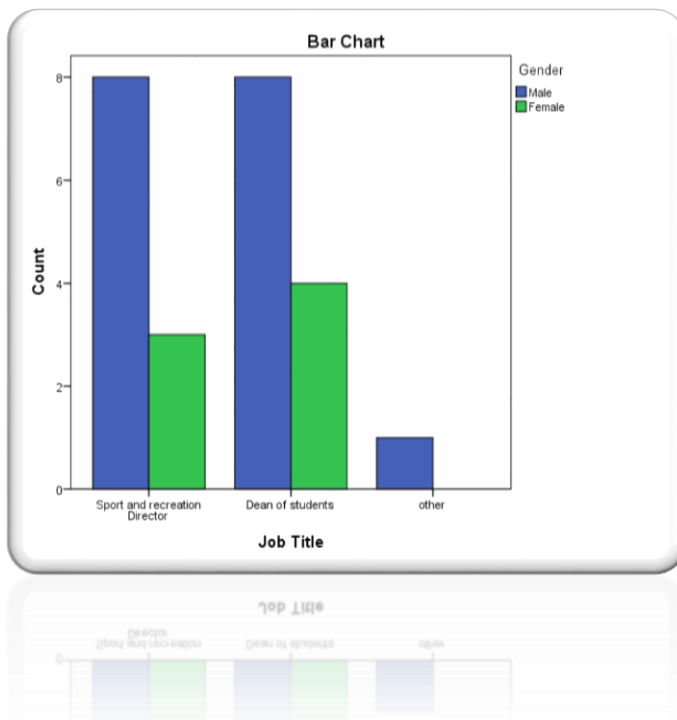
Figure 4.3

Qualifications by job title for both sport and recreation directors and deans of students.

Qualification level of respondents (n=24)



It was observed also from the data that females constituted 25% of the population of a sample of sports and recreation directors the remaining 75% were male. On the other hand, 66% of deans of student affairs were male and 34% were female.

Figure 4.4 :

Gender distribution of student sport administrators by gender.

4.3.4 Student Sport Governance

The research data managed to get responses to questions related to student sports governance in line with the commercialization of student sports. The yes and no polarised and Likert scale designed questions managed to get the personal views and opinions of respondents on the issues. The Likert scale results were interpreted using cross-tabulation analysis using chi-square tests on the views of student sport administration officers in university sports in this case sport and recreation directors, deans of student affairs, and officers in the other categories. The following data presentations exhibit the summary of responses that were obtained.

Figure 4.5

Responses to Governance-Based Questions.

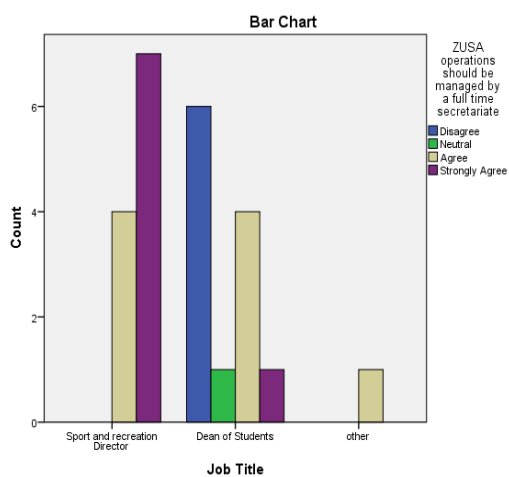
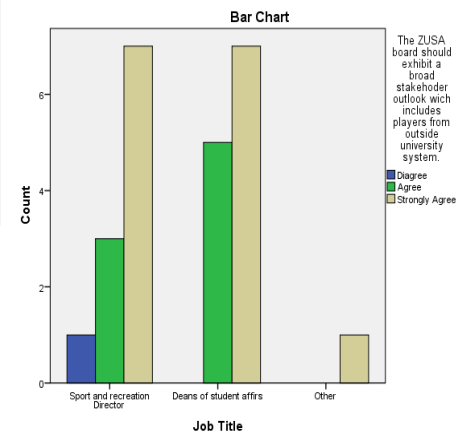
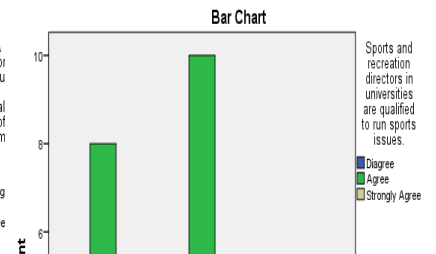
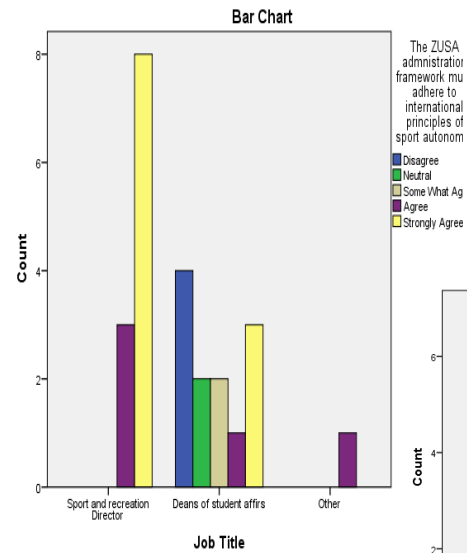
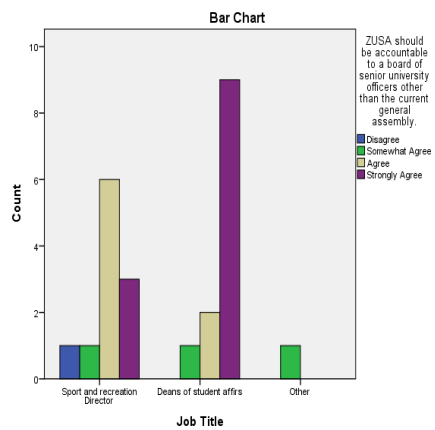
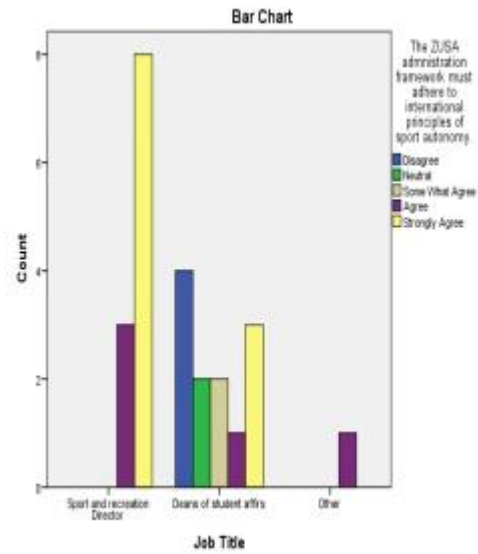
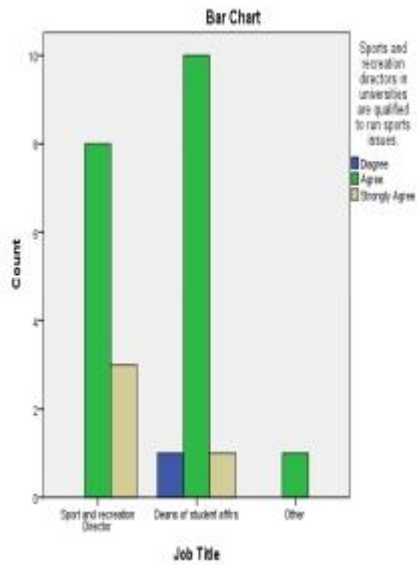


Table. 4.1

Summary of Attitudes of Deans of Students and Sport and Recreation Personnel on Student Sport Governance Issues (n=24)

Statement	Deans of students					Sport and Recreation Directors				
	Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree	Disagree	Neutral	Some What Agree	Agree	Strongly Agree
The ZUSA administration framework must adhere to international principles of sports autonomy.	33%	16,6%	16,6%	8,3%	25%	0	0	0	33%	66%
ZUSA should be accountable to a board of senior university officers other than the current general assembly.	0	0	8,3%	16,6%	75%	8,3%	0	16,6 %	50%	25%
ZUSA operations should be managed by a full-time secretariat	50	8,3	0	33,3	8,3	0	0	0	58,3%	41,6%
Sports and recreation directors in universities are qualified to run sports issues.	8,3%	0	0	83,3%	8,3%	0%	0%	0%	75%	25%
The ZUSA board should exhibit a broad stakeholder outlook which includes players from outside the university system.	0	0	0	41,6%	58,3%	8,3%	0%	0%	25%	66,6%

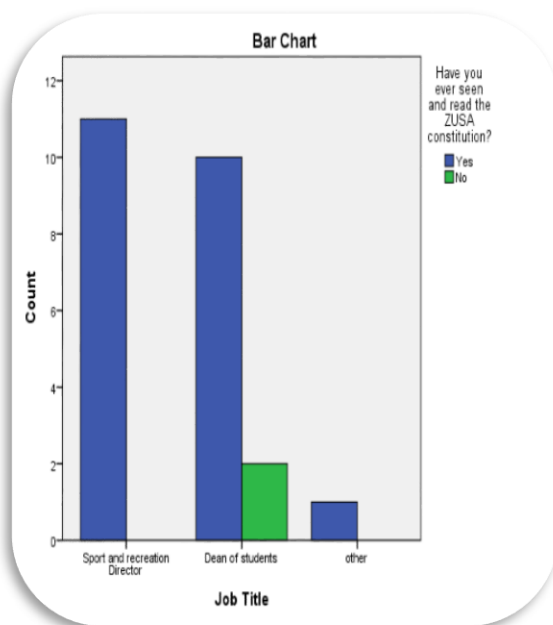
From the data tabulated in Table 4.1, it can be seen that (25%) of deans of students are not keen on seeing ZUSA having autonomy in terms of running student sports. On the other hand (66%) of sports directors are heavily in support of the observance of sports autonomy (33%) of the respondents in the same category agree with the move. Deans of student affairs are in favour of having senior university officers other than sports directors in the ZUSA management structures. This was exhibited by a (75%) rate of response in the strongly agree section while (50%) of sport and recreation directors agree with the statement and (25%) strongly agree. It would appear that the current framework is questionable in terms of its organogram and accountability. Sports directors form the general assembly and the executive is elected out of the general assembly, in essence, ZUSA is a grouping of sports directors who are accountable to themselves. Such a scenario raises a lot of issues related to governance and public funds accountability. Question three targeting the professionalization of ZUSA exhibited strong support from sport and recreation directors with (58%) agreeing and (41, 2 %) showing a strong affinity to the Idea. (50%) of deans of students are not welcoming the professional approach to sports management. (33%) of the deans agree with having a full-time secretariat in place and little as (8, 3%) are strongly in favor of the action.

Both categories were agreeable that universities have qualified personnel in charge of student university sports issues (83%) of deans agreed with the observation and (75%) of sport and recreation directors agreed as well as (25%) of them strongly agreed with the issue. The need to have an all-inclusive board in place as dictated in question five, both sets of respondents agreed with the statement at (41%) and (25%) respectively while strongly agreeing with it at (58%) and (66%) respectively.

Strongly related to issues of governance are issues surrounding the constitution of an organization. The Zimbabwean student sport framework is managed through the ZUSA constitution. When member institution representatives were responding to the questionnaire on whether they had had sight of the constitution. The visualization in Figure 4.6 established that 2 out of the 24 members in the sample had not seen the ZUSA constitution. The two respondents were in the dean of students category.

Figure 4. 6

Having site of the ZUSA constitution



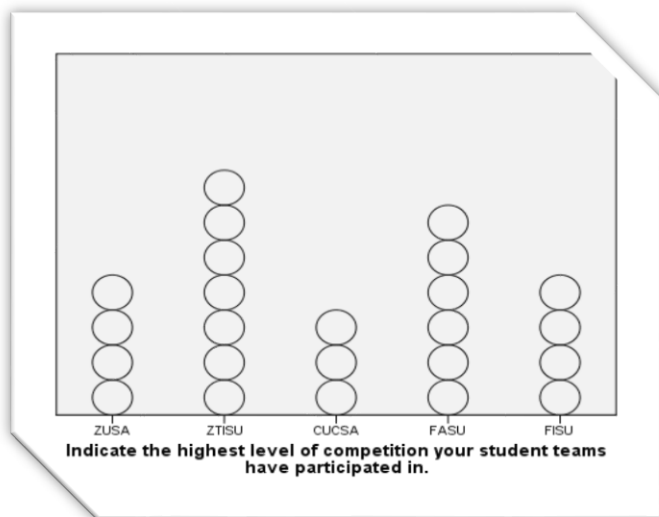
4.3.5 Student sports competition and event organization

4.3.5.1 Organization in the current framework

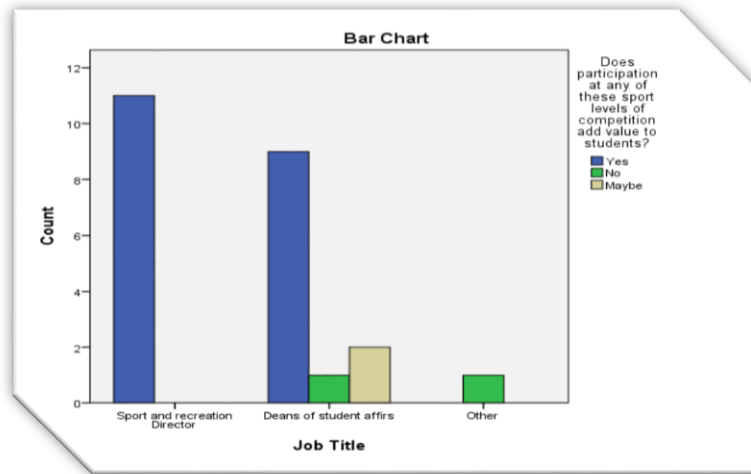
The following graphics show responses related to the way ZUSA organizes competitions and student sports events. It was obtained from the research that the existing framework had facilitated the participation of Zimbabwean University sports student-athletes in all recognized national, regional, continental, and international competitions. The figure shows that ZTISU was the highest level of competition reached by most universities. The chart exhibits that Zimbabwean students have participated in both FASU and FISU games internationally.

Figure 4.7

Level of student participation in sport

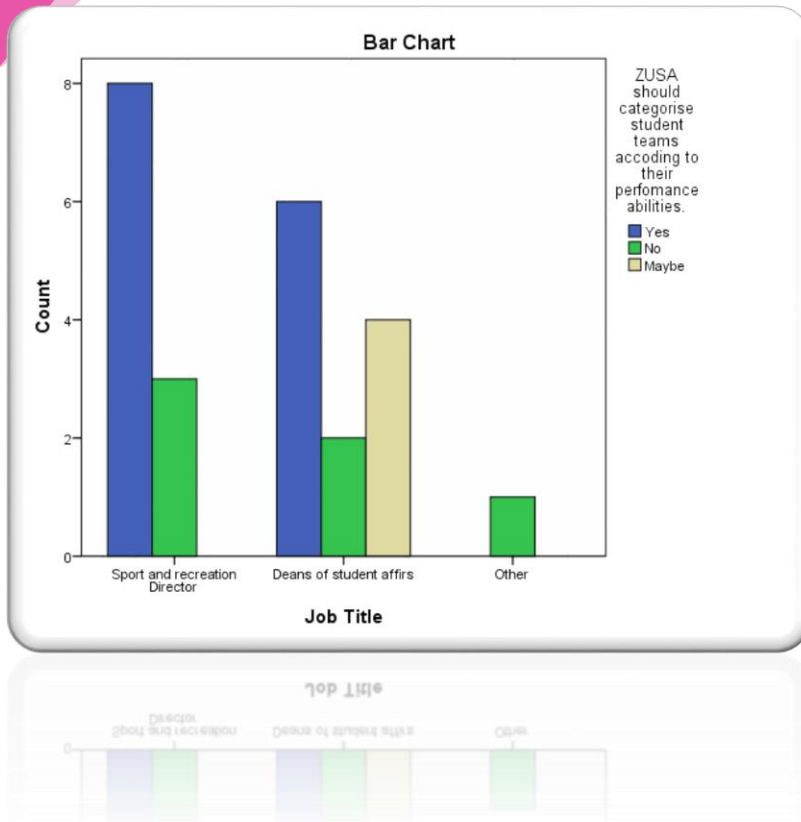


Both categories of respondents alluded to the fact that the participation of student-athletes at whatever level of competition added value to student lives. (91.6%) of the sports and recreation directors agree that students had in a way added value to the student experience a fact (75%) of the Deans of students alluded to this fact. It is evident that an appreciation of the value of sport in universities is present and is not fully maximized as there tends to be a selective approach to assisting students to maximize their potential.

Figure 4. 8*The value of participating in sport***4.3.5.2 Organization in a Commercialized Set-up**

The respondents were requested to give their views on operationalizing a commercialized ZUSA. Figure shows responses that were obtained, sport and recreation directors were of the strong conviction that student sport should be categorized according to performance and abilities. The notion is that highly talented student teams should be grouped in one category so that competition becomes more meaningful and attractive.

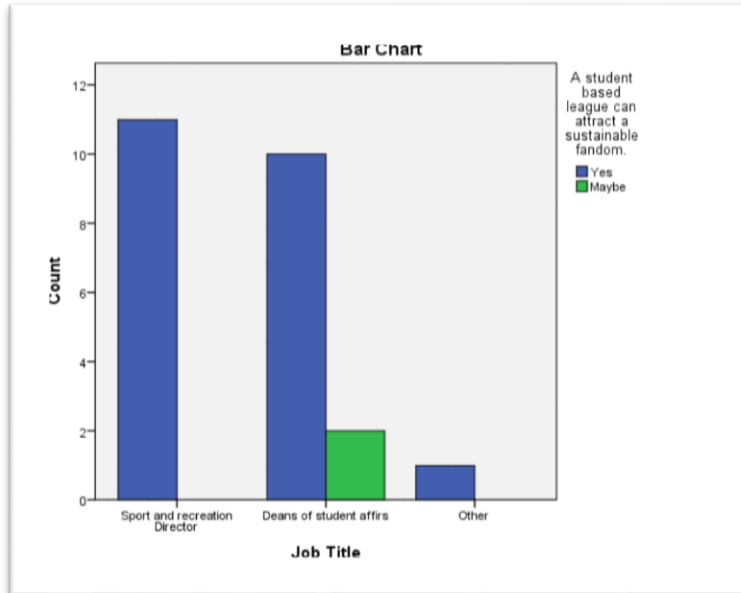
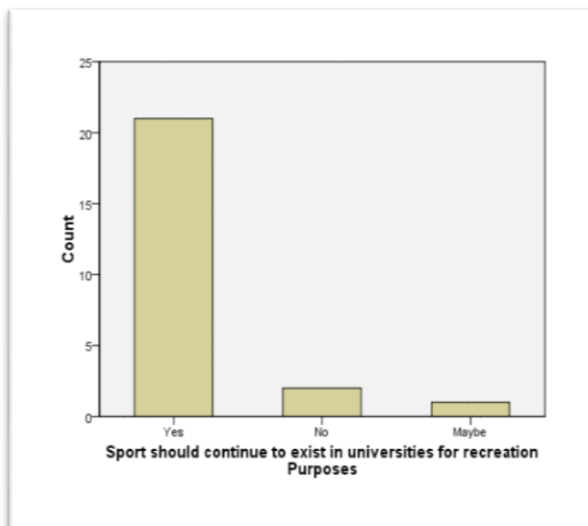
Figure 4. 9*Categorising student sport*



A question on forming a student-based national league was asked. The response in both categories showed a positive (83%) and (91,8%) for sports and recreation directors and Deans of students respectively. When asked whether creating a student-based league was a viable option? (83%) of the sports and recreation directors indicated that student sports leagues would create a viable option. (91%) of the deans of student affairs concerned with having a league formation for student sport. Figure 4.9 carries the visualizations of the outcomes.

Both sets of respondents agreed that a sustainable fandom could be obtained if a student league was established. It was also obtained from the survey that, both categories of respondents were aligned to the notion of having sport to continue existing as a recreation form for students in universities. Figure 4.10 shows the outcome of the survey question.

It was established from the research that, (100%) of the respondents, favoured the recreation aspect remaining as part of the university sport framework. This part could be used to absorb sports codes that will not be part of the university league sport system. Figure 4.11 carries the visual analysis.

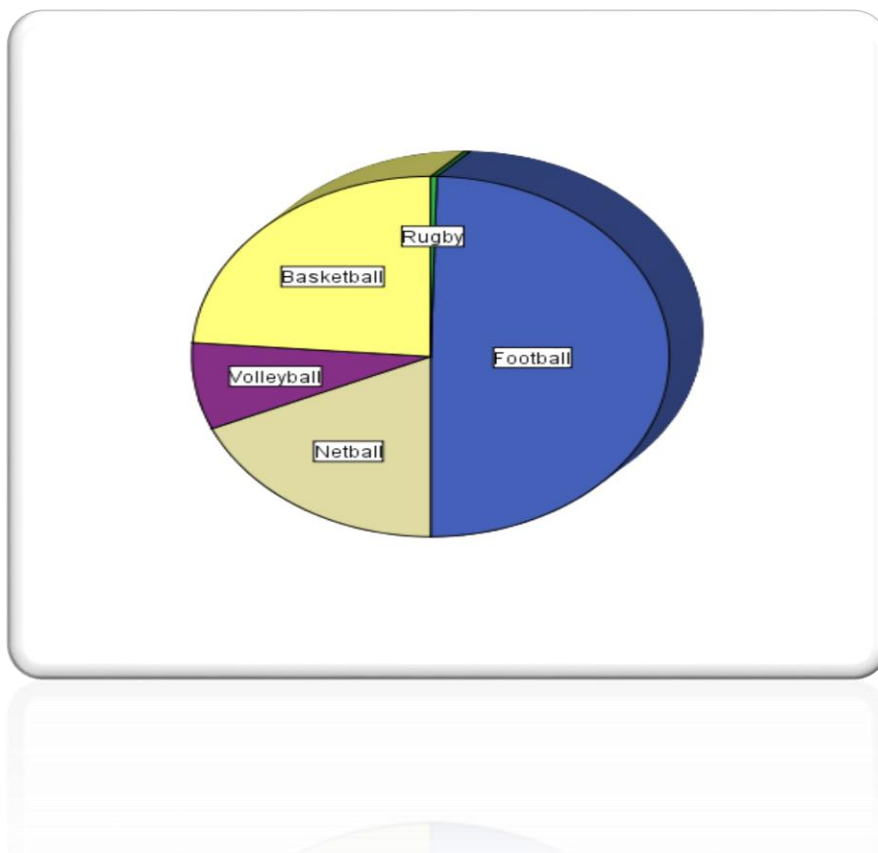
Figure 4. 10***The sustainability of a sports fandom*****Figure 4.11*****The continued existence of recreational sport***

It was submitted by both sets of respondents that sports in universities should be streamlined and should concentrate on the disciplines depicted on the pie chart in the figure. It imaged that

football, basketball, netball, volleyball, and rugby could form the nitch sports targeting the commercialization of student sport.

Figure 4.12

Selected league sport codes



4.6. Student sport funding strategies

When comes to student funding the research revealed that (100%) of the respondent's universities levied students for sports as shown in Figure 4.13.

From Figure 4.14 It emerged that the bulk of the sports levy as high as over (50%) was used to bankroll ZUSA-related activities and percentages as low as (10%) remained to support institution-based sports activities.

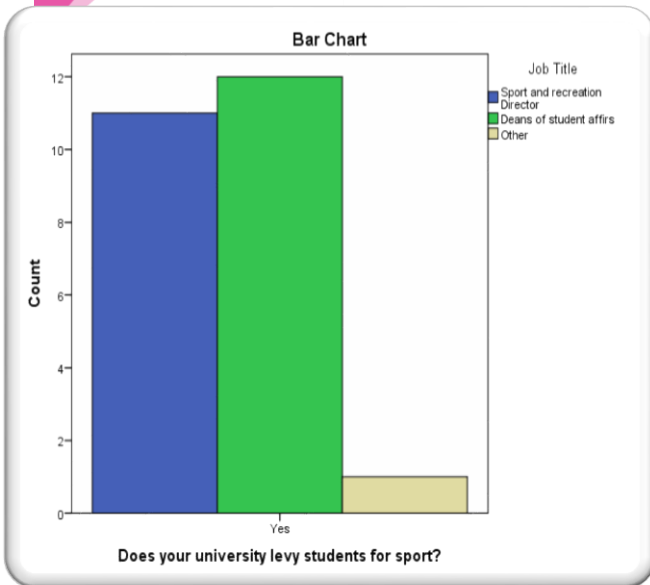


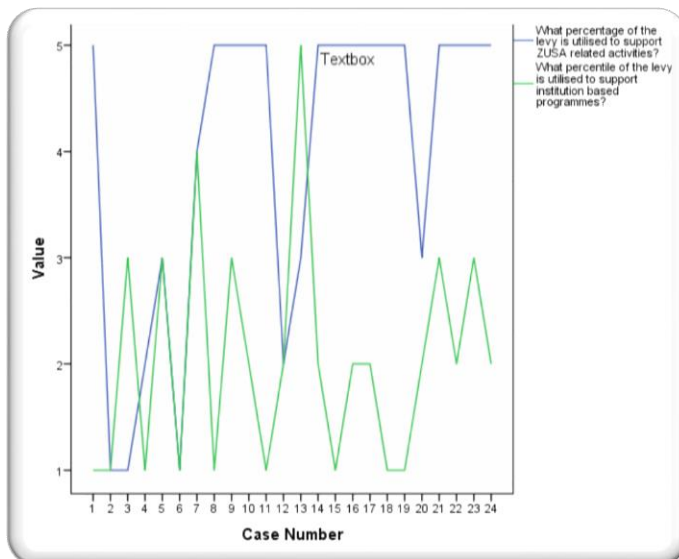
Figure 4.13

Levy for student sport



Figure 4.14

Administration of institution sports levy



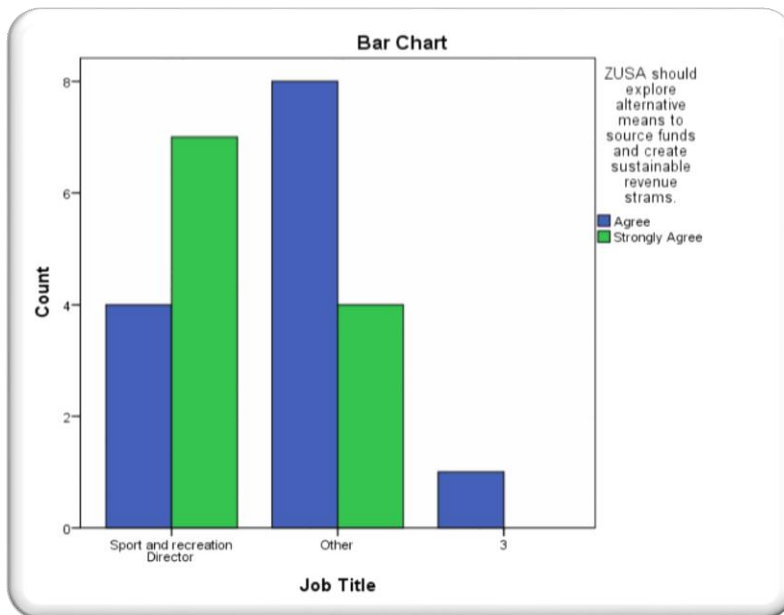
Key: 1- 10-20% 3- 31-40%

4- 41-50% 2- 21-30%

It was in the view of both sports directors and deans of students that, ZUSA should explore other means to source funds and create sustainable revenue streams. The figure carries a graph related to the responses.

Figure 4. 15

Recommendation for ZUSA to explore funding alternatives

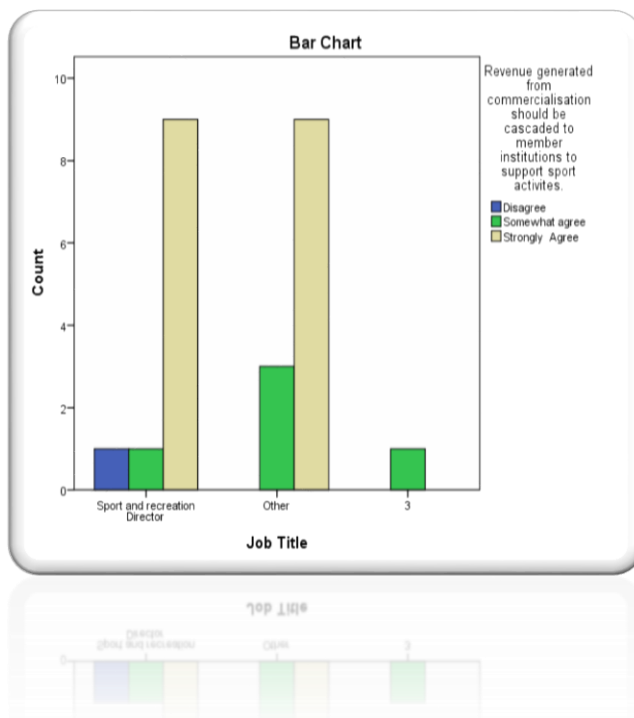


Through a chi-square test on the possibility of talented students benefiting from a scholarship fund, it was observed from the findings that both categories of respondents were in agreement with the establishment of a scholarship fund to assist students who are talented in sports. With a valid rate of 62.5%.

Table 4.2***Results of a chi-square test on student sport scholarship***

Sport-talented students should benefit from a sports scholarship fund.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	15	62.5	62.5	62.5
	Strongly Agree	9	37.5	37.5	100.0
	Total	24	100.0	100.0	

Both sets of respondents were in agreement with having a percentage of the sourced finances being cascaded to institutions to assist with the development of sport-related programs.

Figure 4.16***Recommendations on the use of funds*****4.4 Qualitative Data**

Qualitative sport-related views from three members of the ZUSA president alumni were captured using online ZOOM meeting platforms for each respondent. Analysis of the responses was done through the use of Nvivo14 software. The views were used to get an in-depth analysis of the perceptions of the ZUSA leadership, on how the current student sport management framework can transform.

Table 4.3***Views of the ZUSA Presidents' Alumni*****Interview Responses**

Respondent 1	Respondent 2	Respondent 3
<ul style="list-style-type: none"> - 4 years as ZUSA president - Interference from university authorities affects autonomy. - There is a need to adhere to set management guidelines related to governance. ZUSA has generally been well-managed. - The member university deans of student affairs are sceptical of ZUSA migrating from armature to professional sport. - Student sports not being valued by universities. 	<ul style="list-style-type: none"> - 4 Years as ZUSA president - ZUSA and the university system need to embrace modern trends and shift from armature sport. - An organizational structure that supports the professionalization of sport is required. - The executive committee should seize to operate as a secretariat. - ZUSA should have a fulltime secretariat. - Administratively the group of sport and recreation directors in ZUSA are sound. There is however a need to engage full-time professionals to run operations. ZUSA should be run as a business entity. Universities are not prioritizing sports. - There is a lot of interference from member institution Deans of student affairs so there is no autonomy in the operations of ZUSA. 	<ul style="list-style-type: none"> - 4 years as ZUSA president - Student sport in Zimbabwe is purely armature-based. - Some institutions do not identify with ZUSA operations and have not supported the growth of student sports. - The ZUSA framework needs to be run by a permanent secretariat and not by the executive as the case. - There is too much interference and bottlenecks, especially from deans of student affairs and university bursars. - ZUSA should employ an internal auditor in its structures and develop a broader-based stakeholder board. - The funding model used by ZUSA jeopardizes the autonomy it is over-reliant on institution affiliation.
<ul style="list-style-type: none"> - Not doing much towards tapping talent. There is a need to align the factions of sports academies to those of ZUSA if the professionalization is to be meaningful. - Failure to attract meaningful sponsorship - Sports facilities are in a bad state most of the universities have poor facilities. 	<ul style="list-style-type: none"> - There is a lack of deliberate, talent identification structures in university sports. - ZUSA in terms of management has a long way to go in terms of matching contemporaries like the NCAA and Varsity sport. - Something is being done ZUSA can be rated at 5/10. - The sports facilities in Zimbabwean universities are below standard. - Football, track and field, Netball, and Rugby can develop commercialized leagues. 	<ul style="list-style-type: none"> - Programs are not student-focused focused they are designed and operationalized by university sports directors through ZUSA. - Introduce customer-focused activities. - ZUSA can be rated at 6/10 something is being done. - Poor state of sports facilities 2/10 - ZUSA cannot match other international contemporaries.

<ul style="list-style-type: none"> - Basketball, football, and netball can easily be commercialized and ticket revenue can be realized if university leagues are developed. - ZUSA's fulfilment of mandate is rated at 5/10. - Programs are not student and we are operating at the armature level - ZUSA has too many activities being managed through a small budget. 	<ul style="list-style-type: none"> - ZUSA should streamline its codes. 	<ul style="list-style-type: none"> - The atmosphere in which ZUSA is operating is not conducive to talent identification. - Football, Volleyball, and rugby can form a basis for commercialization because the sports have a large following in the country. - A case of too many activities on a lean budget.
<ul style="list-style-type: none"> - FASU and FISU are commercialized sports associations to which ZUSA can benchmark in terms of managing sports professionally. - Would desire to operate as a commercialized ZUSA's CEO. 	<ul style="list-style-type: none"> - Yes I believe in the commercialization of student sport. FISU has a full-time secretariat as an international grouping, so Zimbabwe universities must embrace a shift towards commercialization. -Would desire to be the head of the secretariat. 	<ul style="list-style-type: none"> -Would desire to be a ZUSA CEO. - ZUSA is a brand with huge potential to commercialize. - Commercialization is the route to go. <p>ZUSA could take a leaf from Varsity sport SA and the NCAA.</p>
<ul style="list-style-type: none"> - Funding has proven to be a challenge. - Funding needs to be improved from institution to institution by embracing methods of financial sustainability from university contemporaries like the NCAA. 	<ul style="list-style-type: none"> -ZUSA should source sponsorship, and create partnerships with like-minded institutions both nationally and internationally. - Seize overreliance on member institution funding. Cooperates are willing to sponsor student sports, but a meaningful financially sustainable system should be put in place to boost investor confidence. - Through marketing of the ZUSA brand, ticket sells, broadcasting rights, merchandising, and franchising ZUSA can become a formidable sports entity. 	<ul style="list-style-type: none"> - Accountability on funds raised and financial management are topical issues between the ZUSA executive and member organizations' superiors - Balance institutional funding and sponsorship. - Crowdfunding is a good source. - Partnerships with sport-based organizations.

4.4.1 Governance

It emerged from the data obtained from the interviews that a code relating to governance had a high reference of 28. Denoting that most of the current framework issues mainly stemmed from the way ZUSA is managed. Dominant themes were the way Deans of student affairs interfered management of ZUSA affairs. This behaviour in the view of the respondents was a big hindrance that disturbs the smooth flow of ZUSA activities. This perceived meddling gave rise to the theme of "lack of autonomy." When probing through the themes suspicion of corrupt practices is imaged as an area of concern. It was also evident that ZUSA has an overreliance on institutional funding which leaves it at the mercy of serious interference.

ZUSA mainly realizes the expertise provided by sports directors in member institutions, there is no secretariat as it imaged from the theme "need for a full-time secretariat." It also emerged from the themes that stakeholder involvement was limited, therefore sport carries an amateur outlook.

Table 4.4

Emerging governance themes.

Theme	Files	Coding References
Governance	1	28
Activities Lack of Customer Focus	1	2
interference from deans	1	3
Lack of stakeholder involvement	1	2
Need for a full-time secretariat	1	3
Need to embrace commercialization	1	3
Overreliance on institutional funding	1	3
Suspected Corruption	1	2
ZUSA has no autonomy	1	3

ZUSA presidents' alumni depicted the following issues on the current framework that the current framework was operating on an amateur sports association basis. In the view of the respondents, it lacked institutional support and had no sponsorship. This resulted in sports programs becoming uncompetitive.

The sports facilities in which ZUSA members are operating were said to be poor. The respondents also lamented the lack of observation of sports autonomy as there was continued interference, especially from the office of the dean of students in institutions.

- There is a lot of interference from member institution Deans of student affairs so there is no autonomy in the operations of ZUSA.

It also emerged that when rating the performance of ZUSA comparatively to other international associations, a general rating of 50% could be awarded. From the presentations, the state of facilities in universities was seen to be affecting talent identification efforts.

- The atmosphere in which ZUSA is operating is not conducive to talent identification.
- Sports facilities are in a bad state most of the universities have poor facilities.

This cocktail as depicted in Table 4.4 has a serious adverse effect on the development of the sport. It also imaged that, in general universities treat sport as a peripheral activity and ZUSA as the custodians of student sports activities feel undervalued and undermined.

4.4.3 Commercialization

The ZUSA president Alumni, during the interviews, highlighted the code on commercialization as an alternative with 4 coding references associated with it. The theme of developing partnerships emerged, and there was a recommendation that ZUSA model its operations along the NCAA and FISU commercialized approaches. It also emerged that ZUSA should cease to have an overreliance on institutional funding. It was also highlighted that ZUSA should go on a strong marketing drive, and source for sponsorship.

Table 10: Commercialization of student sport

Theme	Files	Coding References
Commercialisation Approaches	1	4
Develop partnerships	1	2

Model Along NCAA and FISU	1	3
Seize overreliance on institutional funding	1	2
Sponsorship drive	1	2
Strong marketing drive	1	2

Summary

The chapter carried out a presentation of the data analysis involving the questionnaire that was used to present qualitative data. The analysis process was done using SPSS, and quantitative data was analyzed using NVIVO 14. Trends and patterns emerged from the data and these are going to be used to guide discussions in the following chapter.

Chapter 5

Discussion

Introduction

The chapter is going to carry a discussion based on the research findings analyzed in the previous chapter. The results as they appear in chapter 4 are going to be used to answer the research problem and questions. It was in the interest of this research to come up with a transformation framework for commercializing Zimbabwean university sports.

5.1 Why is the current Zimbabwean university sports administration framework not commercially viable and sustainable?

From the research findings, it imaged, that the current university sport management framework is riddled with a plethora of issues that inhibit it from becoming commercially viable. The framework is highly centred on amateurism, which takes sport as a recreational pursuit. This approach results in the sports product lacking in having a competitive edge. As was evidenced by submissions given in both the qualitative and quantitative presentations.

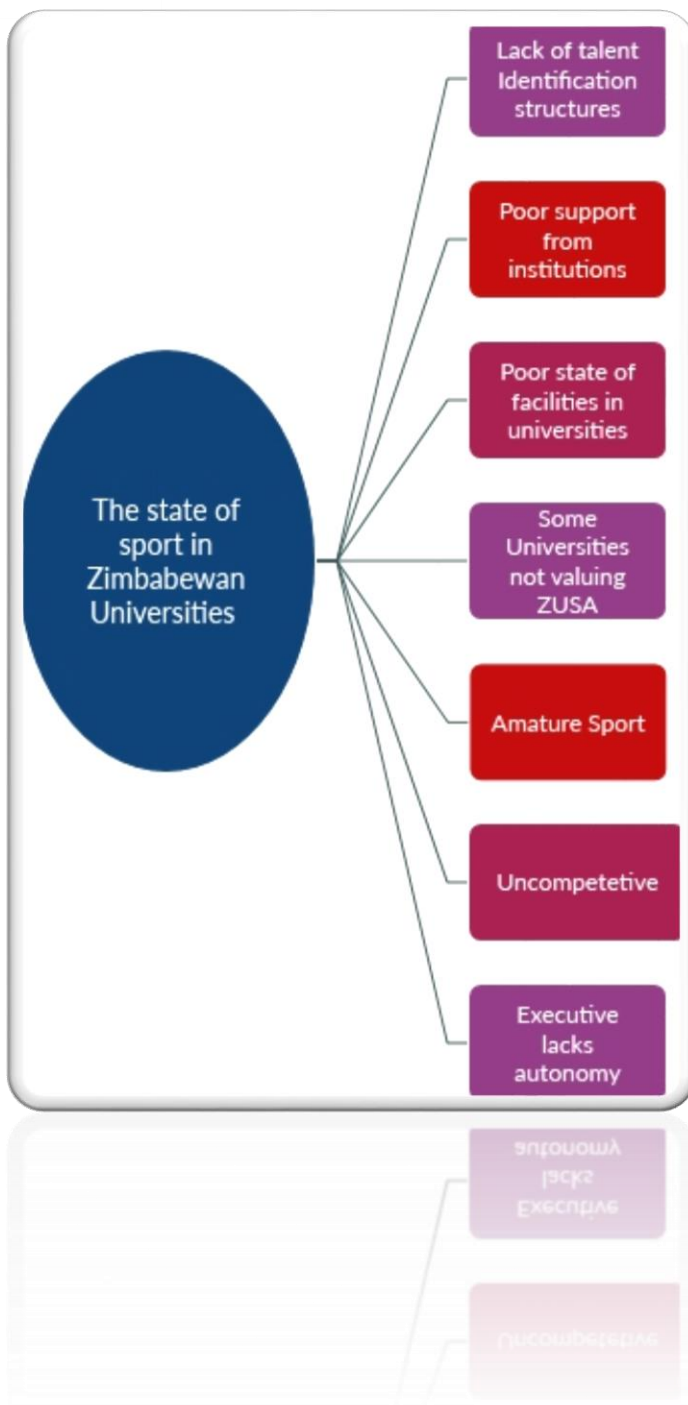
Due to the lack of a full-time secretariat, the Zimbabwean approach lacks in that, there are no office bearers who follow ZUSA operations daily. The part-time executive members cannot fully exploit the potential that the ZUSA brand has. Therefore, the development of an office manned by full-time professionals is essential. The sport and recreation directors resonated with the idea of having a full-time directorate in place.

In essence, the current framework is purely centered on having student sports as a recreation tool in universities. The general lack of talent identification strategies in both the member universities and ZUSA as suggested in the finding raises a red flag in that, universities are not taking student sport development seriously and this approach will never attract big-time sponsors to student sports as is the case with the NCAA.

The consensus made by participants in the research is that the state of sports facilities in Zimbabwean universities is poor. Points to the fact that sport in Zimbabwean universities is viewed as peripheral, and therefore in such an atmosphere commercialization can- not be sustainable.

Figure 5.1

Outlook of operations-related issues in the current ZUSA framework.



5.2 Are there any fundamental issues related to governance, finance, and event organization that can inhibit the transformation from armature practices to commercialized sports administration?

As suggested in the research findings, the Zimbabwean university sports framework was facing a lot of governance challenges. The current ZUSA framework has an executive mainly

comprised of sport and recreation directors from the member university grouping also known as the general assembly. In principle, the sport and recreation directors answer and report to themselves. Essentially this is not a good sports governance approach. The ZUSA executive needs to embrace a broad-based stakeholder board that the secretariat will be accountable for. This minimizes suspicions of corruption and malpractice as alluded to in the findings through the concerns raised by Deans of students.

Paradoxically the Deans of student's affairs groupings unofficial and unconstitutional interference militates against the dictates of sport autonomy. In as much as sports and recreation directors report to Deans of student affairs in individual university operations, Deans of students cannot be involved in the management of ZUSA as this kills sports organization independence and the general accountability process as dictated by the ZUSA constitution.

Fundamentally the current ZUSA framework sports code coverage is too broad covering twenty-one sport codes. A commercialized framework can't prevail in such a situation. This could be the reason why the ZUSA framework approaches student sports with once-off annual tournaments which are meaningless when it comes to talent development. It refreshing to note that the respondents in the research embraced the formation of a streamlined league approach as a way forward. Through streamlining the leagues the ZUSA framework can gain more mileage from the little institution-based funding it gets annually. Sponsors will easily be lured to fund a lean-looking package than the current blotted one.

5.3 To what extent is the principle of sports autonomy applicable in the current ZUSA framework?

The interference by Deans of Student Affairs as noted by sport and recreation directors, is a great area of concern. Such behaviours create a constitutional crisis which will signal negatively towards sports governance. Organizational autonomy signals sound governance structures, and the existence of such structures will attract investor confidence.

5.4 Can a commercialized administrative framework be developed for the Zimbabwean university sports administration context?

Indeed a commercialised administrative framework can be developed for Zimbabwe university sports. The following building blocks for a commercialized framework are suggested based on the research findings.

Figure. 5.2

Transformation building blocks



The new framework must be based on benchmarking with other international student sport-based associations as an entry point. In benchmarking the first port of call is understanding the whole marks related to the governance. The new framework should embrace inclusivity by bringing in a broad spectrum of sports stakeholders from the university system and leaders of commerce and industry. A suggested structure would appear as follows:

Board

- University Vice Chancellors (Representatives)
- Deans of Student Affairs (Representatives)
- Sport and Recreation Directors (Representatives)
- Student (Representative)
- Players from industry and Commerce (Representative)

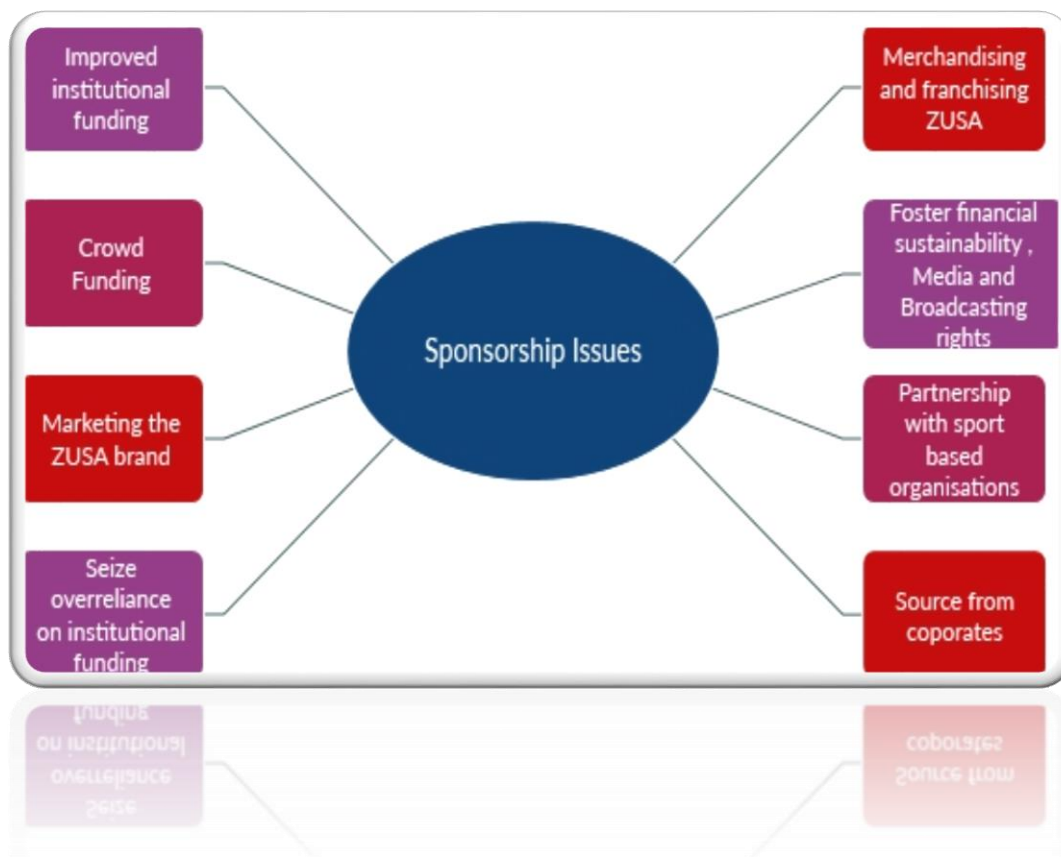
Sports Association (Representative)

Secretariat

Full-time CEO and officers whose main tasks will be driven by the following key drivers.

Figure 5.3

Financial strategy to a commercialized ZUSA framework



The major task of the secretariat in the new framework will be to professionalize student sports activities. A critical issue in operationalizing the commercialized framework will be empowering the secretariat to streamline the ZUSA activities by categorizing sporting codes into athletic sports and recreation sports. Athletic sports will predominantly, be participated in through national leagues and recreational sports will be carried out in individual universities through invitational tournaments.

Revenue raised through activities associated with the athletic sports category will be remitted by ZUSA to member institutions to fund sport-based programs in their institutions and act as seed capital for their sport scholarship fund.

Athletic sports as suggested in the research findings, will involve student national leagues in football, netball, basketball, Volleyball, and rugby. The mentioned sports codes will be deemed money-spinning sports. The key factors in running this league will be:

1. Talent Identification through a scholarship system in universities.
2. Professionalizing the approach to sport in member universities.
- 3 Improving the standard of facilities in universities primarily those involving the sports flagged as potential money spinners.
- 4 Sourcing for sponsorship through strategies suggested in Figure 5.2.

This new approach to sports management will see universities and talented student-athletes realizing growth in terms of revenue and talent respectively.

Summary

The chapter managed to highlight key elements of the research problem and research questions. It was made clear that the current armature framework can never achieve any commercial potential for Zimbabwe University Sport. From the discussion, a commercialized framework that could be utilized in the Zimbabwean student university sports setup emerged as suggested in Figure 5.

Chapter 6

Summary, Conclusion, Recommendations, and suggestions for future research

6.1 General Summary

The research was carried out to establish whether the current Zimbabwean university sport management framework was meeting the expectations of developing university sports. It also sought to define the framework of sports management that was utilized in Zimbabwean university sports, with the view of coming up with a commercialized version applicable to the Zimbabwean situation.

In so doing a problem statement was spelt out in that the lack of a robust sport management framework is affecting the growth of university sport. A research question and sub-questions were developed in trying to address the problem. A literature review was highlighted where issues related to sport commercialization were discussed. It was spelt out that the research design was largely going to a mixed-method approach. The research was mainly carried out through a sample of (n=12) sports directors and (n=12) deans of student affairs who were drawn out from a population of (n=16) universities nationally. A purposive sampling approach was used so that only those subjects that are relevant to the management of sports in the university setup were focused on. These had a questionnaire administered to them and their views were analyzed using the SPSS 22 software.

The ZUSA presidents' alumni provided a group of three respondents who were subjected to interviews and their views were analyzed using the NVIVO14 software.

6.2 Conclusion

In coming up with the research it had emerged that there is a problem in terms of the operations of the Zimbabwean student sport management framework. The absence of a commercialized universities sport administration framework is adversely affecting the administration of sports in Zimbabwean universities. Indeed it was established that the current framework was adversely affecting the administration of sport in Zimbabwean universities. The research results underpinned that they were deep-rooted governance issues that needed to be addressed. It was also established that the event management system needed to be overhauled as it carried a blotted number of sports codes and also that, the method of competition utilized in the current framework failed to promote talent identification and promote meaningful competition.

This prompted the research to be centered on answering the question:

What framework can be developed to transform the administration of university sports in Zimbabwe?

The research suggested that a commercialized sport administration management framework could be developed for the Zimbabwean University sport set up. It was evident that the armature approach that is being utilized is not doing anything much towards athlete development and talent identification. The current framework was premised on sport as a recreation agent rather than a career path.

Therefore transforming from armature sport to commercialized sport is a critical milestone that Zimbabwean university sport has to embrace. The suggested framework as depicted in Item 5.4 would assist in shaping Zimbabwean student sports to become more competitive and meaningful to student athletes.

6.3 Recommendations

The following recommendations are made to the generality of the Zimbabwean university sports administrators, university authorities, and ZUSA administrators.

1. Zimbabwean university sport management system moves from armature sports to professional sports. This move has its advantages that will make students' sports talent identified and nurtured. It has the potential to be self-funding, unlike the current framework which is over-reliant on institutional funding.
2. ZUSA moves from its overreliance on member institution-based affiliations funding to more financially sustainable sources. Through sourcing of sponsorship and effectively marketing the ZUSA brand.
3. University authority's interference be seized as it diverts from constitutionality and therefore compromises sports autonomy. The current setup framework destroys investor confidence in sport. It should be highlighted that the sports system has to become meaningful and internationally recognised in a family of sporting nations. International federation statutes have to be followed to the letter and spirit. Autonomy is a critical issue in sports governance. What came out of the research, is disheartening in that people without the technical and professional qualifications in running sport want to dictate its functionality.
4. ZUSA embraces the formulation of a broad-based stakeholder board, as this will improve the governance outlook of the association. A management board can be put in place to act as a protector of stakeholder interests. One would hasten to say, the ZUSA secretariat should not view this as interference but should embrace the move for

accountability. This is a good governance approach that will minimize, the cropping up of suspicions in terms of corruption and malpractice.

5 University authorities embrace the coming in of a full-time secretariat in university sport as this will trigger efficiency and coordinated resource sourcing. This professional arm will add value to the institution of sport. This is the critical transformation agent that can open doors to funding and establishing competitive sports in universities. The systems should embrace commercialization as a panacea to increasing concerns on how to resource and fund student sports.

6.4 Suggestions for further research

It is in the view of this research that further probes in this subject area can be developed mainly in:

1. Establishing the impact of commercialisation on the performance of university athletes.
2. Identifying whether universities are benefiting from the commercialization of university sports.
3. Developing strategies towards student sport funding and sponsorship.

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Zimbabwe Tertiary Institutions Sports Union constitution (2016)

Zimbabwe Universities Sports Association constitution (2016)

Zimbabwe National Sports Policy (2017)

Appendix 1

Questionnaire for Deans of Student Affairs and Directors of Sport and Recreation

Introduction

My name is Jabulani Mpofu and I am a Master of Sports Science Sport Management student at Bindura University of Science Education. I am carrying out research titled “**Towards the Transformation of the Sports Administration Framework in Zimbabwean Universities**”. You are therefore being kindly asked to complete this questionnaire with the correct information. Thank you in advance for your time and assistance.

INSTRUCTIONS

1. Please note the information at the beginning of each section carefully.
2. When you are finished, return your questionnaire to the person administering this study.
3. If you have any questions, please ask the person administering this study.

Socio-Demographic Data

Age

21-30	31-40	41-50	51-60	60+

Qualification

BSC	MSC	PhD	Other

Job Title:

Sports Director	
------------------------	--

Experience:

1-2 Years	3-4	5-6	6+

Gender

M	F

Governance

1. Have you ever seen and read the ZUSA constitution? Yes ☐ No ☐

2. Have you had any exposure to international sports organisations? Yes ☐ No ☐

3. If Yes, name the organization

Please respond by ticking how much you agree with the given statement.

Statement	Disagree	Neutral	Somewhat	Agree	Strongly
			Agree		Agree

The ZUSA administration framework must adhere to international principles of sports autonomy.					
ZUSA operations should be managed by a full-time secretariat.					
The migration to commercialized student sport is not within the scope of university operations.					
ZUSA should be accountable to a board of senior university officers other than the current general assembly.					
Sports and recreation directors in universities are qualified to run sports issues.					
The ZUSA should have a board comprising of broad national stakeholder outlook, inclusive of members without the university system.					

Organization

1. Indicate the highest level of competition your student teams have participated in.

ZUSA	ZTISU	CUCSA	FASU	FISU

2. Does participation at any of these sports levels of competition add value to students? **Yes () / No ()**

Statement	Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree

Do you think forming a student-based commercialised can be a viable option?					
ZUSA should categorize student according to their performance abilities.					
A student-based league can attract a sustainable fandom.					

3. If ZUSA were to commercialize student sport, which three sports codes should take preference?-----

Finance

4. Does your university levy students for sport? **Yes () No ()**
5. What percentage of the levy is utilised to support ZUSA-related activities?

10-20%	21-30%	31-40%	41- 50%	51%+

6. What percentile of the levy is utilized to support institution-based programs?

10-20%	21-30%	31-40%	41- 50%	51%+

Statement	Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
Individual university affiliations should continue to be the source of funding for ZUSA activities.					

ZUSA should explore alternative means to source funds and create sustainable revenue streams.					
Revenue generated from ZUSA commercialized activities should cascaded to individual institutions to support sport-related programmes.					
Sport-talented students should benefit from sports scholarships.					

End of Questionnaire thank you for your time

Appendix 2

Interview questions for Current and Former ZUSA Presidents

1. Institution

2. Date



3. Gender

Age:

4. For how long have you operated as a ZUSA president?

5. In your experience as ZUSA president, how do you view the way student sport is been administered in Zimbabwe?

6. If you are to carry out a comparative, which international sport management framework would you substitute the current ZUSA one with? And why?

7. Do you feel Zimbabwean universities are doing enough towards tapping sports talent from our students? Please justify.

8. From your experience as a ZUSA president which area of ZUSA operations would you flag out as an area of concern? Please highlight what measures could be taken to mitigate this.

9. Given an opportunity would you desire to operate as a full-time operative of ZUSA?

10. What international best practices in sports management do you think ZUSA can embrace?

11. ZUSA has been lamenting perennially about inadequate funding, how do you think this can be curbed?
12. Do you believe in the commercialization of student sport, if so which disciplines should take precedence?
13. From your assessment, does ZUSA have autonomy in its operations if not where is the interference coming from?
14. Which areas in the ZUSA administrative framework do you think need urgent attention and redress?
15. When looking at contemporary student sport management frameworks, do you think the ZUSA framework can match comparatively? Please justify.
16. What is your view on the state of sports facilities in Zimbabwean universities?
17. On a scale of 1-10 rate how you feel the ZUSA sports administration framework fulfilling its mandate.

Thank you for your Time

Appendix 3



FACULTY OF SCIENCE AND ENGINEERING

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DEPARTMENT OF SPORTS SCIENCE

TO WHOM IT MAY CONCERN.

RE: POSTGRADUATE DISSERTATION STUDY ACCESS REQUEST.

This is to certify that (Jabulani Mpofu B203016B) is a bona fide Master of Science in Sports

Science/Management student in the Department of Sports Science at the Bindura University of Science Education. S/He is conducting an action research study entitled: 'Towards the transformation of the Zimbabwe University Sports Administration framework'.

We are kindly requesting your organization to partner with her/him in the study by participating in the data collection and intervention strategy development process.

Participation in this research is completely voluntary and you may choose to withdraw from the research at any time. The information from your organization will only be used for academic purposes and be kept private and confidential. Codes will be used to identify participant organizations. This is meant to ensure that information would not be linked to the providers. Password-protected computers will be used to store any identifiable information that may be obtained from your organization. Data will also be analyzed at the group level, to ensure anonymity. You can also sign confidentiality agreements with the researcher.

A copy of the finished work will be provided to your organization after the study. The results of the study are expected to transform practice and your support will be pivotal to its success. If you have any queries regarding this project, please phone me on

0772916712, or lysiasapiwacharumbira1968@gmail.com or lcharumbira@buse.ac.zw

We would like to thank you in advance for your support.

Yours Sincerely

Lysias Tapiwanashe Charumbira (Dr.)