

Books Down, Game On: What Draws Public University Students to the GUSA Games in Ghana

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Abstract

This study investigated the factors influencing student spectatorship at the Ghana Universities Sports Association (GUSA) Games, a major inter-university sports competition. Despite the Games' role in promoting student development, institutional pride, and networking, student spectating remains poor. Using a pragmatic research philosophy, the study adopted a mixed methods approach with a convergent parallel design to gain a better understanding of spectatorship behavior. Quantitative data (702) were collected using structured questionnaires from five public universities, while qualitative data were obtained through an interview guide with five non-student athletes, student sports leaders, and three coaches. Both data sets were gathered simultaneously, analyzed separately, and integrated during interpretation. Findings show that gender, academic level, and employment status significantly predict future spectatorship. Male, undergraduate, and unemployed students are more likely to spectate GUSA games than female, postgraduate, and employed counterparts. Key barriers found include travel difficulties, poor event timing, high transportation costs, and inadequate promotion. Although 62% had never spectated the GUSA Game, 97.9% said they would recommend it to others, and 96.7% expressed willingness to spectate in the future, suggesting interest exists but is hindered by structural constraints. Qualitative insights emphasized the importance of institutional culture, scheduling GUSA Games within academic calendars, administrative support, improved logistics (transport, accommodation, organized supporter groups), and effective sponsorship. The study concludes that strategic planning, altering institutional culture to include GUSA games, integrating GUSA Games into academic schedules, and enhancing awareness are critical to boosting student spectatorship. Attending to these factors can promote the developmental potential of university sports within Ghana's higher education system.

Keywords: University Sports, GUSA Games, Spectatorship, Students, Ghana, Motivation.

Introduction

Sports have long been recognized as a vital aspect of university life, contributing to student engagement, school spirit, and holistic development. Globally, research on sports spectatorship has identified key motivational factors such as entertainment value, social interaction, team affiliation, and emotional arousal. Studies in Western contexts, particularly within the National Collegiate Athletic Association (NCAA) framework, suggest that school identity, peer influence, and escapism from academic stress significantly drive

students to spectate at university sports events. However, these findings may not fully translate to the Ghanaian higher education environment, where cultural, economic, and institutional differences shape student behaviour.

In Ghana, the Ghana Universities Sports Association (GUSA) Games represent the pinnacle of inter-university sports competition, bringing together students from various public universities to compete in disciplines such as football, athletics, basketball, volleyball, and many other sports disciplines. Beyond fostering athletic talent, these games serve as a platform for social interaction, stress relief, and institutional pride. However, despite their significance, spectator turnout at GUSA games has fundamental challenges; only the athletes selected for the competition serve as spectators, while non-student athletes, who form the greater majority of the student population, are absent from the event. This inconsistency raises critical questions about the factors that truly motivate public university students to spectate at GUSA games, a subject that remains underexplored in the Ghanaian context.

Furthermore, while some research has examined sports participation and development in Ghana, there is a scarcity of studies focusing directly on spectator motivations in public university games. Existing literature tends to emphasize athlete experiences, funding challenges, and administrative policies rather than spectator engagement. This gap is particularly striking given that high spectator turnout can enhance revenue generation, sponsorship opportunities, and institutional prestige, key factors for sustaining public university sports programmes.

Additionally, the existing research on sports spectatorship has largely focused on professional leagues or Western university sports cultures, with limited attention to the motivations of student spectators in African higher education contexts, particularly Ghana. A few studies have examined sports participation in Ghanaian universities, but there is a critical gap in understanding the absence of non-student athletes during GUSA games in Ghana. Factors such as school identity, peer influence, entertainment value, and academic stress relief remain underexplored in this setting.

While university management and students invest in sports facilities and event organization, there is little empirical data on whether these efforts align with student motivations to spectate at GUSA games. Understanding these dynamics is crucial for university administrators, sports organizers, and marketers seeking to enhance student spectatorship, improve event planning, and maximize student participation and spectatorship in the university sports business. Without such insights, efforts to promote GUSA games may miss the mark, leading to underutilized sporting events and missed opportunities for student community-building.

This study, therefore, investigated: What factors motivate public university students in Ghana to spectate GUSA games, and how do these motivations compare with existing spectatorship theories? By addressing this gap, the research contributed to both academic discourse on sports spectatorship in emerging university sports cultures and practical strategies for boosting student spectating in GUSA events.

Statement of the Problem

In Ghana, the Ghana Universities Sports Association (GUSA) games are designed to promote student development, fostering health, unity, leadership, stress management, and school pride, backed by mandatory student sports levies and institutional support. However, despite these investments and the formal introduction of sports departments, directorates, and the recruitment of sports coaches and directors, spectatorship among non-athlete students, who constitute the majority of the student population, remains poor. This lack of student interest in spectatorship not only challenges the beauty of the events but also damages vital revenue streams and sponsor engagement, posing a long-term threat to the financial sustainability of GUSA games programs and risking institutional support, sports department viability, and career security for coaches and directors. While global research underscores the role of psychological, sociocultural, economic, institutional, digital media, motivational, and demographic factors in shaping spectator behavior (Elmas & Balci, 2019; Koronios et al., 2020; Duan et al., 2020; Wang & Matsuoka, 2014), Ghana's unique institutional dynamics, such as transportation challenges, financial constraints, and varying levels of best practices adoption, remain underexplored. Crucially, there is a significant gap in empirical research that specifically examines the determinants of student spectatorship within the Ghanaian university sports environment. More so, past reform efforts, like the 2020 restructuring of GUSA management and event-timing modifications implemented by host institutions (e.g., University of Cape Coast at the 28th GUSA), failed to attract non-student turnout, highlighting the absence of effective, context-specific strategies rooted in systematic, local research. This study aimed to fill this critical gap by empirically investigating the key predictors of student spectating behavior at GUSA games. The research explored whether and how factors such as peer networks, financial pressures, institutional policies, transportation access, and digital engagement influence student sports spectating. The study also provided grounded, evidence-based recommendations that enhance student involvement, secure sponsorship viability, and safeguard the long-term success of GUSA games in Ghana's sports landscape.

Significance of the Study

This study holds practical, theoretical, policy, and managerial significance for Ghana's university sports ecosystem, particularly in addressing the persistent issue of low student spectatorship at GUSA games. Practically, it provides evidence-based insights into how peer networks, financial constraints, institutional policies, transportation issues, and digital engagement shape student attendance, enabling targeted interventions to boost participation and enhance the atmosphere and sustainability of these events. Theoretically, it extends existing models of sport spectator behavior by introducing underexplored institutional and contextual factors specific to developing contexts like Ghana, where research is scarce (Elmas & Balci, 2019; Koronios et al., 2020; Duan et al., 2020; Wang & Matsuoka, 2014). Policy-wise, the findings offer empirical grounding for refining university-level and national sports policies, including event scheduling and funding allocations, to

reflect student realities and needs more effectively. Managerially, the study supports university sports directors, coaches, and administrators by offering actionable strategies to increase student engagement, attract sponsors, and secure the long-term viability of sports departments and GUSA programs. Ultimately, this study bridges a critical knowledge gap and supports the development of sustainable, student-centered university sports practices in Ghana.

Objectives of the Study

Specifically, the study seeks to:

1. Identify and analyze the key students' spectating behaviours to predict future Ghana University Sports Association (GUSA) Games spectating.
2. Explore constraints that influence student decisions not to spectate during Ghana University Sports Association (GUSA) games.
3. Establish the differences in the factors influencing spectating at the Ghana University Sports Association (GUSA) for inclusivity games.
4. Examine factors that can motivate university students to spectate during Ghana University Sports Association (GUSA) games.

Research Questions

1. How key can student spectating behaviours predict future GUSA games spectating in Ghana?
2. What factors influence students' decision not to spectate at GUSA games?
3. What differences exist among the constraints to inform inclusivity at the Ghana University Sports Association Games?
4. What are the factors that motivate students to spectate at Ghana University Sports Association (GUSA) games?

Literature

University sports play a pivotal role in promoting student engagement, institutional identity, and talent development. In Ghana, the Ghana Universities Sports Association (GUSA) Games serve as the flagship inter-university competition, yet they face challenges in attracting and retaining student spectatorship. This literature review explores the structure, significance, and challenges of the GUSA Games, situating them within the broader discourse of university sports and spectatorship dynamics, both locally and globally. It aims to highlight existing research gaps, particularly concerning student motivation to attend university sporting events, and the implications for sports development and policy in Ghana.

University sports, particularly inter-university competitions, are critical to student development, institutional visibility, and campus culture. The Ghana Universities Sports Association (GUSA) Games remain the apex sporting event among public universities in Ghana. However, low student turnout at these events, despite their national significance, raises questions about the motivational and institutional factors influencing spectatorship.

Motivation for Spectatorship in University Sports

Globally, research has identified several motivational factors influencing sports spectatorship: social interaction, entertainment, school pride, vicarious achievement, aesthetics, and escape (Trail & James, 2001; Funk et al., 2002). Western models such as the Motivation Scale for Sport Consumption (MSSC) and the Theory of Planned Behavior (TPB) have been widely used to explain student attendance at college sports, particularly in the NCAA and BUCS systems. These settings emphasize fan identity, media coverage, and institutional branding as critical enablers of spectatorship.

While these theories provide a useful starting point, their wholesale application to the Ghanaian context is problematic. For instance, university sports in Ghana lack the commercialization and media saturation typical of the NCAA or BUCS. The institutional infrastructure, incentive systems, and cultural framing of university sports differ significantly, which limits the explanatory power of global models unless they are adapted to local realities.

Ghanaian and African Perspectives

In Ghana, empirical research on student spectatorship at university sports events is still emerging. Adjei and Owusu (2020) found that students are often unaware of GUSA events due to poor publicity and weak institutional marketing strategies. Similarly, Tandoh and Boakye (2018) observed that while some students show interest in inter-university games, participation is hampered by poor event timing, logistical issues, and a perceived lack of relevance. These findings align with Amponsah and Asare (2021), who argued that sports in Ghanaian universities are often underfunded and poorly integrated into the academic and extracurricular experience, leading to low engagement. Broader African studies also reveal similar patterns. In Nigeria, Okeke and Maluleke (2019) found that student attendance at university sports was linked to institutional culture and the degree of student involvement in decision-making processes. Mugisha and Wamukoya (2017) in Kenya highlighted gender disparities and cultural perceptions of sports as key deterrents. However, contrasting evidence from South Africa by Mhlongo (2020) showed relatively higher engagement, attributed to strategic partnerships with local media and alumni networks. These contradictions suggest that while the core psychological motivations for spectating may be universal, contextual variables such as institutional support, funding, media exposure, and cultural acceptance significantly mediate these motivations in African settings. Unfortunately, Ghana-specific studies rarely apply theoretical models robustly, and most adopt a descriptive orientation without testing relationships between variables such as publicity, social influence, gender, and institutional policy support.

Gaps, Debates, and Justification for Current Study

Critically, there is no consensus on which motivational drivers are most predictive of student attendance in Ghana's university sports setting. Some scholars (e.g., Adjei & Owusu, 2020) argue that logistics and publicity are the main barriers, while others (e.g.,

Tandoh & Boakye, 2018) emphasize student apathy and low prioritization of sports. Yet, few studies have empirically tested the interplay of individual motivations (e.g., entertainment, pride, peer influence) with institutional and environmental barriers (e.g., schedule clashes, lack of awareness). Furthermore, the existing literature lacks quantitative depth and theoretical integration, critical for understanding not just what influences spectatorship, but how and why these factors interact.

The current study seeks to address these gaps by: (a) applying validated motivational frameworks (e.g., MSSC, TPB) while adapting them to the Ghanaian context. (b) Disaggregating local and global factors to distinguish structural from personal motivations. (c) Testing specific variables such as institutional promotion, student affiliation, match-day experience, and peer networks. (d) Exploring contradictions between perceived institutional investment and actual student engagement. By doing so, this research contributes to a more context-sensitive, evidence-based understanding of student spectatorship at GUSA Games. The findings aim to inform policies on student engagement, sports marketing, and the broader positioning of university sports within Ghana's higher education ecosystem.

Theoretical Framework

The study is grounded in Economic Choice Theory, drawing on the early concept of Taussig 1912. And later theories by Howard & Sheth (1969), Bettman (1979) & McFadden (1986), and social participation theories (1969), social inclusion theories, and motivational theories (1961).

These theories looked at consumer behaviour with emphasis on the utility of products as well as inclusion and motivational factors that influence active participation.

Economic Choice Theory

This research is framed within several consumer choice theories, specifically incorporating the economic choice theory rooted in early economic theories by Taussig (1912). The study also includes an analysis of spectator motivation and constraints, focusing on university games. This literature informs the research in analyzing factors influencing spectating at public university games. The study of consumer behaviour has its foundation in early economic theories. In "The Principles of Economics," Taussig (1912) asserted: "An object can have no value unless it has utility. No one will give anything for an article unless it yields him satisfaction" (p. 120). A shift in thinking occurred with Howard and Sheth's (1969) theory on consumer behaviour, which emphasized the internal conceptual world of the mind over the external physical world. This theory suggested that brand choice depends on a systematic approach to repetitive buying behaviour with routine purchase cycles (Howard & Sheth, 1969). The choice process was later described as moving from an initial state to a desired state, typically involving a purchase (Bettman, 1979). McFadden (1986) further expanded on this, suggesting that consumer preferences may contain "random components due to fluctuations in perceptions, attitudes, or other unmeasured factors" (p. 278). This theory also identifies economic, demographic, and social variables that

significantly impact consumer preferences (McFadden, 1989). Using this framework, the research explores consumer motivational preferences based on both purchase habits and previous behavioural experiences.

Conceptual Framework

This conceptual framework aims to investigate the factors influencing student spectating behavior at Ghana University Sports Association (GUSA) games, focusing on both motivations and constraints. The framework identifies spectating GUSA games, willingness to pay, and sustainability of GUSA games as the dependent variables, the key outcomes of interest. The independent variables center on institutional policies toward sports, which directly affect spectating behaviors and related attitudes. The framework incorporates moderators such as factors that can alter the strength or direction of the relationship between institutional policies and spectating. These moderators include: personal factors thus individual interests, time availability, academic commitment, institutional factors such as university support and event organization, and communication factors: effectiveness of information dissemination about games, Travel factors such as distance to venues, transport availability, safety as well as organizing factors such as quality of event planning and management. Additionally, confounding variables such as gender, year of study, and program of study may bias or distort the relationships among variables. The framework also situates these dynamics within broader contextual factors, including the GUSA games' structure and institutional culture, which provide environmental and systemic context. The overall goals of GUSA, promoting sportsmanship, unity, and student engagement are considered influential in shaping student motivations. Finally, other external contextual influences beyond the outlined categories are acknowledged as relevant to student spectating behavior.

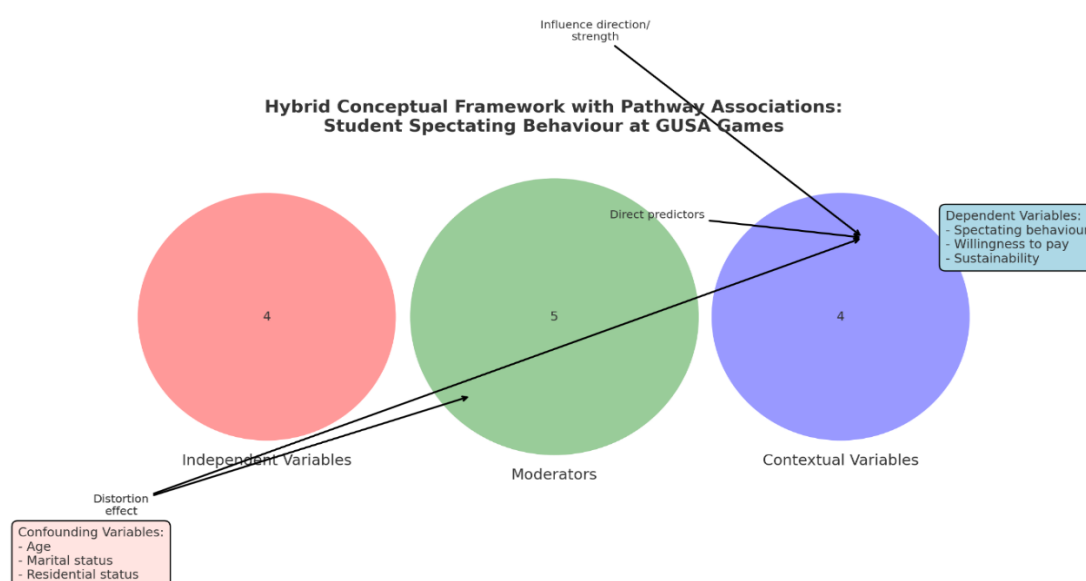


Figure 1: Conceptual Framework

Methodology

This section lays the foundation for understanding the theoretical assumptions and methodological approaches that guide this research study. It begins by highlighting the importance of clearly articulating these underlying beliefs to effectively conduct and evaluate the research. The section then explores the research philosophy that informs this study, followed by a detailed discussion of the chosen research approach and design. Additionally, it outlines the specific research methods employed, providing context about the study setting and describing the key informants involved. The section also explains the sampling strategy, data collection procedures, and data analysis techniques used. Ethical considerations guiding the research process are emphasized, along with a discussion on ensuring trustworthiness within the study's framework.

Research Philosophy

This study adopts a pragmatic research philosophy, which is well-suited for exploring complex social phenomena through a flexible and outcome-oriented approach. Pragmatism supports the integration of both quantitative and qualitative methods, making it appropriate for examining the multifaceted predictors of student spectating behaviours. As Brierley (2017) emphasizes, pragmatism prioritizes practicality and effectiveness in addressing research questions. Additionally, the approach utilizes abductive reasoning, which involves a dynamic interplay between inductive and deductive logic (Myers & Powers, 2017), enabling a comprehensive and adaptable methodology throughout the research process.

Research Design

The research design used is convergent parallel. This aided in the simultaneous gathering of both quantitative and qualitative data strands and integrated them into the analysis and the results phase. The research strategy adopted is quantitative, where I used a survey with scales in measuring factors, and an interview guide for student sports leaders, non-athletes, & coaches. The sample technique used is non-probability, where I used convenience sampling for 702 students, and Purposive sampling to select participants for structured interviews on athletes & non-athletes.

Research Method

This study employs a mixed-methods research strategy, integrating both quantitative and qualitative approaches to gain a more comprehensive and nuanced understanding of the research questions. This approach was chosen to capitalize on the strengths of each method; quantitative analysis offers measurable insights into patterns and relationships, while qualitative inquiry provides contextual depth and interpretive understanding. The combination allows for a more robust and holistic examination of the factors influencing student spectating behaviours.

Research Strategy

This study adopted a mixed-methods analytical approach, combining descriptive statistics and qualitative insights to explore student spectating behaviour at GUSA games. Data collection involved two strategies: Quantitative data were gathered through a survey questionnaire administered via convenience sampling to a total of 702 students across five public universities in Ghana. Qualitative data were collected using a purposive sampling approach through semi-structured interviews with 13 selected participants (5 non-student athletes, 5 student sports leaders, and 3 coaches). The selected universities were chosen based on their extensive experience in hosting GUSA games and their consistent involvement with GUSA activities for at least ten years. The study targeted students who had been enrolled for a minimum of one academic year and included both athletes and non-athletes, acknowledging that GUSA games are open to all students within Ghanaian public universities. Following data collection, quantitative responses were analysed using SPSS. Descriptive statistics, including means and standard deviations, were used to summarize the data. Multiple regression analysis was conducted to determine the significance levels of identified factors influencing spectating behaviour. Additionally, Principal Component Analysis (PCA) was used to group and visualize related variables, enabling a deeper understanding of underlying factor structures.

Survey Instrument

The decision to employ quantitative methodology for the survey component of this study was driven by the need for efficient, large-scale data collection that would yield easily interpretable and cost-effective results. The survey aimed to identify and quantify motivational and constraining factors influencing student spectating behaviour at GUSA games, while establishing connections with insights from the literature review. The survey instrument consisted primarily of closed-ended questions, including dichotomous (Yes/No), multiple-choice, Likert scale items, and a projective prompt. The first section assessed the spectating status and structural/environmental factors acting as potential pull factors in students' decisions to spectate. The second section used Likert scales to measure levels of agreement with identified motivations and constraints. To ensure instrument validity and contextual relevance, this study adapted the sports attendance questionnaires developed by Kim and Trail (2010, 2011). Modifications included updating language, tailoring questions to reflect student spectating behaviour at GUSA events, and incorporating demographic items (e.g., age, gender, academic level, and financial background). A pilot test was conducted with students from a sister university to ensure clarity and relevance; subsequent feedback informed refinements to the instrument. Ethical approval was obtained before data collection. Participation was voluntary and anonymous, with no personal identifiers collected. Reliability testing using Cronbach's alpha yielded values above 0.79, indicating high internal consistency and surpassing the acceptable threshold of 0.70 (Nunnally & Bernstein, 1994). Overall, the survey instrument

was rigorously developed and validated, enabling a reliable assessment of the factors influencing student spectator behaviour in Ghanaian universities.

Semi-structured Interview

To gain in-depth insights into the concerns surrounding students spectating at GUSA games, the study employed structured interviews with selected university students. Interview sessions were scheduled based on participants' availability and lasted between 30 minutes to one hour. An interview guide was used to ensure consistency in questions across participants. Before each session, participants were fully briefed on the study's objectives, and informed consent was obtained. Interviews were audio-recorded using a mobile device, with participant permission. The process provided students with an open and non-intimidating platform to articulate their perspectives on the barriers to spectating GUSA events. The interviewer created a supportive and empathetic environment, fostering trust and openness. To encourage deeper engagement, communication techniques such as active listening, probing, paraphrasing, summarizing, and the use of silence were employed (Rubin & Rubin, 2012). These techniques enhanced the depth and authenticity of the responses. All interviews were transcribed verbatim, and field notes were taken to capture non-verbal cues and contextual information. These notes were instrumental in enriching the data and improving the reliability and validity of the findings. The structured interview approach enabled the collection of nuanced, participant-driven narratives about the constraints and motivations surrounding sports spectating at Ghanaian universities.

Data Analysis

This study employed a mixed-methods data analysis approach, integrating both quantitative and qualitative techniques to provide a comprehensive understanding of the research questions. Following the collection of survey responses and interview data, appropriate follow-up questions were developed to enrich the qualitative insights.

Quantitative Data Analysis

Quantitative data obtained from 702 student survey responses were analyzed using the Statistical Package for Social Sciences (SPSS) version 25.0. The analysis included: Descriptive statistics (means, standard deviations) to summarize key variables; bivariate correlations to explore relationships between variables; multiple linear regression to assess predictors of student spectating behavior; and Non-parametric analysis where appropriate. These statistical techniques enabled the study to test hypotheses and assess the significance of various motivational and contextual factors influencing spectating behaviors.

Qualitative Data Analysis

For qualitative data, Thematic Analysis was employed to identify and interpret recurring patterns and themes from interview transcripts. To enhance the rigor and manageability of the analysis, NVivo software was used. The process included: Importing transcribed

interviews into NVivo Coding responses using keywords and concepts related to motivation, constraints, and institutional influence; creating nodes to categorize emergent themes; Exploring patterns and relationships among coded themes to answer specific research questions. Each research question was addressed through a tailored analytical approach, ensuring alignment between data type and analysis method. The combination of SPSS and NVivo facilitated a robust interpretation of the data, integrating both numerical trends and contextual depth.

Reliability Test

This section presents an analysis using Principal Component Analysis (PCA), Descriptive Statistics, and Regression to bring the meaning of the study to readers. Before the analysis, a reliability score of sets of items through the use of Cronbach's Alpha, a statistical measure of internal consistency, was addressed. A Cronbach's Alpha for the tested items indicated 0.786, or 78.6%. This value suggests a decent degree of internal consistency among the items, meaning they are reliably measuring the same underlying construct. Cronbach's Alpha is a widely used coefficient in research to evaluate the reliability of a scale or measurement tool, with scores ranging from 0 to 1. A score above 0.7 is typically regarded as acceptable, and with a value of 0.786, the items in this study demonstrate acceptable reliability. This internal consistency is crucial as it reflects how well the various items assess the same concept, in this case, the factors influencing students' spectating at GUSA games. Table 4.1 shows that the study instrument is reliable.

Table 4.1: Instrument Reliability Statistics

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.794	.786	59

According to the dependability statistics shown in Table 4.1, the Cronbach's Alpha is 0.786, or 78.6%. With a Cronbach's Alpha of 0.786, the reliability score shows that the set of items being tested has a decent degree of internal consistency. As a measure of the reliability of a scale or measurement tool, Cronbach's Alpha is a commonly used coefficient that evaluates how closely linked a set of items is overall. Higher Cronbach's Alpha scores indicate greater reliability; they range from 0 to 1. Generally speaking, numbers above 0.7 are seen as acceptable, those above 0.8 are deemed good, and values above 0.9 can suggest that certain components are redundant. As a result, an alpha of 0.786 indicates that the items measure the same underlying construct with acceptable consistency.

Trustworthiness:

Authenticity: showing the real voices and emotions of the people involved in the study, without distortion or bias. (Quote responses verbatim, joy or sadness). *Credibility*: findings

truly reflect what the participants meant and experienced, E.g., member checking, and triangulation.

Dependability: How consistent and reliable is the research process, so that another researcher could follow the same process and get similar insights (using peer review, audit trail-data collection, analysis, and interpretation).

Transferability: whether the results might be useful in other contexts. I gave rich details so others could decide if the findings related to their situation. (Judge if the finding can be applied to other settings.)

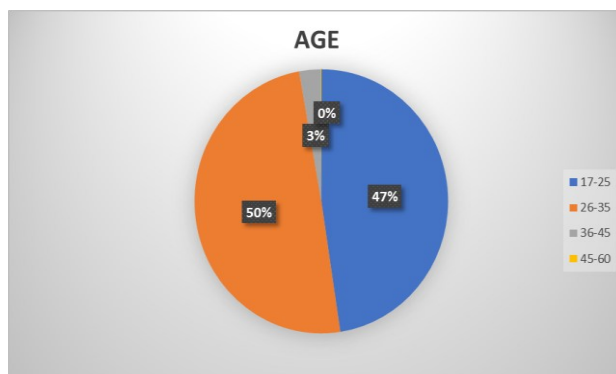
Confirmability: data are backed up by evidence, and not personal opinions. Review by a second researcher to confirm that interpretations are grounded in data (independent review of data coding).

Results/Findings

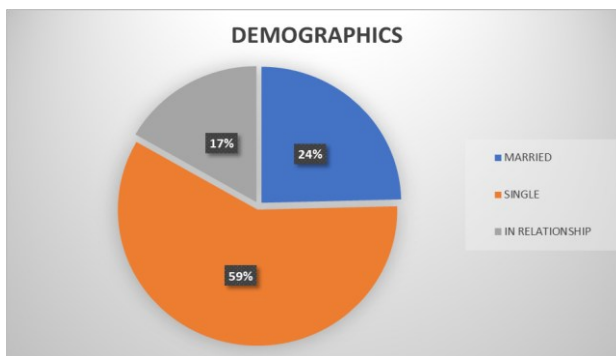
Demographic Characteristics

Demographic variable	UCC	UEW	KNUST	UG	UDS	TOTAL	P-value
Gender							
Male	102(82.9%)	193(81.8%)	91(89.2%)	91(83.5%)	112(84.8%)	589(83.9%)	.540
Female	21(17.1%)	43(18.2%)	11(10.8%)	18(16.5%)	20(15.2%)	113(16.1%)	
Age							
17-25 years	54(43.9%)	121(51.3%)	50(49.0%)	45(41.3%)	64(48.5%)	334(47.6%)	.334
26-35 years	64(52.0%)	111(47.0%)	47(46.1%)	63(57.8%)	63(47.7%)	348(49.6%)	
36-45 years	5(4.1%)	4(1.7%)	5(4.9%)	1(0.9%)	4(3.0%)	19(2.7%)	
Above 45 years	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)	1(0.8%)	1(0.1%)	
Employment level							
Employed	12(9.8%)	20(8.5%)	11(10.8%)	6(5.5%)	10(7.6%)	59(8.4%)	.671
Unemployed	111(90.2%)	215(91.5%)	91(89.2%)	103(94.5%)	122(92.4%)	642(91.6%)	
Religion							
Christian	94(76.4%)	184(78.0%)	83(81.4%)	81(74.3%)	94(71.2%)	536(76.4%)	.730
Moslem	24(19.5%)	42(17.8%)	16(15.7%)	25(22.9%)	33(25.0%)	140(19.9%)	
Traditional	5(4.1%)	10(4.2%)	3(2.9%)	3(2.8%)	5(3.8%)	26(3.7%)	
Marital status							
Single	71(57.7%)	140(59.3%)	55(53.9%)	62(56.9%)	84(63.6%)	412(58.7%)	.924
In a relationship	20(16.3%)	40(16.9%)	20(19.6%)	17(15.6%)	20(15.2%)	117(16.7%)	
Married	32(26.0%)	56(23.7%)	27(26.5%)	30(27.5%)	28(21.2%)	173(24.6%)	
Ethnicity							
Ewe	24(19.5%)	42(17.8%)	19(18.6%)	25(22.9%)	22(16.7%)	132(18.8%)	.212
Northerner	34(27.6%)	65(27.5%)	26(25.5%)	29(26.6%)	38(28.8%)	192(27.4%)	
Akan	57(46.3%)	118(50.0%)	44(43.1%)	53(48.6%)	59(44.7%)	331(47.2%)	
Ga	8(6.5%)	11(4.7%)	13(12.7%)	2(1.8%)	13(9.8%)	47(6.7%)	
Academic classification							
Undergraduate	113(91.9%)	216(91.5%)	93(91.2%)	104(95.4%)	124(93.9%)	650(92.6%)	.663
Post-graduate	10(8.1%)	20(8.5%)	9(8.8%)	5(4.6%)	8(6.1%)	52(7.4%)	

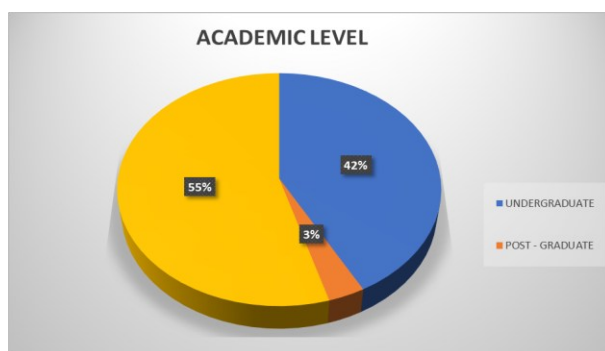
Age Group 17-25(47.6%), 26-35(49.6%), 36-45(2.7%), 45 & Above (0.1%). The majority are in their youthful age.



In terms of Marital Status, Single recorded (58.7%) then those in relation (16.7%), married (24.6%).



On academic classification, undergraduates recorded 650 (92.6%), while postgraduate: 52 (7.4%).



In the area of work status, those in an employed were 8.4%, whilst those unemployed were 91.6%. Indicating that the majority are unemployed, indicating full-time students.

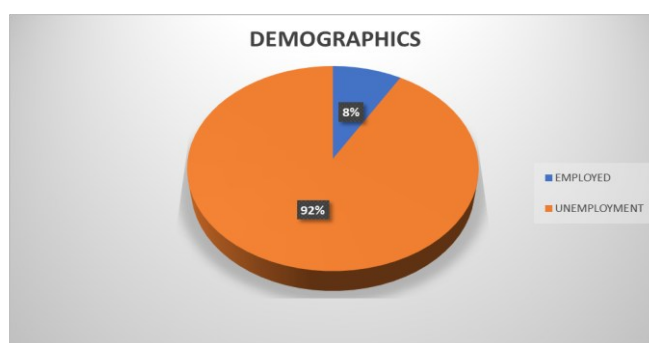


Table 4.3: GUSA Game spectating status

	UCC	UEW	KNUST	UG	UDS	TOTAL	P-value
How many GUSA games have you spectated during the past years							
Once	31(25.2%)	65(27.5%)	21(20.6%)	34(31.2%)	36(27.3%)	187(26.6%)	.678
Only 2	5(4.1%)	13(5.5%)	5(4.9%)	12(11.0%)	9(6.8%)	44(6.3%)	
Only 3	2(1.6%)	4(1.7%)	1(1.0%)	2(1.8%)	4(3.0%)	13(1.9%)	
All	3(2.4%)	9(3.8%)	4(3.9%)	3(2.8%)	4(3.0%)	23(3.3%)	
Not attended any	82(66.7%)	145(61.4%)	71(69.6%)	58(53.2%)	79(59.8%)	435(62.0%)	
Will you spectate future GUSA Games							
Yes	119(96.7%)	229(97.0%)	98(96.1%)	108(99.1%)	125(94.7%)	679(96.7%)	.823
No	3(2.4%)	6(2.5%)	3(2.9%)	1(0.9%)	6(4.5%)	19(2.7%)	
Never	1(0.8%)	1(0.4%)	1(1.0%)	0(0.0%)	1(0.8%)	4(0.6%)	
Will you recommend GUSA games to your friends							
Yes	122(99.2%)	229(97.0%)	100(98.0%)	108(99.1%)	128(97.0%)	687(97.9%)	.620
No	1(0.8%)	6(2.5%)	1(1.0%)	1(0.9%)	4(3.0%)	13(1.9%)	
Never	0(0.0%)	1(0.4%)	1(1.0%)	0(0.0%)	0(0.0%)	2(0.3%)	

Key predictors of students' spectator behaviour

This section identifies and analyse the key predictors of spectator behaviour among students. The binary logistic analysis was used to identify these predictors.

Table 4.4: Binary Logistic Analysis

Predictors	B	S.E.	Wald	df	Sig.	Odds Ratio	95% C.I. for EXP(B)	
							Lower	Upper
Gender (Ref: Male)								
Female	-1.527	.448	11.604	1	.001	2.217	.090	.523
Academic classification (Ref: Undergraduate)								
Post graduate	-.257	.671	.147	1	.013	1.773	.208	2.880
Employment level (Ref: Employed)								
Employed	-.625	1.044	.358	1	.049	2.535	.069	4.140
Age (Ref: 17-25 years)								
26-35 years	-.583	.399	2.137	1	.144	.558	.256	1.220
36-45 years	-18.18	191.59	.000	1	.847	.224	.010	-18.18
Above 45 years	-19.80	191.52	.000	1	.371	.316	.032	-19.80
Marital status (Ref: Single)								
In a relationship	-.188	.254	.545	1	.460	.829	.504	1.364
Married	-.488	.585	.696	1	.404	.614	.195	1.933
Constant	8.100	2.342	11.964	1	.001	3293.479		

a. Variable(s) entered on step 1: Gender, Academic classification, Age, Employment level, Marital status.

Principal Components Analysis (PCA) on the determinants GUSA games of spectatorship

This section presents the data on the PCA to determine which factors influence the decision of students to spectate GUSA games. The KMO and Bartlett's Test show that the data is suitable for the PCA analysis (Table 4.5).

Table 4.5: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.755
Bartlett's Test of Sphericity	Approx. Chi-Square	1614.875
	Df	36
	Sig.	.000

The data presented in Table 4.5 indicate that the KMO and Bartlett's Test was statistically significant (p-value<0.001).

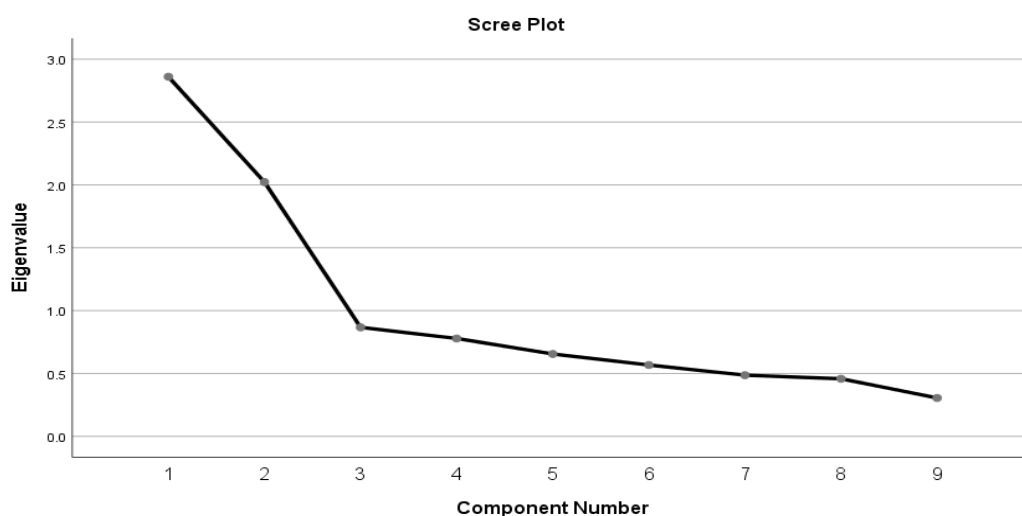
Presents data on the communalities of the PCA which indicate that the variables in the analysis are well presented by the components.

Table 4.6: Communalities

	Initial	Extraction
Personal constrains	1.000	.409
Institutional constrains	1.000	.756
Communication constrains	1.000	.561
Travel constrains	1.000	.567
Organising constrains	1.000	.611
Other constrains	1.000	.536
Sponsorship constrains	1.000	.307
Goal of GUSA games	1.000	.559
Income generation	1.000	.576
Extraction Method: Principal Component Analysis.		

4.6:Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.860	31.782	31.782	2.860	31.782	31.782	2.720	30.221	30.221
2	2.022	22.470	54.252	2.022	22.470	54.252	2.163	24.031	54.252
3	.867	9.633	63.885						
4	.778	8.649	72.534						
5	.655	7.278	79.811						
6	.567	6.305	86.116						
7	.486	5.405	91.521						
8	.458	5.087	96.608						
9	.305	3.392	100.000						
Extraction Method: Principal Component Analysis.									



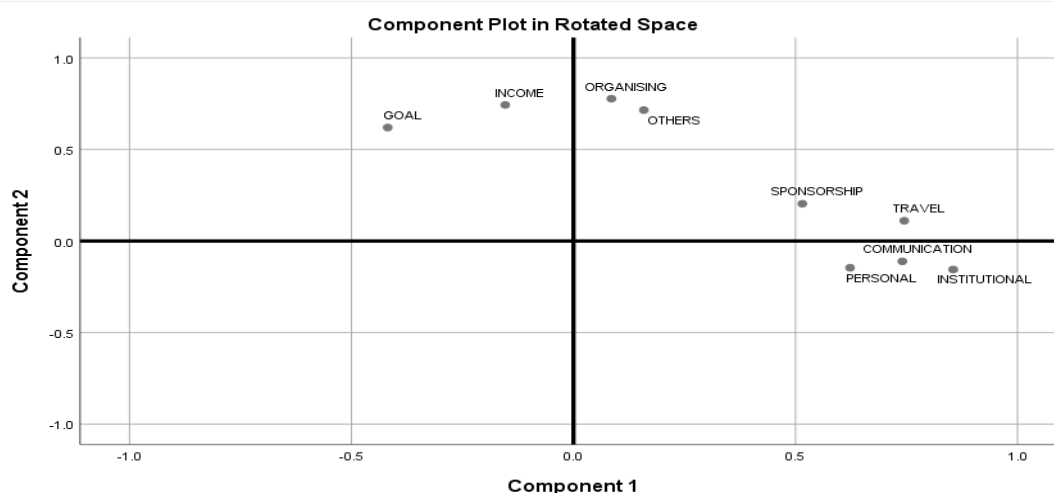
Screen plot of principal components

4.7:Component Matrix

	Component	
	1	2
Personal constrains	.628	.122
Institutional constrains	.844	.208
Communication constrains	.721	.202
Travel constrains	.634	.406
Organising constrains	-.240	.744
Other constrains	-.148	.717
Sponsorship constrains	.387	.397
Goal of GUSA games	-.635	.394
Income generation	-.444	.615
Extraction Method: Principal Component Analysis.		
a. 2 components extracted.		

4.8:Rotated Component Matrix

	Component	
	1	2
Personal constrains	.623	-.146
Institutional constrains	.855	-.156
Communication constrains	.741	-.111
Travel constrains	.745	.111
Organising constrains	.085	.777
Other constrains	.158	.715
Sponsorship constrains	.515	.203
Goal of GUSA games	-.418	.620
Income generation	-.154	.743
Extraction Method: Principal Component Analysis.		
Rotation Method: Varimax with Kaiser Normalization.		
4.9:Rotation converged in 3 iterations.		



4.10: Descriptive statistics

Descriptive Statistics								
	N	Range	Mean		Std. Deviation	Variance	Skewness	
	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Statistic	Std. Error
Personal constrains	702	2.71	1.8099	.02139	.56665	.321	.468	.092
Institutional constrains	702	3.90	2.8930	.02781	.73692	.543	.031	.092
Communication constrains	702	4.00	3.3492	.03298	.87372	.763	-.449	.092
Travel constrains	702	4.00	3.3168	.03106	.82301	.677	-.500	.092
Organising constrains	702	3.71	3.1412	.01923	.50954	.260	-.105	.092
Other constrains	702	3.86	3.3791	.01975	.52326	.274	.037	.092
Sponsorship constrains	702	3.83	2.6135	.02281	.60446	.365	.522	.092
Goal of GUSA games	702	4.00	3.4868	.02659	.70454	.496	-.602	.092
Income generation	702	4.00	3.3414	.02851	.75545	.571	-.072	.092
Valid N (listwise)	702							

4.11: Multiple Linear Regression

Coefficients								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	5.880	.893		6.582	.000	4.126	7.634
	Personal constrains	-.047	.174	-.012	-.268	.789	-.389	.296
	Institutional constrains	-.125	.177	-.041	.708	.009	-.222	.473
	Communication constrains	-.065	.122	-.025	-.531	.595	-.175	.305
	Travel constrains	-.351	.130	-.128	-2.702	.007	-.607	-.096
	Organising constrains	-.402	.201	-.091	-2.002	.046	-.796	-.008
	Other constrains	.074	.189	.017	.390	.696	-.298	.445
	Sponsorship constrains	-.011	.152	-.003	-.073	.942	-.287	.309
	Goal of GUSA games	.259	.151	.081	1.722	.086	-.036	.555
	Income generation	-.239	.136	-.080	-1.757	.079	-.507	.028
a. Dependent Variable: Number of GUSA spectated								

4.12: Research objective Three: Differences with respect to Institution

	Hypothesis	Test	Pvalue
1	The distribution of personal constraints is the same across categories of institutions.	Independent-samples Kruskal-Wallis Test	.017*
2	The distribution of institutional constraints is the same across categories of institutions.	samples Kruskal-Wallis Test	.027*
3	The distribution of communication constraints is the same across categories of institutions.	samples Kruskal-Wallis Test	.093
4	The distribution of travel constraints is the same across categories of institutions.	samples Kruskal-Wallis Test	.016*
5	The distribution of organizing constraints is the same across categories of institutions.	samples Kruskal-Wallis Test	.982
6	The distribution of other constraints is the same across categories of institutions.	samples Kruskal-Wallis Test	.266
7	The distribution of sponsorship constraints is the same across categories of institutions.	samples Kruskal-Wallis Test	.078
8	The distribution of knowledge on goal of GUSA games is the same across categories of institutions.	samples Kruskal-Wallis Test	.051
9	The distribution of income generation opportunity is the same across categories of institutions.	samples Kruskal-Wallis Test	.417

*Asymptotic significances are displayed. *The significance level is .05*

Table 4.13: Differences with respect to Class Level Using Independent-samples and Kruskal-Wallis Test

	Hypothesis	Pvalue
1	The distribution of personal constraints is the same across categories of academic classification.	.003*
2	The distribution of institutional constraints is the same across categories of academic classification.	.152
3	The distribution of communication constraints is the same across categories of academic classification.	.001*
4	The distribution of travel constraints is the same across categories of academic classification.	.265
5	The distribution of organizing constraints is the same across categories of academic classification.	.664
6	The distribution of other constraints is the same across categories of academic classification.	.888
7	The distribution of sponsorship constrains is the same across categories of academic classification.	.418
8	The distribution of knowledge on goal of GUSA games is the same across categories of academic classification.	.130
9	The distribution of income generation opportunity is the same across categories of academic classification.	.946

Asymptotic significances are displayed. *The significance level is .05

4.14: Differences with Respect to Gender using Independent-samples and Kruskal-Wallis Test

	Hypothesis	P value
1	The distribution of personal constraints is the same across categories of gender.	.199
2	The distribution of institutional constraints is the same across categories of gender.	.482
3	The distribution of communication constraints is the same across categories of gender.	.498
4	The distribution of travel constraints is the same across categories of gender.	.559
5	The distribution of organizing constraints is the same across categories of gender.	.809
6	The distribution of other constraints is the same across categories of gender.	.035*
7	The distribution of sponsorship constrains is the same across categories of gender.	.496
8	The distribution of knowledge on goal of GUSA games is the same across categories of gender.	.928
9	The distribution of income generation opportunity is the same across categories of gender.	.281

Asymptotic significances are displayed. *The significance level is .05

Research Objective four: Factors that motivate public university students to spectate GUSA games

This section presents data on the factors that motivate students to spectate at GUSA games. The factors considered include the effectiveness of sponsorship, the goal of GUSA games, and income generation opportunities for students. The data is presented in descriptive statistics, bivariate correlation, and linear regression analysis.

Table 4.17 presents descriptive statistics on the level to which respondents agree with the variables, where means and standard deviations are used to explain the variables. On the Likert 5-point scale, a mean value less than 3 indicates a disagreement, and a mean value greater than 3 indicates an agreement with the statement.

Table 4.15: Descriptive Statistics

Variables	Mean	Std. Deviation	N
I have no interest in spectating at GUSA games	1.99	.97	702
Effective Sponsorship	2.61	.60	702
Understanding of the goals of GUSA games	3.49	.70	702
Income generation opportunity at GUSA games	3.34	.76	702

Bivariate correlation

Correlations					
		A	B	C	D
I have no interest in spectating at GUSA games (A)	Pearson Correlation	1			
	Sig. (1-tailed)				
	N	702			
Effective Sponsorship (B)	Pearson Correlation	-.150**	1		
	Sig. (1-tailed)	<.001			
	N	702	702		
Goal of GUSA games (C)	Pearson Correlation	-.258**	.000	1	
	Sig. (1-tailed)	<.001	.498		
	N	702	702	702	
Income generation opportunity (D)	Pearson Correlation	-.059	.021	.444**	1
	Sig. (1-tailed)	.060	.289	<.001	
	N	702	702	702	702
**. Correlation is significant at the 0.01 level (1-tailed).					

4.16: Multiple linear regression

Coefficients								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	2.467	.248		9.956	.000	1.980	2.953
	Effective Sponsorship	-.240	.058	-.149	-4.131	<.001	.126	.354
	Goal of GUSA games	-.397	.056	-.287	-7.147	<.001	-.506	-.288
	Income generation opportunity	-.085	.052	-.066	-1.631	.103	-.017	.186
a. Dependent Variable: I have no interest in spectating at GUSA games								

Discussions

RQ1. What are the key predictors of student spectating behaviours at GUSA games?

Predictors	B	S.E.	Wald	df	Sig.	Odds Ratio	95% C.I. for EXP(B) Lower Upper	
Gender (Ref: Male)								
Female	-.527	.448	11.604	1	.001	2.217	.090	.523
Academic classification (Ref: Undergraduate)								
Post graduate	-.257	.671	.147	1	.013	1.773	.208	2.880
Employment level (Ref: Employed)								
Employed	-.625	1.044	.358	1	.049	2.535	.069	4.140
Age (Ref: 17-25 years)								
26-35 years	-.583	.399	2.137	1	.144	.558	.256	1.220
36-45 years	-.181	.191	.000	1	.847	.224	.010	18.188
Above 45 years	-.198	.191	.000	1	.371	.316	.032	19.800
Marital status (Ref: Single)								
In a relationship	-.188	.254	.545	1	.460	.829	.504	1.364

Demographics

Gender Distribution: Males: 589(83%), Females: 113 (17%). The data show that female students are less likely to spectate GUSA games than the male students (Odds ratio = 2.217, p-value = 0.001). Also, postgraduate students are less likely to spectate GUSA games than undergraduate students (Odds ratio = 1.773, p-value = 0.013). Again, students who are employed are less likely to spectate GUSA games as compared with students who are not employed (Odds ratio = 2.535, p-value = 0.049). The analysis revealed that female students are significantly less likely to spectate at GUSA games compared to their male counterparts, as indicated by an odds ratio of 2.217 ($p = .001$). These gender disparities are often attributed to distinct motivational profiles: male spectators typically emphasize competition, excitement, and vicarious achievement, whereas female spectators place greater value on social interaction and the aesthetic experience of the game. Societal norms and masculine stereotypes associated with sports fandom may further discourage women's attendance. These findings align with Shah (2023), who similarly observed higher sports attendance rates among male students. Gender-based differences in attendance motivations have been well-documented. In their study of sports spectators, Hall and O'Mahony (2006) reported that men are more motivated by emotional arousal, while women prioritize social and experiential aspects of spectator behavior. Also, postgraduate students are less likely to spectate GUSA games than undergraduate students (Odds ratio

= 1.773, p-value = 0.013). Postgraduate students are less likely to spectate GUSA games compared to undergraduate students. This difference might stem from the distinct lifestyles of these groups. This finding accord that of Dwyer et al. (2018) who revealed that postgraduates often face greater academic pressures and responsibilities, leaving them with less leisure time for extracurricular activities like sports events. Furthermore, undergraduates may be more integrated into campus life, where sports events serve as social hubs. Again, students who are employed are less likely to spectate GUSA games as compared with students who are not employed (Odds ratio = 2.535, p-value = 0.049). Students who are employed are less likely to attend GUSA games compared to their non-employed counterparts. According to Shah (2023), employment introduces additional time constraints and competing priorities, reducing opportunities for leisure activities such as sports spectating. Non-employed students may have more flexibility to engage in campus events and recreational activities.

The binary logistic regression analysis revealed that gender, academic level, and employment status are significant predictors of students' spectator behaviour. In contrast, age and marital status did not show significant effects. These findings highlight the need for targeted, inclusive, and flexible event strategies that consider the varying backgrounds and constraints of the student population.

RO2. Explore factors that influence student decisions not to spectate during GUSA games.

The KMO Test measures sampling adequacy for factor analysis with an acceptable threshold of less than 0.5. Bartlett's Test of Sphericity: This test the correlation matrix (variables are unrelated). A significant p-value (<0.001) indicates that variables are related and suitable for analysis. Data is statistically adequate and appropriate for identifying underlying factors influencing student spectator engagement.

: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.755
Bartlett's Test of Sphericity	Approx. Chi-Square	1614.875
	Df	36
	Sig.	.000

PCA Communalities Summary

To assess how much variance in each variable is explained by the extracted factors?

Extraction Communality: Shows retained variance after factor extraction. Threshold for significance: > 0.5 (50%) Weakly Explained Factors: Personal constraints – 0.409, Sponsorship constraints – 0.307. May be excluded from further analysis.

Well-Explained Factors: Institutional constraints – 0.756, organizing constraints – 0.611, Income generation – 0.576. Borderline/Retain with Caution: Communication constraints, Travel constraints, Goal of GUSA games

Conclusion: Most variables are suitable for continued analysis, highlighting key constraints affecting student spectator engagement in GUSA games.

Total Variance Explained – PCA

Number of Components Extracted: 2. the total Variance Explained was 54.3%

This means that the two components represent key underlying factors influencing student spectating at GUSA games. Over half (54.3%) of the variation in student spectatorship is explained by these components.

Conclusion: These two factors significantly shape student engagement at the university GUSA games.

Their strong explanatory power supports focused strategies to enhance participation.

Screen Plot of Principal Components

Only 2 components have Eigenvalues > 1. These 2 components explain 54.3% of total variance. This means that components with Eigenvalues > 1 are considered meaningful. The sharp drop ("elbow") after the second component supports retaining only 2 key factors.

Conclusion: The scree plot confirms the presence of two dominant factors influencing student spectatorship at GUSA games

PCA Rotated Component Matrix

It shows how each variable correlates with the 2 extracted components. This indicated that High absolute values (closer to ± 1) showed stronger associations. Loadings help identify themes or dimensions. Component 1: Structural/Systemic Constraints, Institutional constraints – 0.844, Communication constraints – 0.721, Personal constraints – 0.628

The negative loadings: Goal of GUSA games -0.635, Income generation -0.444, indicate an inverse relationship between goals/income focus and systemic barriers.

Component 2: Logistical/Operational Constraints, Organizing constraints – 0.744, other constraints – 0.717, Income generation – 0.615

Moderate loadings: Travel constraints – 0.406, Sponsorship constraints – 0.397, this → Reflects practical/event management challenges

Conclusion: PCA reveals two key dimensions influencing student participation: Systemic barriers and Logistical challenges.

Rotated Component Matrix – PCA: Using Varimax Rotation with Kaiser Normalization
Rotation Method: Varimax (with Kaiser Normalization). This helped in achieving in 3 iterations

To clarify the component structure by maximizing variable loading separation.

Component 1: Structural/Systemic Barriers, Institutional constraints – 0.855, Communication constraints 0.741, Travel constraints 0.745, Personal constraints 0.623,

Sponsorship constraints 0.515 (moderate), Negative loading was the Goal of the GUSA games -0.418, which represents systemic challenges affecting spectating and perception

Component Plot in Rotated Space: This visualized the relationships between variables and the 2 extracted PCA components based on Varimax-rotated loadings. On the axis, the X-axis, which is Component 1, stood for Structural/Systemic Barriers, while the Y-axis is Component 2, which represented Operational/Logistical Challenges. The key indication was that the cluster near Component 1 (Right side) constituted institutional constraints, Communication constraints, Personal constraints, and Travel constraints. This is strongly aligned with systemic barriers

Those hat clusters near Component 2 (Top side) were organizing constraints, other constraints, and income generation. This is linked to logistical/resource issues.

The variables between components (Center zone) are the Goal of GUSA games and Sponsorship constraints. This shares variance across both dimensions (possible bridging factors).

Conclusion: The plot visually confirms the two-component structure. Variables farther from the origin (e.g., Institutional constraints, Income generation) are more influential. This aids the interpretation of the underlying factor structure

Descriptive Statistics – Perceived Constraints on Spectatorship

The scale used was 1 = Strongly Disagree → 5 = Strongly Agree. The overall trend was that respondents generally agreed that multiple constraints affect their ability to spectate GUSA games.

The top concerns were that goal clarity, income generation, and other constraints scored highest. All constraints scored above neutral (mean > 3). This indicates widespread agreement on their impact on spectatorship.

Constraint Type	Mean	Std. Deviation
Goal of GUSA Games	3.49	0.705
Other Constraints	3.38	0.604
Income Generation	3.38	0.755
Communication Constraints	3.34	0.874
Travel Constraints	3.31	0.823
Organizing Constraints	3.14	0.510

Multiple Linear Regression – Determinants of GUSA Spectatorship

This was used to test the significance and predictive power of these constraints. The dependent Variable was the Number of GUSA Games Spectated. The key result indicated

a significant negative relationship. This shows that any increases in logistical and systemic barriers lead to fewer games being spectated. Emphasizes the need to improve transport, planning, and institutional support to boost student engagement at GUSA events.

Significant Predictors (p < 0.05):

Constraint Type Relationship		Interpretation
Travel Constraints	Negative	Distance, transport cost, and access reduce attendance
Institutional Constraints	Negative	Systemic or university-related barriers limit participation
Organizing Constraints	Negative	Poor planning or event execution discourages spectatorship

Factors that influence students’ behaviour regarding spectating at the GUSA games

The results provide important new information about the variables affecting spectating. Interestingly, only 3.3% of respondents said they had watched every GUSA game over the previous five years, while 62.0% said they had never gone to any GUSA games. On the other hand, 97.9% of respondents said they would suggest these activities to friends, and a resounding 96.7% said they planned to attend future GUSA games. This implies that limitations, not a distaste for the sports, are the reason why students are unable to watch GUSA games. There will be more students watching if the games are well-organised. Dwyer et al. (2018) are of the view that low spectatorship by students regarding university sports relates to various constraints or a lack of motivation experienced by the students. The findings of this study suggest that students are willing to spectate GUSA games by are unable to do so due to some constraints.

Effective communication is essential when it comes to GUSA events. Low attendance rates may result from the association's active dissemination of information about sporting events, such as schedules and locations, if it is not engaging or does not reach students efficiently. In line with this finding, Parganas (2019) emphasised the importance of communication in sports attendance. According to him, communication is the first stage of creating awareness to promote attendance.

The GUSA game schedule has a significant impact on attendance. Students may be unable to attend due to conflicts with their extracurricular or academic obligations. To maximise participation, events must be scheduled to coincide with students' availability. This agrees with Ferreira and Armstrong (2004), who opined that location convenience and schedule convenience are important factors in promoting sports spectating behaviour among individuals. Usually, GUSA games are attended by students who are closer to the event venues if they are not part of the athletes.

Constraints and event organisation are the two categories of elements that affect student attendance. Institutional, personal, communication, venue travel, and sponsorship are among the limitations noted. Additionally, the quality of events, the availability of student-led revenue-generating activities, and the event's objective all have a significant influence on attendance. Parganas (2019) stated that some people may spectate and participate in sport-related activities for potential economic gains. Future attendance intentions are influenced by the perceived calibre of previous GUSA events. Despite their stated desire to watch, students may be discouraged from going to future events if past games were badly run or lacked a sense of competition. Positive outcomes from well-run events, like the University of Cape Coast's MINI GUSA, demonstrate how effective planning may raise attendance and spectator satisfaction. Additionally, students agreed that their ability to watch GUSA games is impacted by travel restrictions (mean = 3.34, std. = 0.033). This suggests that major obstacles to attendance include things like the accessibility of transportation, the distance to events, and associated expenses. Travel and organising constraints were inversely correlated with the number of GUSA games that study participants had watched (p -values <0.05). This implies that the number of games they watch declines as travel and planning restrictions rise. These are essentially the main determinants of attendance. Students from other universities are unable to participate if the locations are far away and they lack any way to get there, such as buses that are arranged by GUSA officials or discounted transportation costs. Several studies, including Galily (2019) and He (2020) have also found that transportation to sports venues is usually challenging for most students. In Ghana, students who are not part of athletes will need to transport themselves to the host university and to event venues. So it is unlikely to have spectators traveling from Tamale to Accra to spectate GUSA games. However, if there are free or subsidised means of transportation, some students will attend

Interview Insights: Institutional & Travel Constraints Impact Spectating Behaviour

This discourages students from spectating. **Travel and financial challenges** limit spectatorship, especially for non-athletes. This means that institutional culture often views GUSA games as disruptive to academics. Lack of official support or planning in academic calendars reduces student engagement. Financial and logistical barriers create uneven attendance, favoring host university students

Direct Quotes:

"We have an interest in the GUSA games, but sometimes, the university doesn't create a favorable environment... lecturers threaten us with GPA, which makes us afraid to travel and spectate. Most universities do not fully support GUSA games."
(Student Leader 1, 2024)

- *"Most students don't work and can't afford travel to the host university. Only athletes get transportation support. Spectators are usually from the host university."*
(Student Leader 4, 2024).

RO3. Establish the differences that exist in the factors to inform future spectating at GUSA games.

Differences in Constraints: Constraints varied by Institutional culture, Gender and Academic Level

This variation was a result of the environment and the institutional culture. Academic classification and gender constraints, views on the goal of GUSA games, and income generation opportunities during GUSA games differ across age categories (p -values <0.05). Younger students are more eager to spectate in GUSA, whereas older students encounter limitations because of work or family obligations. According to the results, undergraduate students are subject to different personal limitations than postgraduate students. Communications constraints that influence GUSA games spectating are not the same for the academic levels of the respondents (p -value <0.05). This suggests that undergraduate and postgraduate students have different perceptions regarding communication on GUSA games. While postgraduates prefer formal communication methods from university administrations, undergraduates like social media or peer networks to learn about events.

Significant differences among the factors influencing spectating at GUSA games

The findings of this study reveal that student spectatorship at GUSA (Ghana University Sports Association) games is shaped by a complex interplay of personal, institutional, travel, communication, financial, and demographic factors. These constraints vary across institutions, age groups, academic levels, and gender, but not employment status, highlighting the multifaceted nature of sports engagement in the university context.

Institutional and Personal Constraints. The influence of context and culture, significant differences in personal and institutional constraints across universities (p -values < 0.05), suggest that these are not uniform across Ghanaian institutions. Institutional culture plays a pivotal role. For instance, while some universities provide academic flexibility to students involved in sports (e.g., awarding marks or makeup exams), others maintain strict adherence to exam schedules regardless of participation in sports events. This institutional disparity reflects broader findings in the literature. Funk (2016) and Bravo et al. (2016) both emphasized how institutional support, or the lack thereof, affects student engagement and enthusiasm for university sports.

The impact of institutional culture is also seen in how students perceive the importance of GUSA games. Where institutions visibly support and promote sports, students tend to view the games more positively and are more inclined to spectate. This aligns with the findings of Clopton and Finch (2011), who noted that institutional and peer support can foster a stronger sense of identity and belonging, thus boosting sports spectatorship.

Travel Constraints Barriers. Travel emerged as a significant constraint, especially for students from non-host or distant universities. This supports Warner et al. (2021), who identified travel distance and cost as key inhibitors to university sports spectating. Students

from host institutions face fewer transportation barriers, often enjoying proximity to game villages and preferred access.

The findings emphasize that reliable transportation and proximity to game venues are vital. Students relying on public transportation may struggle with inconsistent schedules and cost barriers. Moreover, those residing farther from sports venues must account for additional travel time and expenses, constraints that disproportionately affect lower-income students. This supports Funk's (2016) argument that logistical accessibility is a prerequisite for fostering consistent spectating.

Age and Perceptions. The study also reveals that personal constraints, perceptions of GUSA's purpose, and views on income-generating opportunities during the games differ across age categories (p -values < 0.05). Younger students were found to be more socially driven, viewing GUSA games as entertainment or opportunities for internships and side income. In contrast, older students often have external responsibilities (work, family) that compete with their availability and interest in sports events. Parganas (2019) underscores this age-related divergence in priorities. He notes that even within the same academic levels, students' motivations for spectating sporting events may differ markedly by age. Younger students gravitate toward the social and experiential aspects of university life, while older students emphasize on developmental functions of sports, such as discipline, teamwork, or community engagement.

Additionally, Ansari (2021) emphasizes that sports events present economic opportunities, but access and appeal to these opportunities vary across age groups. While younger students might see events as platforms for career exposure or part-time work (e.g., event planning), older students may interpret them through a broader economic lens, considering impacts on local economies or university development.

Academic Level and Spectatorship: Divergent Lifestyles, Divergent Constraints. Differences in personal constraints were also evident across academic levels (p -value < 0.05). Undergraduate students, while facing time management issues due to academic and social demands, may prioritize sports differently than their postgraduate counterparts. The latter group is often burdened with greater academic rigor and personal responsibilities, making extracurricular engagement, such as sports spectating, a minor priority.

This supports Bravo et al. (2016), who found that postgraduate students, owing to family commitments and full-time work, often disengage from university sports. Furthermore, postgraduate students' previous exposure to GUSA games during their undergraduate years may influence their current attitudes. If their prior experiences were uninspiring or exclusionary, they may see little reason to re-engage.

Communication Strategies: A Call for Segmentation. Communication constraints were found to differ significantly between academic levels (p -value < 0.05). Undergraduates tend to rely on informal communication networks such as peer discussions or social media, while postgraduates expect formal, detailed announcements that align with their structured schedules and academic interests. This reinforces the argument by Anagnostopoulos et al.

(2018), who stress the importance of audience-specific communication strategies in sports event marketing.

The findings highlight the need for a diversified communication strategy. A single channel or tone will not suffice across student demographics. Instead, organizers must adopt a hybrid approach, leveraging informal digital platforms for undergraduates while delivering formal updates through institutional emails, websites, or postgraduate platforms.

Gender and Financial Constraints: Differentiated Impact. Interestingly, while most constraints (personal, communication, travel) were consistent across gender, financial constraints showed significant gender-based variation ($p\text{-value} < 0.05$). This indicates that male and female students experience similar logistical and institutional barriers but differ in how financial pressures affect their participation.

As Warner et al. (2021) noted, affordability remains a key factor in sports attendance. Female students may have different spending priorities or financial obligations, leading to a reduced willingness to invest in ticket fees or travel. In addition, structural inequalities—such as differential access to grants, scholarships, or part-time jobs can exacerbate gendered disparities in disposable income for extracurricular activities, including sports.

Employment Status: No Significant Impact. Contrary to assumptions, employment status did not significantly influence any of the identified constraints ($p\text{-values} > 0.05$). This suggests that both employed and unemployed students face similar barriers to attending GUSA games. Anagnostopoulos et al. (2018) similarly noted that employment status alone does not predict interest in or availability for university sports.

Whether employed or not, students contend with overlapping constraints, such as academic pressure, poor communication, travel logistics, or institutional limitations. Thus, interventions aiming to boost attendance must be inclusive and not assume that working students are inherently more disengaged. This study provides compelling evidence that student spectatorship at GUSA games is not monolithic but deeply shaped by demographic, institutional, and logistical factors. These constraints are nuanced and intersecting, requiring tailored strategies to address the diverse experiences of undergraduates, postgraduates, younger and older students, men and women, and those from different institutional settings.

By drawing on relevant literature and empirical findings, this discussion emphasizes the need for customized, inclusive, and multi-channel engagement strategies. Institutional policies, communication practices, financial accessibility, and transportation logistics must all be reconsidered if GUSA games are to become more widely attended and appreciated by the student population.

RO4. Examine factors that can motivate university students to spectate during GUSA games.

Variables	Mean	Std. Deviation	N
I have no interest in spectating at GUSA games	1.99	.97	702
Effective Sponsorship	2.61	.60	702
Understanding of the goals of GUSA games	3.49	.70	702
Income generation opportunity at GUSA games	3.34	.76	702

The Majority of the respondents disagreed that they have no interest in spectating at the GUSA games (mean = 1.99, std. = 0.97). Again, most disagreed that there is effective sponsorship (mean = 2.61, std. = 0.60). Also, most agreed they understand the goal of GUSA games (mean = 3.49, std. = 0.70). Furthermore, most of them agreed there is an income generation opportunity for students during GUSA games (mean = 3.34, std. = 0.76).

Bivariate correlation

		Correlations			
		A	B	C	D
I have no interest in spectating at GUSA games (A)	Pearson Correlation	1			
	Sig. (1-tailed)				
	N	702			
Effective Sponsorship (B)	Pearson Correlation	-.150**	1		
	Sig. (1-tailed)	<.001			
	N	702	702		
Goal of GUSA games (C)	Pearson Correlation	-.258**	.000	1	
	Sig. (1-tailed)	<.001	.498		
	N	702	702	702	
Income generation opportunity (D)	Pearson Correlation	-.059	.021	.444*	1
	Sig. (1-tailed)	.060	.289	<.001	
	N	702	702	702	702

** . Correlation is significant at the 0.01 level (1-tailed).

The findings show that the lack of interest in spectating at the GUSA games correlates negatively with sponsorship, goals of GUSA, but correlates positively with income generation. The more they understand the goal, the more they understand the income generation aspect.

The study found that the majority of the respondents disagreed that they have no interest in spectating at the GUSA games (mean = 1.99, std. = 0.97). The standard deviation of 0.97 suggests that even while the majority of students express interest, some may still be uninterested or less excited about spectating. With a mean score of 1.99, respondents generally disagree with the notion that students are uninterested in GUSA games, indicating that the majority of students are either neutral or show some interest in going to these events. Generally, students have an interest in spectating GUSA games, but are not usually able to do so due to some constraints. Bravo et al. (2016) again state that sports interest is an essential element regarding how sportsmen will attend games. To customise experiences that appeal to the audience, organisers should look into which particular elements of the games draw students, such as teamwork, social possibilities, and event atmosphere.

Again, it was found that most of them disagreed that there is effective sponsorship for GUSA games (mean = 2.61, std. = 0.60). A mean score of 2.61 suggests a high degree of discontent with the financial assistance available for GUSA games, with respondents tending towards agreement with the statement that sponsorship is ineffective. The comparatively low response variability, as indicated by the standard deviation of 0.60, suggests that respondents generally agree that sponsorship is insufficient. The impression of ineffective sponsorship draws attention to a crucial issue that GUSA needs to resolve. The GUSA finance officer (2023) confirmed that the association struggles to get sponsorship for the events probably, due to a lack of large spectatorship. The association might find it difficult to successfully plan activities without sufficient funding, which could affect the games' overall caliber and visibility. GUSA could have to come up with more effective ways to draw in sponsors. This can entail raising awareness through advertising efforts, presenting the value offer to possible sponsors, and emphasising the advantages of sponsoring collegiate athletics.

Also, most of the respondents agreed that they understand the goal of GUSA games (mean = 3.49, std. = 0.70). Respondents are likely to agree with the assertion that they comprehend the objectives of GUSA games, according to a mean score of 3.49. This indicates a strong understanding and appreciation of the function these games fulfil within the context of collegiate athletics. Although many students feel well-informed about the objectives, there may still be those who are unclear about the details, as indicated by the standard deviation of 0.70, which shows substantial diversity in replies. The students' favourable comprehension suggests that the aims and objectives of GUSA games were communicated effectively. This finding agrees with Lee and Soscia (2020), who argue that understanding the goal of a competition leads to some kind of spectator attachment to the game to enhance spectatorship. To make sure that all students, particularly those who are new to or less involved in athletics, understand the importance of these events, GUSA should keep improving its messaging. The results show that students have a good grasp of the objectives of GUSA games, which is crucial for encouraging involvement and engagement. GUSA can enhance this comprehension and promote increased participation in its athletic events by upholding open lines of communication and offering instructional opportunities.

Furthermore, most of them agreed that there is an income generation opportunity for students during GUSA games (mean = 3.34, std. = 0.76). Many students recognise the possibility for financial gain through various activities associated to GUSA games, as evidenced by the mean score of 3.34, which indicates that respondents largely agree with the statement regarding income generation options. Although the majority of students recognise these opportunities, there may be some varying views or levels of awareness on how they can be financially advantageous, as indicated by the standard deviation of 0.76, which shows substantial diversity in replies. The recognition of revenue-generating options emphasises how significant GUSA games are as venues for student employment and entrepreneurship in addition to being athletic events. During the games, students could participate in event management, food sales, merchandise, and other service-related activities. This agrees with He, (2022), who also states that during games, both students and the community can take advantage of the activities to generate revenue.

The study also found that the lack of interest in spectating in the GUSA games correlates negatively with effective sponsorship ($p\text{-value} < 0.001$). There was a significant relationship between effective sponsorship and the interest of students to spectate at the GUSA games ($p\text{-value} < 0.05$). This suggests that when sponsorship increases, the lack of interest in spectating at the GUSA games reduces. Higher levels of effective sponsorship are linked to lower levels of disinterest in going to GUSA games, according to the negative connection. This connection suggests that successful sponsorship could raise the games' general appeal and prominence, drawing in additional viewers. This agrees with Aboagye and Claudio (2020), who also emphasise sponsorship as an important element in attracting spectatorship. Sponsorship offers crucial financial support for GUSA game organisation, which can pay for a variety of costs, like as logistics, equipment, and venue setup. For example, Absa Bank and other corporate sponsors have traditionally provided substantial financial support to guarantee the successful running of major events. In addition to enhancing the games' quality, this funding helps make them more affordable for students who might otherwise be put off by the expense of participation or attendance.

Again, the lack of interest in spectating at the GUSA games correlates negatively with the goal of GUSA games ($p\text{-value} < 0.001$). There was a significant relationship between knowledge of the goals of GUSA games and the interest of students to spectate at the GUSA games ($p\text{-value} < 0.05$). This suggests that the more students gain knowledge on the goal of GUSA games, the more their interest to spectate at the GUSA games. This association implies that students are more likely to get interested in spectating when they are better informed about the goals and advantages of these events. Instilling in student athletes the principles of integrity, teamwork, and sportsmanship is one of the main goals of the GUSA Games. The games place a strong emphasis on sporting ethics, fair play, and respect for opponents—qualities that are critical for leadership and personal growth. The themes selected for different game editions, such as "Harnessing sporting talents of students for national development through healthy competition using science and technology" for the 2022 edition, reflect this emphasis on values.

Also, the goal of GUSA games correlates positively with income generation opportunities for students during GUSA games ($p\text{-value} < 0.001$). This suggests that the more students understand the goal of GUSA games, the more income-generating opportunities. The positive link suggests that students are more likely to identify and participate in the revenue-generating activities connected to GUSA games when they understand the organization's objectives, which include encouraging sportsmanship, collaboration, and community involvement. Students can take part in planning marketing campaigns or events that draw sponsors, which may result in internship or employment possibilities with those businesses. Knowing the GUSA Games' objectives enhances the educational experience for students and opens up a plethora of revenue-generating opportunities through networking, sponsorships, sports careers, business endeavours, and community service projects. Students can greatly improve their financial prospects and make a beneficial impact on their communities by actively engaging in these games and coordinating their efforts with GUSA's goals.

Interview Insights on Student Motivation

"If SRC brings a bus full of spectators each by appealing to the fuel station managers for fuel, the stadium will fill to attract future sponsors". (Non-student athlete 3)

"If GUSA games are placed on the university academic calendar, many students will be willing to participate in GUSA games". (Non-student athlete 4)

"Once accommodation cost is reduced for non-athletes, they will be attracted to GUSA games". (Non-student athlete 1)

"In the area of security, Jama groups can form a unified security group to provide security at GUSA games, because they will know where all the students who may misbehave are". (Coach 2)

Conclusion

Female students are less likely to spectate GUSA games than male students (Odds ratio = 2.217, $p\text{-value} = 0.001$) due to differing constraints and motivations. Postgraduate students are less likely to spectate GUSA games than undergraduate students (Odds ratio = 1.773, $p\text{-value} = 0.013$).

Those employed are less likely to spectate GUSA games as compared with students not employed (Odds ratio = 2.535, $p\text{-value} = 0.049$). The major constraints that affect non-athletes include: institutional, communication, Travel, and organisation constraints.

It was observed that only 3.3% of respondents said they had spectated in all GUSA games over the previous five years. 62.0% said they had never spectated in any GUSA games. However, a sizable number of 97.9% said they would suggest GUSA to friends, whilst 96.7% said they will spectate future GUSA games. It was again observed that the majority of non-athletes have never spectated a GUSA game in the past years were due to some constraints. This means that it was more of barriers, than lack of interest, to limit their participation at GUSA games.

It was also noted that the factors that influence spectating at GUSA games vary especially by gender, university affiliation, institutional culture, academic classification, based on the demographic factors, although there were some basic similarities. The study again identified sponsorship, integration of GUSA into academic timetable, flexible institutional culture, lecturers and V.C.'s motivation, provision of transportation, accommodation and 'jama' groups may drive students to future GUSA games.

The study concludes that the vast majority of students have never attended a GUSA game. It is probable that a large number of students are restricted due to several constraints. Effective marketing strategies, such as social media advertisements and pre-game campus events, could raise awareness and improve attendance. Also, if students do not believe the GUSA games will benefit them or have any impact on their stay at university, they could choose not to attend. Including children in programs that highlight the benefits of athletics, such as teamwork, school pride, and physical fitness, may change this perception.

Key predictors of students' spectating behaviour at the GUSA games include gender, academic level, and employment status. Male students, undergraduate students, and unemployed students are likely to spectate GUSA games more than female students, postgraduate students, and employed students.

Travel and event planning restrictions are the main factors influencing student attendance at GUSA games. Many students may have trouble because of the distance between their universities and the GUSA games site. The time and cost of travel for students attending universities far from the host university may deter participation. Inadequate transit options could make attendance much more challenging. If there is no affordable and reliable transport available, especially if they have to manage the logistics themselves, students may choose not to attend the games at all. Event timing may also have an impact on travel decisions. If the games are planned during school hours or at inconvenient times, students may prioritise their education or other responsibilities over attending.

The planning of GUSA games involves many logistical considerations, including scheduling, resource allocation, and site selection. Inefficiencies in these areas can lead to poorly designed events that fail to attract large audiences. Increasing attendance requires strong promotion. If students do not receive enough information about the events, for example, through social media or campus announcements, they might not feel compelled to go. Ineffective marketing strategies could make the games less visible. The entire atmosphere that GUSA games offer is one of the main reasons that people attend them. If future activities are perceived as poorly organised or uninteresting (due to inadequate facilities or entertainment options), students may be less likely to attend.

The study further concludes that there are differences in the constraints that affect students' attendance at GUSA games across institutions, age, academic level of students, and employment status. Attendance at GUSA games may be impacted by the degree of support that various universities provide for student-athletes. Strong sports programs at universities frequently offer superior facilities for training, resources, and motivation for students to play sports. Universities with inadequate sports facilities, on the other hand,

could find it difficult to engage students, which would result in fewer people attending games. Students' eligibility to attend these events may also be impacted by the academic calendar and scheduling issues with classes or tests. Students' priorities and obligations can be greatly impacted by their age.

Compared to older students who could be juggling extra obligations like internships or part-time jobs, younger students, especially those in their first years of university, may have more time and energy to attend games. Attendance at GUSA events may decline as a result of older students prioritising their academic obligations above extracurricular activities. Attendance is also significantly influenced by students' academic standing. It is possible that undergraduates are more likely to go to sporting events as a way to interact with other students. Graduate students, on the other hand, frequently have busier schedules and could put their research or thesis work ahead of going to games. Different academic cohorts may participate to varying degrees as a result of this concentration disparity.

Another important factor affecting GUSA game attendance is employment status. It could be difficult for students with full-time or part-time jobs to juggle their attendance at sporting events with their work obligations. People without jobs might have more time for university-related activities, such as going to GUSA games. This discrepancy demonstrates how working students' involvement in extracurricular activities may be restricted due to financial necessity.

Factors that can motivate students to spectate GUSA games include a clear understanding of the goals of the GUSA games and effective sponsorship.

Also, the study concludes that student participation in the GUSA games can be greatly increased with clearly stated goals and vision. Students are more willing to attend sports as spectators when they understand the goals of the events, which include developing athletic talent, building school spirit, and promoting healthy competition. The games' overall themes frequently highlight the convergence of academics and athletics, which can speak to students' academic and personal goals. The relevance of sports in both individual and national development, for example, is highlighted by topics like "Repositioning University Sports for National Development," which increases the appeal of attendance for students who want to support such programs.

For the GUSA games to be successful and well-known, sponsorship is essential. In addition to offering financial support for event planning, strong sponsorship boosts marketing initiatives that can draw in student attendees. For instance, GUSA events have benefited greatly from financial and promotional support from alliances with banks and businesses like GCB Bank and Barclays (now Absa). By connecting with students through community outreach, these sponsors frequently pique students' enthusiasm for going to games. Sponsored marketing strategies that are successful can generate buzz about the events and entice additional students to come.

Recommendations

- i. **Institutional Integration of Sports:** Universities should redefine institutional culture to include GUSA games as a core part of student life and development.

- ii. **Subsidised Transportation & Accommodation:** To boost student attendance, especially among non-athletes, universities should provide subsidised transport and accommodation during GUSA games.
- iii. **Inclusive Planning with Student Bodies:** All student unions should be actively involved in GUSA game planning and assigned responsibilities to foster inclusivity and ownership.
- iv. **Academic Calendar Alignment:** GUSA games should be scheduled around academic calendars, preferably during weekends, breaks, or low-demand academic periods, to reduce conflicts with academic duties.
- v. **Collaborate with Transport Services:** Universities should partner with local transport providers to offer free or discounted shuttle services from major student hubs to game venues.
- vi. **Targeted Marketing & Sponsorship:** Institutions should seek sponsorships from student-centered brands and develop marketing campaigns that highlight the social, recreational, and educational benefits of attending GUSA games.
- vii. **Strategic Communication:** Clear messaging around the purpose and benefits of GUSA games should be prioritised to boost student engagement and sense of community.
- viii. **Tailored Strategies for Diverse Groups:** Promote spectating benefits specifically for underrepresented groups (e.g., female, postgraduate, or working students) and offer tailored incentives to encourage participation.

Future Research Directions:

- i. Explore how scheduling, academic workload, and transport availability impact student attendance.
- ii. Conduct focus groups across student demographics to gain insights for improving institutional support.
- iii. Examine the effectiveness of different sponsorship and marketing strategies across academic levels and universities.
- iv. Investigate how institutional support (subsidized travel, academic scheduling) can improve perceived behavioral control, aiming to bridge the intention-spectating gap. Conduct comparative studies in other African university contexts to ensure a positive learning curve.

Managerial Implications

There is an urgent need to address travel and accommodation constraints for subsidies to improve accessibility. Enhancing Institutional Support, where GUSA games could be integrated into academic calendars to align academic and leisure priorities for all students. Equally, there is a need to improve Communication before GUSA games by using social media campaigns, campus announcements, and student ambassadors to boost awareness and engagement of all students. Fostering Student-Centered Culture to involve students in

event planning and gather feedback to enhance event quality and future spectating. There is an urgent need to create vendor partnerships and student discounts to alleviate the financial barriers of some students.

Conflict of Interest Statement

The authors declare that there is no conflict of interest regarding the publication of this study.

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