

# Developing the Sport Premises and Services on Haaga-Helia Porvoo Campus

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<p>This thesis paper looks into the definition of sports and its importance in higher education institutions. An overview on how sport services can be organised and marketed in school environment is provided as well. The aim of the thesis is to identify the optimal solutions to develop the sport services and premises on Haaga-Helia Porvoo Campus.</p> <p>In order to collect data, qualitative interviews were carried out. Altogether 15 people were interviewed, including students, staff members and teachers. Benchmarking was another method used, specifically looking into sport services at other Haaga-Helia campuses and university level schools in Finland. Additionally, secondary data already existing on the topic was applied.</p> <p>Results from the interviews were coherent. The salience of higher education institution providing sport services was established and all of the interviewees perceived physical exercise as way of releasing stress, taking care of oneself and as an asset to manage studies or work life. Benchmarking results underlined the fact that other universities, universities of applied sciences and individual campuses, have much more diverse sport services to offer to their personnel and students than Porvoo Campus has.</p> <p>Discussion part focuses on finding ways to expand the sport services on Porvoo Campus and ascertain who would be the people responsible for organising and managing the aforesaid services. Porvoo Campus' information desk personnel were seen the most suitable option for monitoring the use of the gym services in cooperation with 'Campus does sports' –team, which is part of the local Student Union HePo Ry.</p> <p>Conclusion will bind discussed topics together and sum up the thesis in overall. Reference list is in the end of the paper. Interview questions can be seen in appendices likewise the infographics of the results and developmental suggestions.</p>	
<b>Keywords</b> Campus sport, sport services, gym, physical activity, workplace physical activity	

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# 1 Introduction

Being physically active is important for human beings. There exists a biological need for it. Physical activity is important particularly at workplace and in school environment. This thesis aims at developing the sport services in Haaga-Helia University of Applied Sciences Porvoo Campus as well as offering improvement suggestions to make them more functional and unite. The focus is on providing versatile sport services for the personnel and the students of the campus. The thesis is commissioned by Reija Anckar, the head of the Porvoo Campus. Used research methods are exploiting secondary data, benchmarking and qualitative interviews. Delimitation is on Haaga-Helia's teachers, staff members and students even though Porvoo Campus facilitates another University of Applied Sciences -Laurea- and the City of Porvoo.

The first chapter (chapter 2) will look into the definition of sports and what kind of benefits it has towards health and performance. Special focus is on workplace physical activity and on the relation between physical activity and learning. The next chapter evaluates the physical activity of higher education students by reviewing nationwide guidelines set for higher education institutions and how well they are fulfilled. Moreover models on how to organise and promote sports at universities are showcased with the help of infographics.

Moving onto chapter 4 where there is first presented Haaga-Helia University of Applied Sciences as an organisation and after that Porvoo Campus. The chapter describes Porvoo Campus' sports services for students, teachers and staff members, albeit there is no difference with the services provided for teachers and staff members. Chapter 5 on the other hand comprehends data and methods, opening up the research method terminology used in this thesis. Results from the secondary data, benchmarking and qualitative interviews are presented in chapter 6.

Chapter 7 discusses the developmental ideas and suggestions according to the results, with the focus on implementing the models looked upon in chapter 3. Finally the last chapter (chapter 8) will conclude the whole thesis and discussed topics. After that there is the list of references and appendices unveiling the interview questions and the infographics of the results (Appendix 3). The infographics of the results is also going to be used as alternative way to present the results to the commissioner in a short discussion session.

## **2 What is Sports?**

This chapter focuses on the definition of sports as well as its importance to individuals. Especially the importance of sports to employees and students is examined. Ilkka Vuori's book 'Lisää Liikuntaa!' will be closely reviewed. Also findings from a review made by The National Board of Education in Finland are presented. The review is written on the topic of exercising and learning of school aged children which will indicate the important relation between doing sports and studying, and therefore showcase why it is crucial to improve students' well-being with the action of doing sports.

### **2.1 Definitions**

Sport in this particular thesis is seen as an asset of well-being, studying and working, it will neither mean athlete level sports nor competitive sports or spectator sport whatsoever. The definition of it will be explaining the different terms used when talking about doing sports.

Physical activity is based on the will, controlled by the nervous system and muscle activity resulting in movement. Its elicitation requires energy and it correspondingly consumes energy. Adding up to this, World Health Organization determines physical activity as any kind of body movement that skeletal muscles have produced and as a movement requiring energy expenditure. More concrete definition is given in United Nations Children's Fund report called 'Sport, Recreation and Play' (2004, 1) where sport comprehends all kind of physical activity that contribute to physical fitness, mental well-being and social interaction. "These include play; recreation; casual, organized or competitive sport; and indigenous sports or games." (UNICEF 2004, 1). Physical inactivity on the contrary stands for the low use of muscles or not using them which will have a weakening effect on the physical structures and functions of the body. (Käypä Hoito 2015; UNICEF 2004, 1; Vuori 2003, 12-32; World Health Organization.)

Physical exercise means physical activity that is carried out due to certain reasons or effects and most often as a hobby. Physical fitness on the other hand means the condition of central structures and functions during physical exercise performance. It can be examined by viewing aerobic (respiratory and circulatory system) condition or looking at the features needed in the physical exercise performance, such as physical endurance (aerobic condition) or physical strength (muscular strength and endurance). Aerobic exercising (physical endurance training) refers to at least moderate straining for big muscle groups which develops metabolism and respiratory and circulatory system, maintaining and increasing strength. Physical strength training in turn aims at maintaining and increasing muscle strength and bulk. (Käypä Hoito 2015.)

Daily exercise includes carrying out daily tasks, for example walking up the stairs or walking to work. When training is systematic and the objective is to improve as well as maintain certain sectors of physical fitness, it is called fitness training. Physical strength training is an example of fitness training. Sedentary behaviour on the other hand comprehends sitting and, in addition, laying and standing, keeping the energy consumption on a low level. (Käypä Hoito 2015.)

What all these definitions have in common are terms such as movement of the body and muscles, energy consumption and physical activity so drawing a conclusion doing sports can be used as an umbrella term comprising all of the above mentioned terms. It is volitional activity of muscles that increases energy consumption. It acts as a support for the overall wellbeing of the body and mind and at the same time brings enjoyment from the experiences of the activity. This thesis will use the term 'doing sports' throughout the paper.

## **2.2 Importance of sports**

First of all human body has a basic biological need for physical activity over the whole life cycle. It supports and maintains the numerous functions of the body. Secondly there are countless amounts of other positive aspects towards the overall health and well-being of an individual when sports are done on regular basis.

### **2.2.1 Health and performance**

Physical activity is one of the basic functions for human beings. The human body needs the stimulations from the activity on regularly. As Ilkka Vuori (2003, 12-32) explains in his book 'Lisää Liikuntaa!' in order to create a movement, a muscle needs a contraction to produce the power for the movement. In case the muscle contraction does not happen often enough and with enough power, the contracting tissue and its force will remain low for adolescents. If an adult body does not get enough stimulation, the muscle contractions decrease more than they necessarily should when aging normally. Physical activity strengthens the bones to better withstand the strains as well. The central nervous system controls muscle actions when doing sports. Therefore doing sports also improves, for example, balance and coordination. Physical activity improves the muscle tissues ability to exploit nutrients as a source of energy which is important for both health and physical performance. (Vuori 2003, 12-32.)

Doing sports regularly holds various benefits for physical fitness and psychological well-being. Table in Vuori's (2003, 12-32) book lists down multiple health benefits when sports are done invariably. To mention a few, effects of doing sports on physical fitness can be

seen, for instance, in better muscular fitness and in improved respiratory and circulatory system. For weight control and preventing obesity, doing sport is vitally important, together with a healthy diet. Being physically active acts also as a major asset in preventing diseases and illnesses, such as type 2 diabetes or coronary heart disease. When one does sports, resistance to stress is better and one has less sick leaves from work or school when physical activities are done regularly. Other ways sports improve psychological well-being are better self-respect, improved quality of sleep and the durability of it, decreased -and also prevention of- depression and anxiety. (Vuori 2003, 12-32.)

Physical activity does have multiple positive effects on the human body, and not just on the body but on the mind and mood as well. Infographic below (Figure 1), made by the Government of Western Australia's Department of Sport and Recreation, shows the positive effects of being physically active.



Figure 1. Physical activity and mental health. The relationship between organised recreational activity and mental health. Government of Western Australia. Department of Sport and Recreation

As it is seen from the infographic (Figure 1), playing sports 1-3 times a week diminishes psychological distress by 34%. When sport is played 4 or more times a week, it reduces the distress by 47%. It states that being physically active is as effective as medication for mild to moderate depression and anxiety, furthermore it decreases depression among elderly and in the same way decreases the symptoms of post-natal depression. The results in the infographic purport that doing sports prevent mental health problems, likewise Ilkka Vuori (2003, 12-32) concluded in his book, too. Improving effects on young peoples' cognitive function and self-esteem is stated as well in the infographics.

Presented in the infographic is also the physical activity done in groups or in sports clubs as well as the ones done as organised recreational activity. The social aspect of doing sport does improve one's mental health. This argument is supported in UNICEF's report 'Sport, Recreation and Play' that was reviewed in the second chapter earlier, too. The report says:

Organized sport and physical recreation provide adolescents opportunities for self-expression, critical to this discovery process. They help adolescents to develop skills in communication, negotiation and leadership and to test and improve their abilities, which increases confidence. They allow young people a way to bond with adults and with one another, creating a sense of community and belonging. (UNICEF 2004, 1.)

### **2.2.2 Workplace physical activity**

According to Finnish State's Sports Council, over a million Finns have sick leaves from work due to musculoskeletal disorders. Sitting too much during a work day is becoming a huge risk for employees. Prolonged sitting is the reason behind the musculoskeletal disorders. In Finland 51 % of men and 46 % of women sit at least six hours at work on daily basis. Especially office work and working in front of a computer are the main cause of ache in neck and shoulder area. The more physical active employees are the less sick leaves they have from work. Productivity intensifies while healthcare expenses decrease. Musculoskeletal disorders refer to all kind of damage and diseases in joints and tissues, mainly leading to back, neck and shoulder pain, and to different sorts of repetitive strain injuries. (European Agency for Safety and Health at Work 2016; Valtion Liikuntaneuvosto 2012.)

Work life requires considerable amount from the human brain. Attentiveness, learning, remembering and creativity are all linked to the ability to work. Physical activity enhances the blood circulation and increases the level of neurotransmitters in the brain as well as improves the intake of oxygen. Physical aspect of work is replaced with psychological stress. Work life is changing in fast speed and the line between free time and working time is becoming more indistinct. Work environment requires more and more from the employees resulting occupational stress. (Valtion Liikuntaneuvosto 2012.)

Yet not enough human resources or funding is put into improving the well-being in work environment. As it is pointed out in the Council's publications, inadequate knowledge on how to develop the workplace physical activity is one the reasons why it is not promoted so much or at all at workplace. Promoting physical activity at workplace necessitates support and commitment from the administration side. Physical activity has to be included into the normal operations and distinctively be part of advancing the workplace well-being. (Valtion Liikuntaneuvosto 2012.)

### 2.2.3 Physical activity and learning

As the Finnish National Board of Education has stated in their review of 'Liikunta ja Oppiminen' (Syväoja, Kantomaa, Laine, Jaakkola, Pyhältö & Tammelin, 2012.) it is clear how sport has positive and comprehensive impacts on children's health and in that way a link to their performance in school. Even though the review is written from the point of view of smaller primary school students there is no reason why it could not pertain older university level students as well since same principals apply nevertheless the age of the students. Those principals are valid throughout the whole education system.

Different articles published in the scientific journals were used as a base for the Finnish National Board of Education's review and those findings indicate positive effects on the performance in school, cognitive activity and learning. Positive impacts of physical activity were found to improve information processing, problem solving, memory and attentiveness. All in all students with better physical health have less sick days from school. According to the studies referred in the review the effects between school performance and exercising might be explained with the fact that exercising develops motor skills. The development of cognitive skills and motor skills go hand in hand. Good school results could be explained for one's part with the fact that doing sports develops also children's team working skills and ability to work with different kind of people. (Syväoja etc. 2012.)

Adopting the sporty lifestyle enhances children's comprehensive physical, psycho-logical and social well-being. Majority of all the students spent most of their week days in schools so therefore schools provide suitable environment to increase the students' physical activity. As the review points out exercising during school day could be increased with sport classes, providing sport possibilities during breaks, encouraging active way to move between home and school and last but not least integrating exercising into the lessons. (Syväoja etc. 2012.)

Finnish government has set a decree on the hours used for physical education throughout comprehensive school. For 1<sup>st</sup> and 2<sup>nd</sup> grade year students the amount of hours for sports is 4 hours. For 3<sup>rd</sup> to 6<sup>th</sup> graders there should be 9 hours of physical education in a week. For 7<sup>th</sup> to 9<sup>th</sup> graders the number is 7 hours per week. (Valtioneuvoston asetus perusopetuksella tarkoitettun opetuksen valtakunnallisista tavoitteista ja perusopetuksen tuntijaosta 28.06.2012/422.) The fact that the significance of the physical activity of young students is recognized and supported on governmental level will enhance the chances for the young students to grow up with healthy and active lifestyle. Adopting the skills from the physical education and the benefits, too, towards both studying and life all in all from a young age

will hence more likely help the student implement them later on with postgraduate studies or work life altogether. (Syväoja etc. 2012.)

### **3 Sports at Universities**

As there are no governmental laws set for university level sports or more specifically for higher education institutions to provide physical education or sport services in Finland, the sport services on campus vary a lot. This becomes evident from collaboration report named 'Korkeakoululiikunnan Barometri 2013' (Saari, Ansala, Pulkkinen & Mikkonen 2013, 7-18) created by Finnish Students Sports Federation and Research Foundation for Study and Education.

The first subchapter will examine the status of physical activity of higher education students in Finland by reviewing the aforesaid report. The second subchapter will in continuum take a look into the nationwide guidelines set in 2011 for sports in higher education that are presented in the same 'Korkeakoululiikunnan Barometri' report. Those guidelines will give a good starting point when thinking about how sport services can be organised in school environment.

Furthermore focusing on the promoting side of physical education, World Health Organizations' blueprint is applied, and it will indicate the key points to make sports and physical activity appealing to youth. The actual applying of the blueprint will be discussed later in chapter 7.

#### **3.1 Physical activity of higher education students**

'Korkeakoululiikunnan Barometri 2013' examines the realisation of UKK Institute's health recommendations for physical exercising among higher education students. UKK Institute is a private research- and expert centre focused on health and sports. UKK is owned by Urho Kekkonen Fitness Institute Foundation. The mission is to improve population's health and performance and increase healthy physical exercise and in turn decrease sports injuries and leisure-time accidents. (UKK-instituutti 2014.)

Stated in the 'Korkeakoululiikunnan Barometri 2013' report, the general health recommendations include training physical endurance two and half hours per week with brisk touch or strenuous exercising one hour and fifteen minutes per week. Adding to the former at least two exercises a week is what the recommendations hold for physical strength training. Fulfilling the health recommendations varies depending whether one studies at university or at university of applied sciences. According to the report students at universities clearly fulfil both physical endurance and physical strength training recommendations whereas up to

13% more of students at university of applied sciences do not fulfil either of the recommendations. (Saari etc. 2013, 7-18.)

In higher education institutions 31 % of students do sports in accordance to the health recommendations. At universities 34% of the students train both physical endurance and physical strength when at universities of applied sciences the percentage is 28%. The majority (75%) of students answering to the survey told they train physical endurance on weekly basis. Only five percent of respondents realised physical strength training without the physical endurance part. In practice, the differences between women and men remained low, men slightly exceed in training more of both. The older the student, the higher is the chance that both recommendations are not fulfilled. Students' life situation affects, too. For example students with children more rarely do sports according to recommendations. (Saari etc. 2013, 7-18.)

A clear connection was observed between fulfilling the recommendations and the active use of the campus sport services. Vast majority (80%) told they do sports independently. Every fourth respondent mentioned sport services in higher education institution as their primary sport service organiser. The students who experience they have the possibility to do sports as much as they like, do it more actively than the ones who feel their possibilities are limited. From singular type of sport, gym is considered the most important. Even the ones who do not fulfil the health recommendations consider it to be the most important on average. Time, low motivation and poor location of sport premises are the top three reasons behind for not using the sport services provided by higher education institution. (Saari etc. 2013, 7-18.)

### **3.2 How can sports at universities be organised?**

In 2011 there were given nationwide guidelines for sports in higher education. There were group of experts behind the creation of the recommendations, including representatives from students' healthcare, sport science researchers, principal's council, students and Ministry of Education and Culture. The guidelines consist of eight points which are presented below (Figure 2) based on a 'Sport House Model' applied from the 'Korkeakoululiikunnan Barometri 2013' report and translated into English. All of the eight points should be well and working in order for higher education institution to provide functioning sport services. Implementation of this model specifically to Porvoo Campus is discussed later in the chapter 7.

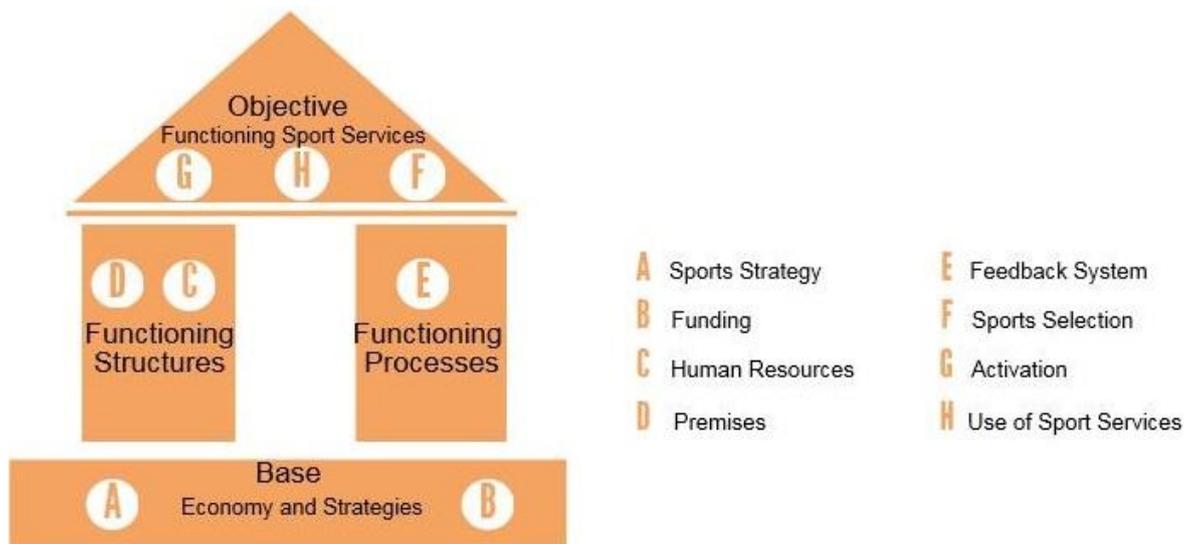


Figure 2. Sports House Model (in Finnish Liikuntatalo-malli). Korkeakoululiikunnan Barometri 2013. (Saari etc. 2013, 7-18.)

The 'Sports House Model' sums up the whole function of sport services at university level. The base is built with Sports Strategy and Funding. The strategy entails the goals of the sports provided in higher education and ways and tools used to reach those goals. According to the guidelines, higher education institute is supposed to invest at least 30 euros/ per student/ per year (excluding possible student's own expenses) to sport services. (Saari etc. 2013, 7-18.)

Moving on to Functioning Structures and Processes that create the walls of the house, and more closely to Human Resources: the guidelines state there is ought to be, at least, one full-time person for 5000 students taking care of the sport services and the planning of them. What comes to the premises, higher education institute should have one sport premise (60 hours of use of the sport space per week at a reasonable time of the day) for 1000 students. The university should have so called basic sport premises, for example, gym, space for gymnastics exercise and ball game space. In order to make sure the sport services work properly and to further develop them, the 'Sports House Model' has Feedback System as one of the points. Feedback is to be collected, on a regular basis, straight from the users of the sport services as well as from the university community as a whole. (Saari etc. 2013, 7-18.)

Lastly on top, the roof of the house is formed by the objectives, which hold three key points. Variety in Sport Selection is important so that finding one's own sport would be easier. By offering diverse selection of sports, it is ensured that different types of sportsman/woman and groups are taken into account and their needs acknowledged. The goal is to offer sports

with low-level-entry, activating new people to participate and create a package of sports and health guidance together with students' healthcare. Monitoring the use of the sport services and their development is to be done regularly. (Saari etc. 2013, 7-18.)

### **3.3 How can sport activities be promoted?**

When promoting sport activities on Campus it is vital to reach as many people as possible in order to get participants but even more important is to reach the ones who are unsure about joining the activity or believe they are not good enough or skilled enough to participate. For them it means a lot to see sports as a fun activity done together with a low level entry and easy access. The primary purpose of the sports on campus is to bring a positive asset to people's lives in the school environment.

World Health Organization (WHO) Regional Office for Europe and European Union have made a plan called 'Young and Physically Active: a blueprint for making physical activity appealing to youth'. It is developed to be used as a road map for physical activity promoters and policy makers in the member states. (2012, 5-25.) It can be applied for the study environment and used as a framework to pinpoint which are the possible areas worth to promote on.

Physical and social environments and the personal experience of the physical activity are the three main categories the blueprint is built on (Figure 3). Not all of the points included in the categories of the blueprint are applied into this theory part due to their irrelevance towards the topic at hand, keeping in mind the idea is to specifically promote sports to students in higher education institutions.

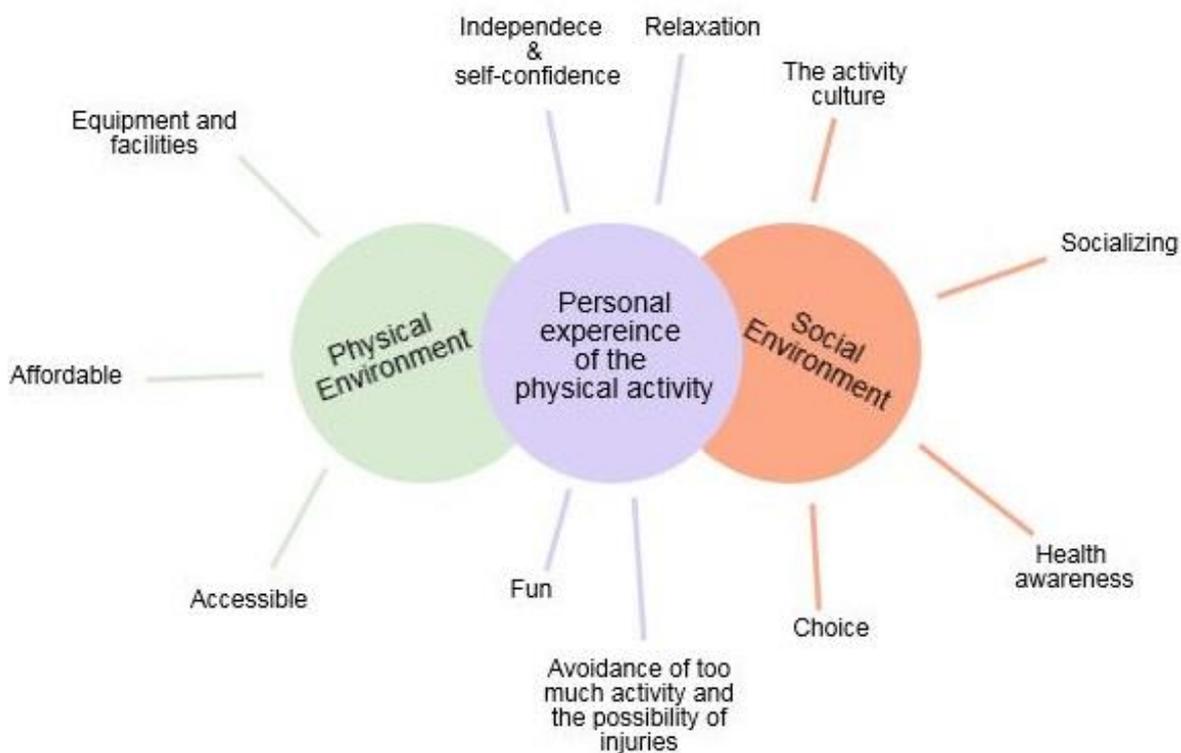


Figure 3. Physical and social environments and personal experience of the physical activity. Applied from World Health Organization (WHO) Regional Office for Europe and European Union blueprint called 'Young and Physically Active: a blueprint for making physical activity appealing to youth' (2012, 5-25.)

The physical environment of the physical activity holds all in all 7 points that were discussed in WHO's blueprint. However only three of them are now focused on. First of all the ease of access to where the activity takes place was mentioned to be the most important determining factor making physical activity appealing to young people. Taking part and getting to the activity have to be easy. One of the reasons brought up why young people do not participate is the effort required, it is simply easier to stay indoors. Locating physical activity in schools or close to home could make the sports and participation more pleasant to youth.

Affordability was considered the second determining factor. Physical activity has to be free or offered at an affordable price in order it to be youth-friendly. Third factor is equipment and facilities. "When equipment and facilities are of poor quality, the activity is less likely to be enjoyable." (WHO Regional Office for Europe 2012, 5-25.) Safety of the facilities and equipment were pondered to be the primary concern, too. Lack of proper changing rooms and showers are seen as a barrier for participation and it diminishes the enjoyment. (WHO Regional Office for Europe 2012, 5-25.)

The social environment has also altogether seven points in the blueprint but only four of them are now applied. The activity culture includes aspects, such as team spirit, positive attitudes, communication and cooperation –which where all taken as a help to make the physical activity more enjoyable, thus resulting in a positive experience. The social side of physical activity and sport acts as an opportunity to meet new people, develop social skills and form relationships. Making friends and spending time with them is a motivator encouraging to take part. As young people are more and more aware of various health problems, the combination of physical activity and guidance on healthy diet is seen as a reason and as a motivator, too, to do sports. Investing in promoting the social and health aspects, more participants are more likely to join. Last but not least the freedom to choose one's favourite activities makes physical activity more appealing to youth. (WHO Regional Office for Europe 2012, 5-25.)

Lastly the third category in WHO's blueprint reviews personal experience of the physical activity. Physical activity brings feeling of independence, sense of achievement and it helps to deal with hardships in life. Doing sports can improve self-confidence. All of the above can be used to promote physical activity. Making a physical effort can generate feelings of satisfaction and relaxation, and those feelings should be encouraged by choosing the right activities to individuals. (WHO Regional Office for Europe 2012, 5-25.)

What is important when promoting sports, is that there is no pressure associated with it: one is not pushed too hard or expected to exceed their capabilities. Too much physical activity could lead to injuries and therefore promoting of the activity should be settle and reassuring, and not giving the impression that there is not asked too much. Highlighting the fact that doing sport is fun, as it should be, is important. "Getting a rush of adrenaline, feeling the release of endorphins, feeling healthy and simple enjoyment are all sensations from physical activity that should be encouraged and used to appeal to young people." (WHO Regional Office for Europe 2012, 5-25.)

## **4 Haaga-Helia University of Applied Sciences: Porvoo Campus**

To begin with Haaga-Helia as an organisation is a private University of Applied Sciences (UAS) but steered and co-funded by the Finnish Ministry of Education and Culture. It is part of public education system in Finland. It educates professionals for business and service by offering various study fields, including vocational teacher education, sports management, journalism, management assistant training, information technology as well as business, hotel, restaurant and hotel management. Studying is possible in English and in Finnish. Putting it all together, there are approximately 10 500 students and 700 employees studying and working in five different campuses; three in Helsinki capitol area (Pasila, Haaga and Malmi), one in Porvoo and last but not least one in Vierumäki. (Haaga-Helia 2016a.) Description of the sport services on the other Haaga-Helia Campuses is given in the chapter 6.

New changes in Haaga-Helia are taking place as Haaga-Helia, Laurea and Metropolia Universities of Applied Sciences have made a strategic alliance. The alliance is made to advance student mobility and entrepreneur education, furthermore offering low level entry innovation-programs between higher education institutions and the companies in the capitol region. The idea is to expedite students' transition from studies to work life through close cooperation with employers. What the strategic alliance means in practice is 7 developmental projects. The starting point is that each school has clear education profile and strong identity. (Haaga-Helia 2016b.)

Another change in the school life is tuition fees for foreign students, implying to students who are not citizens of countries of the European Union (EU) or the European Economic Area (EEA) or Switzerland. In Haaga-Helia the tuition fee per academic year is EUR 8,500.00 in Bachelor of Business Administration programmes. In Bachelor of Sport Studies and in Bachelor of Hospitality Management programmes the amount is EUR 9,500.00 per academic year. Master programmes in English are the same amount as the former. Charging of the tuition fees will start in August 2017 onwards, except degree programme in Aviation Business will be charging tuition fees already in January 2017. (Haaga-Helia 2016c.)

Moving on to specifically Haaga-Helia Porvoo Campus; it is in fact rather new building, completed in 2011 and facilitating two universities of applied sciences, Haaga-Helia and Laurea, as well as the city of Porvoo. There are around 1100 Haaga-Helia students and 320 Laurea students. Haaga-Helia offers studies both in Finnish and in English, focusing on business, sales and marketing and tourism programmes. There is also a library and Fazer Food Services –restaurant in the building. Student health care is also arranged on campus for both Haaga-Helia and Laurea students: local health stations and public health

nurse working on campus are responsible for providing health services. Accessibility is taken well into account on Porvoo Campus as people with reduced mobility are able to use lifts to each floor and there are sanitary facilities designed just for them. Campus is open from Monday to Thursday from 07.30 to 20.00 and on Fridays from 07.30 to 18.00, sometimes longer if there is, for instance, an event taking place. (Haaga-Helia 2016d.)

Porvoo Campus can be described as unique and modern learning area where innovative ideas are supported and valued. However, no matter how newly built Porvoo Campus is, the sport possibilities were not taken into consideration during the planning or the building process. There is brought forth the need for the development of the sport services on campus and some actions have already been taken as there is existing a small gym room in the campus basement with few equipment. The room used to be a storage room but it is recently transformed into a gym on teachers' request. Only teachers and staff members have been allowed to use it. (Berazhny 24.5.2016). Picture below (Figure 4) shows how the gym is looking so far.

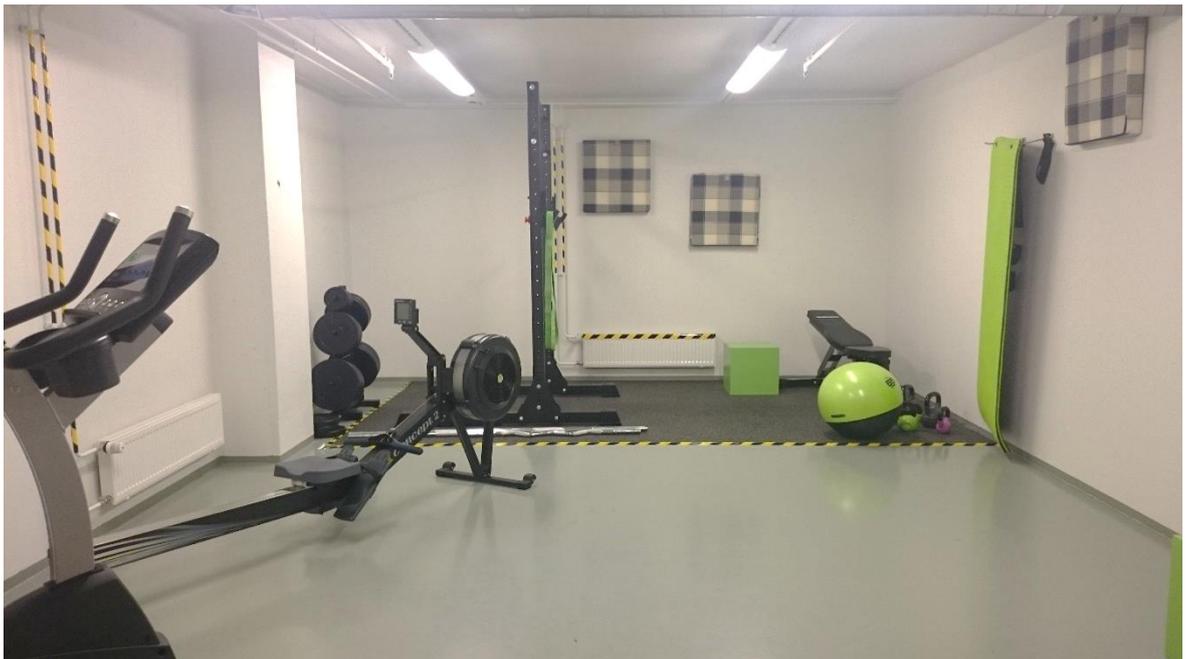


Figure 4. Storage space in the basement transformed into a small gym room. 22.8.2016.  
©Sara Sinervo.

As the gym in the basement is rather small and cannot take in many people at the same time, one good news is that there is going to be a gym for students in the new student housing complex that is being built at the moment. It still does not take away the developmental need of the sport services on Porvoo Campus since it is going to be another four years before the student house complex is ready. (Berazhny 24.5.2016).

#### **4.1 HePo Ry – local Student Union in Porvoo**

HePo Ry's key mission is to promote students' benefits. HePo has a cooperation agreement with Haaga-Helia's Student Union HELGA. HePo is responsible of organising student parties and 'Campus does sports!' activities. The overall well-being of students is a concern of HePo's. HePo acts as a channel between students and the management. The board has 10 membered team which is selected every year. (Holma, 14.11.2016.)

#### **4.2 Sport services on Porvoo Campus**

Sport services organised on Haaga-Helia Porvoo Campus go by the name 'Campus does sports!'. There are two sports coordinators responsible for arranging sport activities for students. The sport coordinators take care of contacting the sport providers as well as being in contact with coordinators at other schools in Porvoo in order to book scheduled time slots for the use of schools' gymnasiums. 'Campus does sports' is working under Student Union HePo Ry's authority and cooperates with other Haaga-Helia's sport coordinators at their local unions and with the whole Haaga-Helia's Student Union HELGA. (Eriksson, Tissari, 26.4. 2016.)

The sport activities are meant for everyone to join, both Haaga-Helia and Laurea students, no matter of the level of skills the students' behold. The aim is to have fun, get to know people and at the same time learn new sports and skills. Social aspect is one of the key element behind 'Campus does sports', especially when new students come in to the school. The social side of the activities and doing things together is very much highlighted. 'Campus does sports' offer a low entry start for students who might not have any experience of doing sports and for them it is easier to start when there are other students involved. Also the point is to offer sports free of charge or if the activity requires a fee, the price is small. In addition sport activities are meant to be versatile to offer something for everyone. (Eriksson, Tissari, 26.4. 2016.)

'Campus does sports' -activities are organised twice a week, on Tuesdays and Thursdays. As Porvoo Campus does not provide any sport premises or facilities for sport purposes, the activities are taken outside in public sports fields as long as the weather holds up. For instance, in Suisto field or Kevätkumpu field are used to play football, baseball and ultimate to name a few. During winter time most of the activities are arranged in gymnasiums either at Linnakoski upper secondary school in Porvoo centre or at Kevätkummun Koulu primary school in Kevätkumpu. Use of these premises follow the opening hours of the schools. Floorball, volleyball, badminton, elephant ball and all sorts of strength training circuits are examples of activities done indoors. (Eriksson, Tissari, 26.4. 2016.)

In addition to Tuesdays and Thursdays' activities extra tournaments are organised time to time. HePo Cup is a football tournament organised once a year in autumn. Occasionally 'Campus does sports' –team arranges new activities to try out, usually with a professional instructor guiding the activity. These sport trials most often than not cost some amount of money but they are very affordable prices for students, speaking maximum of 5 to 10 euros/student/visit. Fun part of the trials is the fact that the sport activity itself usually is quite new, not that well known or one has never tried it before making it worth the try as well as giving something extraordinary on top of the regular 'Campus does sports' activities. This fall, for example, there has been trials in Japanese martial art Bujinkan Budo Taijutsu and in Roller Derby, both were free of charge. (Sinervo 6.11.2016.)

The sport services for the teachers/staff varies from the ones for students. Teachers/staff members do not have anything similar to 'Campus does sports' –type of activities, though, there has been yoga classes arranged for staff members on volunteer basis by one of the teachers every once in a while. So far altogether around 5 teachers/staff members have been using the gym room in the basement. (Berazhny 24.5. 2016.) Haaga-Helia's teacher Ivan Berazhny is one of the users and in the picture below (Figure 5) he is posing for the camera whilst testing the equipment.



Figure 5. Teacher Ivan Berazhny testing the equipment. 22.8.2016. ©Sara Sinervo

Teachers and staff members are able to purchase sport vouchers (Smartum-Liikunta-seteli) and pay with those their choice of sports outside of campus. Many sports provider around the country accepts those voucher. The staff members and teachers on Porvoo Campus are able to use the sports services on other campuses but it is not really worth to go there since it is 50 km travel just to exploit those services. (Trofimczuk, 23.5.2016.)

## **5 Data and methods**

The methods of collecting data in this particular thesis were qualitative interviews, benchmarking as well as exploiting already existing secondary data. This chapter defines the above mentioned methods. Chosen methods were seen suitable for this thesis due to the given topic; benchmarking giving room to compare other Haaga-Helia campuses as well as few other higher education institutions to Porvoo campus, utilizing secondary data as the importance of physical activity among higher education students is pointed out and the need for the development of Porvoo Campus sport services has already been established in previous Haaga-Helia Porvoo Campus research. Lastly the qualitative interviews from their part unveil personal experiences and opinions towards the sport services which will reveal how they are perceived and how they work.

### **5.1 Secondary data**

To explain secondary data, it is useful to first understand the term 'primary data'. Primary data refers to original data collected for specific research objective. It is data collected for the particular research problem at hand by using procedures that best suit the research problem. Every time primary data is collected it adds up new data to existing store of social knowledge. Secondary data on the contrast means the data that is initially gathered for different purpose but which is then reused for another research question. The secondary data is made available for reuse within the general research community by other researchers. (Hox & Boeije, 2005).

Joop J. Hox and Hennie R. Boeije have listed down in their paper 'Data Collection, Primary vs. Secondary' 5 ways that secondary data can be used for and those are:

- (1) the description of contemporary and historical attributes, (2) comparative research or replication of the original research, (3) reanalysis (asking new questions of the data that were not originally addressed), (4) research design and methodological advancement and (5) teaching and learning. (Hox & Boeije, 2005.)

The third point from the list is how secondary data is reused in this thesis paper.

### **5.2 Benchmarking**

Benchmarking is commonly applied by organisations using different activities to compare their performance level to others and identifying and adopting the practices believed to enhance their performance. Broadly looking, benchmarking can be used and adapted in any area where the want of learning from others and comparing performance takes place. It is

considered as a potential source of methods, ideas, information and practices which might be appropriate to adopt, adapt and implement. It is also recognising organisation's own strengths and weaknesses in relation to competitors' or becoming aware of the highest levels of performance that are accomplished by industry leaders. Most often than not it is comparing both performance and practises. To comprehensively define it, benchmarking is "a method of measuring and improving our organizational performance by comparing ourselves with the best." (Stapenhurst 2009, 3-6.)

The idea to choose benchmarking as a method of data collection was to furthermore elaborate what kind of sport services other schools in Finland provide and to whom. Particularly the main point is to get a good comparison between different Haaga-Helia Campuses as well as collate what other university level schools offer to their students, teachers and staff; moreover focusing on sport services provided at University of Helsinki Porthania Campus, Laurea University of Applied Sciences Otaniemi Campus and at University of Eastern Finland Kuopio Campus. As Metropolia University of Applied Sciences and Laurea are a collaborative school with Haaga-Helia, their sport services are reviewed as well. Even though benchmarking was the used method, it did not include any actual visits to the other schools. Benchmarking happened through desktop research, reviewing what information is provided on the schools' webpages. In addition, the qualitative interviews that are part of this thesis give benchmarking knowledge from the other schools on a personal level. Results from the interviews are presented in the next chapter (chapter 6).

### **5.3 Qualitative interview**

Interview method was selected to be semi-structured interview as the intention was to have the interview more of a discussion type of session without too structured approach. "The 'semi-structured' aspect is crucial as it refers to the capacity of interviews to elicit data on perspectives of salience to respondents rather than the researcher dictating the direction of the encounter, as would be the case with more structured approaches." (Barbour 2008, 121-122.) Additionally choosing interview over a standard survey was to get deeper and more detailed information from the interviewees' personal perspective.

Interview questions were open-ended rather than close-ended simply because the aim was to collect opinions and comprehend interviewees' point of views in a relaxed environment where the respondents could freely state their opinions without too much of guiding from the interviewer. The semi-structured interview model suited better to the interviewer's personal style as well. "Even within semi-structured interviewing, however, there is considerable variation in researchers' practice, with some relying more heavily on the prepared order

of questioning than others, who use schedules in a much more fluid way. This is partly a matter of experience and partly a matter of personal styles.” (Barbour 2008, 121-122.)

## 6 Results

In this chapter are presented the results obtained by using the three data collection methods defined in the previous chapter. Secondary data results are reviewed by presenting Porvoo Campus 2.0 Student Survey Results, and coming back to 'Korkeakoululiikunnan Barometri 2013' report results. Benchmarking results on the contrary will expound upon the sport services on other Haaga-Helia campuses and in the other two collaborative schools, Metropolia and Laurea Universities of Applied Sciences. Sport services at two universities -Helsinki and Eastern Finland- are introduced, too. Finally in the end of this chapter are presented the interview results that are put together block by block. Interview results can also be seen as infographics in Appendices (Appendix 3).

### 6.1 Secondary data results

This particular subchapter showcases how well Haaga-Helia fulfils UKK Institute's health recommendations for physical exercising of higher education students by referring to the results from 'Korkeakoululiikunnan Barometri 2013' report that was already conversed on in chapter 3. Another survey looked upon is Porvoo Campus 2.0 Student Survey which examines improvements to the degree programmes' curricula.

#### 6.1.1 Haaga-Helia University of Applied Sciences' performance

The results from the 'Korkeakoululiikunnan Barometri 2013' are not unfurled as a whole, the concentration is on presenting Haaga-Helia's performance. Answers collected from every higher education institution are put into table form in the report and the aspects looked at are the same as in the 'Sport House Model' (Figure 2 in chapter 3); sports strategy, funding, human resources, premises, feedback system, sports selection, activation and use of the sport services. Important is to note, as it is stated in the report as well, that some of the aspects are marked blank due to the reached respondents' incapability to provide that exact information.

According to the report, Haaga-Helia does fulfil the recommendations in the sports strategy, meaning the sport services are taken well into account in the entire strategy of the school. Funding aspect is marked as blank and human resources is, too. Therefore there were no information obtained whether Haaga-Helia invests the recommended amount (30€ per student) for its students or how many man-years is used for taking care of the sport services and the planning process as there should be at least one full-time person for 5000 students. Regarding the sport premises provided, Haaga-Helia's performance is yet again marked blank. Noticeable is the premises that fulfil the recommendations were from those small and

middle sized higher education institutions which provide their own sport services, meaning that those are not outsourced. (Saari etc. 2013, 7-18.)

Collecting feedback in Haaga-Helia is below the recommended level but Haaga-Helia does collect feedback to some extent as it is marked with yellow and number 1 signifying the recommended level is just not reached. Sport selection aspect is marked as red so it is way below the recommended level. Last two sections, activating new-comers and the use of the sport services are anew blank. (Saari etc. 2013, 7-18.) Reason why many of the aspects are blank could be explained with the fact that the respondent was unaware of that specific information, as it was remarked in the report. Those blank spots, though, indicate developmental needs in the whole organisation but hopefully those will, at least, be filled at local, Porvoo Campus, level in the Discussion (chapter 7) part later on.

### **6.1.2 Porvoo Campus 2.0 Student Survey**

This particular survey was part of Porvoo Campus 2.0 research and it was led by group of Porvoo Campus' teachers. "The goal of the research is to create a unified Campus culture with a clear profile and identity for curriculum and extracurricular activities. " There were 219 students who participated and they represent seven degree programmes: Pomo, Vima, Sampo, Liipo, Ilta-Liipo, Pobba, and Tobba. The research clearly states students' want to have a gym on Campus.

The tenth question in the survey was how the basement on Porvoo Campus could be put to use and gym and sport facilities were the most popular suggestions. The survey found out as well that sports was the most suggested extra-curriculum activity (Table 1), others high ranked options were gym at school, clubs and get-togethers.

Table 1. What extra-curriculum activities would you suggest outside or inside Campus?

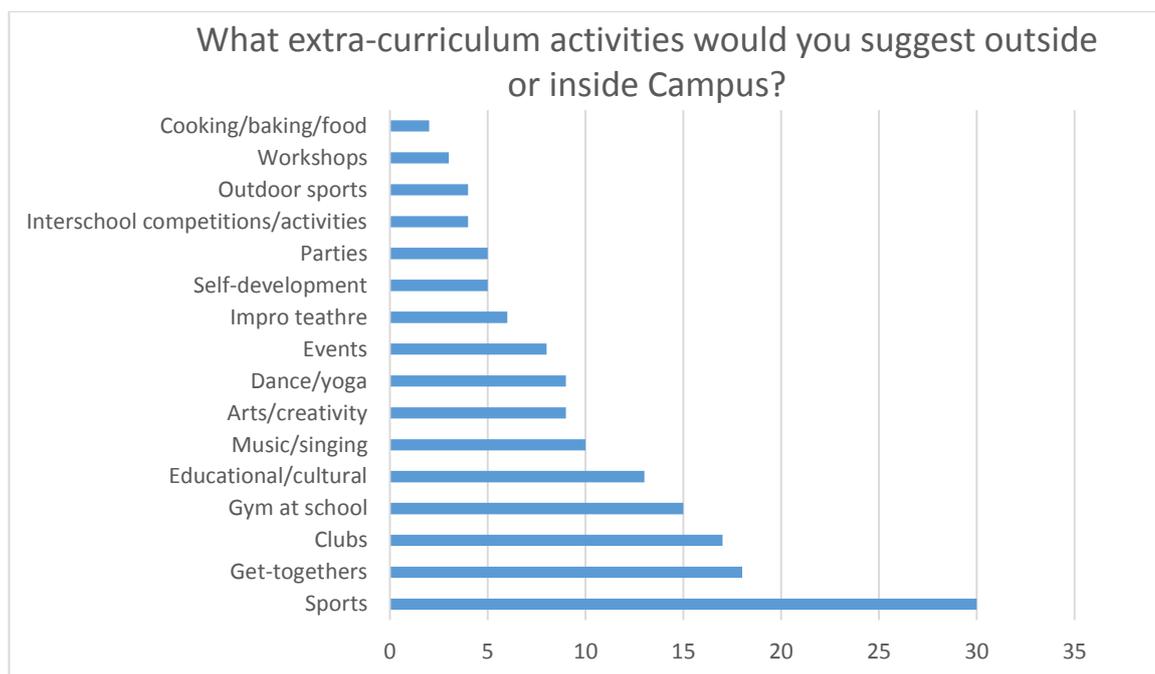


Table 1. What extra-curriculum activities would you suggest outside or inside Campus? Applied from Porvoo Campus 2.0: Student Survey. Haaga-Helia University of Applied Sciences 2015.

The Porvoo Campus 2.0: Student Survey clearly shows students' interest to have sport related extra-curricular activities. It is without a question the most suggested activity. Another relevant remark from the survey can be made when students were asked about the use of the basement. The gym or other sports facilities are in demand and the basement is seen as the most suitable place for a gym or sports room. It was presented to the Porvoo Campus management by HePo representatives and it is now part of the official Porvoo Campus 2.0 curriculum.

## 6.2 Benchmarking results

The universities and universities of applied sciences, or more specifically the certain campuses, whose sport services are now introduced and looked at were chosen because firstly Porvoo Campus sport services' difference to other Haaga-Helia Campuses is huge and secondly three students interviewed for this thesis were each for their part from University of Helsinki; Porthania Campus, University of Eastern Finland; Kuopio Campus or from Laurea University of Applied Sciences: Otaniemi Campus and their insight into the services thereby give a baseline to compare the actual experiences about the services.

### **6.2.1 University of Helsinki, Porthania Campus**

Aalto University and the University of Helsinki have created joint sport services called UniSport. Aalto University's Töölö and Otaniemi campuses have sport centres and students and personnel can use those as well as the services of the University of Helsinki's City Centre, Kumpula, Meilahti and Viikki campuses. On UniSport's webpage one can book classes and facilities and get information on what sport services are available. On the front page there are opening hours of different sport centres as well as information about cancelled classes. (UniSport.)

The sport centres offer wide range of sports for students and staff members to choose from. The facilities fit for either training on one's own or in groups. UniSport offers a Training Card for an affordable student price and it is in use on all six campuses. The card provides unlimited access to the gyms and it is valid for group trainings and for both supervised and general ball sports sessions and clinics. When the students are university members, they are entitled to a discount on courses and individual services as well, such as training programmes and massage. (UniSport.)

UniSport is open to everyone but the university personnel and students get significant discount for the prices. As a HY (Helsinki University) or AY (Aalto-University) student, there is a possibility choose from 1, 4 or 12 month cards. All-day card for a year costs 116€ for HY and AY students, for personnel the price is 142€ whereas for everybody else the price is 599€. Price per one visit is 5€. Booking a court (badminton, tennis or dance hall) it costs between 8€ to 50€. There is also offered gym-for-beginners-course which costs 16€. UniSport is well known and very popular and the reason behind that is the fact that the sport services are cheap. Also UniSport's good internet page offers a lot of information and it is easy to use and book classes. On top of regular sport services, there are organised different theme days, too. (Kihlström, 30.6.2016.)

### **6.2.2 University of Eastern Finland, Kuopio Campus**

University of Eastern Finland (UEF) has three campuses, Joensuu, Kuopio and Savonlinna. The focal point of sport services at the university for both students and staff is a sport organisation called 'SYKETTÄ' which also organises sport services in Iisalmi and Varkaus (including Savonia UAS, UEF, MAMK UAS and Karelia UAS students) The core function of 'SYKETTÄ' is the sports calendar offering weekly over 40 instructed group exercise classes, open hours for everyone to join –for example floorball- and standard hours for student

groups. There are also various sport courses available, too. (Itä-Suomen Yliopiston Ylioppilaslautakunta.)

In order to partake the sport services, person has to first register on the webpage ([www.sykettä.fi](http://www.sykettä.fi)) and pay the fee for the sports sticker. Sport classes are booked through the sports calendar. Prices are as follows: group exercise fee for the whole academic year (including all sports services) is 66€; group exercise fee per semester (including all sport services) is 35€; ball game fee for the whole academic year (all sports services excluding instructed group exercising classes) is 33€; ball game fee per semester (all sports services excluding instructed group exercising classes) is 17€. (Itä-Suomen Yliopiston Ylioppilaslautakunta.)

'SYKETTÄ' organisation is quite new, started in 2014, and it still has lot to improve but it does provide students a possibility to do sports for a good price. On Kuopio Campus, 'SYKETTÄ' rents sports halls, multiple gyms and exercise classes at different kind of private gyms couple times a week. The four gyms have different opening hours but all of them opens at 7.00 or 8.00 am and closes at 18.00, 19.00 or 21.00 pm during weekdays. One gym is closed on weekends, the other one is open from 10.00 am to 14.00 pm on Saturdays and third one from 9.00 am to 21.00 pm, where an electronic badge is needed in order to enter the gym. (Riihijärvi, 21.9.2016.)

### **6.2.3 Metropolia University of Applied Sciences**

Student Union 'Metka' offers the sport services called 'Metkaliikunta' for staff and students at Metropolia UAS. 'Metka' members get discounted prices for the services. Sports can be done by participating in instructed sports courses and in instructed sports pass classes. There are also possibility to book shifts from the campuses' sports halls and gyms. (Metropolia.)

Metropolia organises sports and wellness event named 'MetroSport' for students once a year during autumn semester. It began from students' initiative. "The main purposes of the event are that students can try out different Sports activities and wellness services, get to know each other and have fun!" (Metkaliikunta.) The event gathers together various sports activities for students to try out as well as different wellness services and cooperation partners. The event is free of charge (Metkaliikunta.)

Sports pass gives non limited access to Sports pass classes. Over 30 different sports activities in six different facilities are offered. The pass gives a possibility to book, for instance, a gym for one's own training. The pass costs for Metka and HELGA (Haaga-Helia's Student

Union) member 48€ for the whole academic year or 38€ for one semester. For Metropolia staff and students the price is almost double without the membership. The price for members from other student unions (including O' Diako, LAUREAMK, HUMAKO and ASK) is 50€ per academic year and spring or autumn semester for 40€. (Metkaliikunta.)

#### **6.2.4 Laurea University of Applied Sciences, Otaniemi Campus**

In Laurea UAS the Student Union LAUREAMK is responsible for the protection of students' interests and the promotion of their well-being. With a membership of LAUREAMK and its student card, students are able to purchase the Sports pass which gives access to various sport services in the capitol area. (Laurea.)

On Otaniemi Campus students and staff can use the services of 'Metkaliikunta'. The services are available with the Sports pass and there are all kinds of sports activities to choose from, such as volleyball, football, gym and gymnastics exercise. The opening hours to use the sports services are from 8 am to 8 pm. (van der Zwaag, 21.7.2016.)

#### **6.2.5 Other Haaga-Helia Campuses**

Haaga-Helia University of Applied Sciences has altogether five campuses, three in Helsinki capitol area and one in Porvoo and last but not least one in Vierumäki. Every Haaga-Helia campus, excluding Porvoo campus, provides sport premises for its students and employees.

For instance Haaga Campus provides an access to swimming hall for HH students and employees every Tuesday and Thursday 15-17 o'clock during semester as well as an access to gym in cooperation with Hotel Haaga. The gym in Hotel Haaga is now as a matter of fact totally renewed. Fit24 Kuntoklubi offers customized prices for Haaga-Helia personnel and students. Said gym is roughly 1000 m2 space with spa features, personal training possibility and group trainings open 24/7. (Haaga-Helia 2016e.)

Malmi Campus works together with Helmi Liiketalousopisto and Helmi Center has sports arena which can be used for example to play floorball, basketball or volleyball. Furthermore there is a squash halls and a gym. For students there is a list of available times to use the premises. Pasila Campus has a gymnasium and a gym. Gym can be used freely unless there are group exercises or it is booked for someone. Opening hours are found attached to the gym and gymnasium's doors. (Haaga-Helia 2016f.)

Lastly Vierumäki Campus' sport services and facilities are beyond comparison to other HH campuses since the campus offer only degree programmes related to sports. In addition the campus itself is located in the Finnish Sport Institute's area. The area holds a possibility to exercise countless number of various sports, there are, for instance, swimming hall, two ice-hockey halls and many indoor halls. Outdoor area holds different trails, ski tracks, terrain for orienteering, three golf courses and fields for ball games, such as football, tennis and basketball. (Haaga-Helia 2016g.)

### **6.3 Interview results**

The interview results are presented solely relying on the answers collected from the interviewees. The results are a sum of their opinions and they are showcased with the help of infographics as well. The interview questions were divided into three blocks and each of which had their own type of theme and sub-questions. First block aimed at finding out whether interviewees do sports themselves and do they see the relation between studying and doing sports and which sports they wished to have on Campus. The importance of sports and especially the importance of school providing sport services were also matters conversed on. Second block dealt with the whole system that is needed around the sport services, with specific emphasize to the system around the gym. Last and third block addressed the sports services from a wider perspective, looking into enhancing the brand image of Porvoo Campus in the region and internationally by the means of providing better sports services.

Altogether there were 21 questions asked. Preliminary idea was to conduct group interviews with 15 students; 5 from each year and one from each degree programme. However this type of approach to the interviews did not happen due to low number of participants reached. Instead individual interviews were carried out. All in all there were interviewed 7 Haaga-Helia students, 3 Haaga-Helia teachers and 2 staff members and lastly 3 students outside of Haaga-Helia. Students from University of Helsinki, University of Eastern Finland and Laurea UAS were asked slightly more customized questions than from the Haaga-Helia students. Interview questions are shown in Appendix 1 and 2 in the very end of this thesis paper.

**6.3.1 Block 1:** *What sport services could be developed on Campus for the main stakeholder group, particularly the staff and the students?*

Every single interviewee told they do sports during their free time, some more than others but everyone does something. When asked what doing sports mean for them, answers were very similar; doing sport is good for one's health, for both physical and mental health and helps to be a better person in general. It is a way to relax and release stress. It is big part of wellbeing and builds up confidence. Some students have spent their whole lives so far doing sports and do not even know any other way than continue doing it. In addition, looking good was mentioned to be important, too. There were no differences between students and teachers/staff in this one.

All of the students and teachers/staff members saw the relation between doing sports and learning as well as sports contributing staff members to carry out their work. If sports is done on regular basis, there will most likely be less sick leaves for both teachers and staff members, and the same applies for students, too. According to students doing sports gives energy and power to work, helps them to concentrate better in class and it increases the motivation level towards studying. Especially if one practices team sports under the guidance of a sport coach, he or she is more discipline, time management is better and achieving goals is more familiar. All in all the quality of life gets better when exercising which in turn helps to do the school tasks and handle other matters in life. Another aspect and not so positive towards learning and studying is the fact that sports could take too much of student's time. If one had to choose between doing sports and studying, the choice would most likely be sports. Although this was mentioned by one student. The positive impacts were seen to be the same for teachers/staff; exercising balances their work life and helps them to perform better in class.

When it was asked how Campus could promote healthy lifestyle and exercising as a trend all kinds of viewpoints on the matter aroused. 'Campus does sports' activities on the one hand are now promoted by using social media platforms, in particular Facebook which is the main tool for communication. On the other hand sport services should be part of the management's vision and being part of Haaga-Helia should be straight away associated with healthy lifestyle and taking care of oneself. If and when the school or HePo team participates in different competitions and tournaments, it gives a good image of the school and it will have an impact on students' attitudes and opinion towards physical activity and the sports services. Also the sport coordinators already promote healthy lifestyle as they act as role models for others to look up to. It was suggested that 'Campus does sports' –team could organize small events and activities with small prizes on Campus during breaks.

It was seen very important for a Campus to provide sport services. Teachers/staff members wished to have some sport activities done together with colleagues. In the beginning of the semester teachers had 'Crazy Golf Day' and according to teachers small things like that are nice and something that is outside of the classroom. It serves the social aspect and it is a way to get to know one's colleagues better. In addition, if sports were possible to fit within the work day, it would be good since many commute to Porvoo and when it starts to get towards the end of the day most of the teachers and personnel have kids and a long drive home. Doing sport at that time is not the most suitable option. For instance, sports break twice a week within the work day was one idea, another suggestion was obligatory stretching in between classes for both students and teachers/staff.

Gym was mentioned to be the most wanted service by all of the people interviewed, excluding the non Haaga-Helia students as they were not asked about services at Haaga-Helia Porvoo Campus. When the interviewees were asked what kind of equipment they would like to have at the gym, answers were very equivalent. Below infographics (Figure 6) showcase the actual equipment mentioned by the interviewees as well as the other sport services that came up during the interviews. The names marked bigger and bold where the ones mentioned by many interviewees and in the contrast the ones mentioned only by one or few are in smaller letters.



Figure 6. Wanted gym equipment and other sport services. Created by using infographics tool called Piktochart.com. Made by Sara Sinervo.

Yoga mats were wished by several interviewees and even having them available for all so there could be held, for instance, a yoga session in the lobby for students, teachers and staff. Smith machine and equipment for abs workouts were brought up by one student. Mirrors were also wanted and lightning in the room to be good. Free weights, plate weights, bars and benches were requested. Exercise bike and rowing machine was requested, too. Treadmill and cross-trainer among other aerobic and warm-up equipment would be needed. Singular machines to work out chest, triceps, and adductor would allow versatile exercising as well as advanced level training. Other services proposed were sports hall, basketball court and possibility for table tennis and badminton. One student told the sport activities should be in the exact proximity of the campus, if not inside the campus. One interviewee suggested a new building that could have a proper auditorium as well as a gym and sports hall. It could act as a separate event venue, too, and if it would function under Porvoo Campus there would not be a need to pay rent for the use of it.

When sports are introduced on Campus premises, there are multiple possible risks, dangers and negative consequences that need to be considered and minimized. The most common risks are different kind of injuries that could happen when lifting weights or training with a wrong technique. As the sports would take place on Campus premises and in case some accident would happen, it raises a question whose insurance it is, the school's or person's own. This matter was discussed and underlined with teachers and staff. In their opinion the best policy is that everyone training in the gym is doing it on their own time and it is their own responsibility. There should be placed a note stating this in the gym so that everyone is aware of it. Negative consequences might not only happen to people but to the space, floor or equipment as well. One student thought about the challenge that only boys will go to the gym and it might have an effect on girl participants.

When thinking about how to avoid those risks common answer from the interviewees was that everyone training there should know their own limits and avoid pushing themselves too far. The information desk was mentioned by several interviewees to be the one monitoring the use of the gym and therefore there would always be someone knowing who is training at the gym. In addition, personnel at the information desk should be notified if equipment or the space gets damaged anyhow. Other ways to minimize the negative aspects remarked were first aid kit within easy reach and instructions on the walls on how to use the equipment and there should be person testing one's skills and knowledge on how to use the equipment before one is allowed to train at the gym. Placing surveillance cameras were considered, too, by teachers and staff just in case of an accident or stealing but students would not prefer this since it is not nice to train if there are cameras and feeling that someone is watching.

**6.3.2 Block 2:** *What kind of system (schedules, fees and customer service) can be set up so that the gym and the space of Porvoo Campus could be used to its full potential to promote and/or practice sports?*

To begin with each of the interviewees, including teachers, staff members, students and non Haaga-Helia students, told they are ready to pay for the sport services. Prices vary a little, for example teachers and staff members can use the gym on Porvoo Campus free of charge but if the gym would be better equipped they would be more or less ready to pay 50€ for the whole academic year. If there is going to be a monthly fee then it would be needed to see what is included in to the price and compare other gym providers' prices. For students the case was slightly different since most of them were ready to pay up to 50-60€ per academic year whereas others would invest smaller sum, 10€ to 20€, per semester, though, one student would be ready to pay 15€ - 20€ monthly. Readiness to pay 50-60€ per academic year is on the same level compared to the costs of the sport services in UEF Kuopio Campus where the academic year costs 65€ and in Laurea Otaniemi Campus 'Metkaliikunta' sports pass for the year for 50€. UniSport is the expensive one with all-day card for a year costing 116€ for students and for teachers and staff members 142€.

When asked how to get access to the sport services all suggested either a Sports Pass or personal membership card which would then be shown to the reader/machine in order to open doors and get the access to the sport activity. One proposed having the Sports Pass as a mobile app. One could book classes and facilities through the app, too. Many students hoped the regular student card would also be eligible to get discounts from the local sports services in Porvoo. For example, in UEF Kuopio Campus when the fee is paid, one gets a sports sticker on the student card so there is no separate card needed. The student have to have the card with him or her in order to take part in the activities. It was also suggested that the Porvoo Campus' information desk would monitor the use of the gym and people would need to sign themselves in and out. One idea was that 'Campus does sport' –team or HePo ry and the information desk personnel monitor the use of the services in cooperation with each other.

Considering the opening hours of the sport services, few would like to have separate entrance to them since they would like to exercise early in the morning at 5 or 6 am. Some said the opening hours could be the same as the campus has: Monday to Thursday 07.30-20.00 and on Fridays 07.30-18.00. One student said it should open the earliest at 12 and be open till 20.00. However majority thought the services should be open from the morning till later evening, to 10 or 11 pm. No one wanted to have 24/7 access.

Interviewees were specifically asked what kind of guidance they would like to have regarding the use of the gym equipment the most common idea was that before anyone is allowed to use the gym, they would need to take a small course organised by 'Campus does sports' sport coordinators or some other qualified instructor. With this arrangement it would be made sure all of the users know the right technique to train and know their limits. Pointed out was to have this course always in the beginning of the semester and there could also be a get-to-know or open-door events organised so everybody interested could have a possibility to familiarise oneself with the services and also ask questions. The focal point was that there is one or two responsible students or staff members organising the services. In UniSport there is possible to take a gym starter course for 16€. There is also offered personal training and a webpage helping beginners. UniSport personnel is always around when the gym is open.

Teachers and staff members suggested to have a staff training day organised and all of them could go down to the basement and get a chance to see where the gym is actually located. At the same time they could get guidance about the equipment and a certificate to proof they have the knowledge to train safely. Instruction on the wall would furthermore remind the right way to use the equipment and guarantee safe training.

### **6.3.3 Block 3:** *How sports services on Porvoo Campus can enhance the brand image of Porvoo Campus both in the region and internationally?*

Students, teachers and staff members where asked if their schools' possibilities to do sports affected their decision on the study or work place and the majority explained that they did not have any expectations but were happily surprised when they got to know there are sport services available. Minority of the students were aware about the offered services and expected them as eagerly as the starting of the studies but they did not play any role when choosing the study place. As one teacher put it: "Recreation and promoting healthy habits are things every company should have. Those would be a competitive edge, nobody should choose Porvoo Campus because of the building."

According to the interviewees if school provides sports services, it is a sign that they are interested in taking care of their students and personnel's well-being. It is a sign of a good and modern school keeping up with the trends. It states that one's workplace is making an investment on its people. Providing sport services, school sends out a positive image.

When asked if the sport services on Porvoo campus could add its competitiveness among other universities/universities of applied sciences, it was said that new sport services, such as the gym, put together with 'Campus does sports' activities would definitely give advantage for Porvoo Campus since other Haaga-Helia Campuses, at least, do not have anything like 'Campus does sport' -type of activities. 'Campus does sport' is something different than any other campus have. Few interviewees stated that the sports services of Porvoo Campus cannot even be compared to the services some other campuses have, for instance Vierumäki Campus' services or UniSport services. Most of the people interviewed did not see the sport services adding competitive edge because in their opinion university is chosen by what kind of study programmes it has to offer. It was also said that no matter how good the sport services would be, it is not possible to compete with Helsinki simply because of the location of Porvoo Campus.

When thought about whether Campus sport services would have an impact on other sport service providers in Porvoo region, almost everyone said there would not be a big impact or only a minor loss in clients due to their already well-established client base. Most of the students said they would use Campus sport services if they get it with cheaper price. According to the student from Helsinki University, the other sports providers in the Helsinki area are familiar with UniSport and they know to target their marketing elsewhere. But as few interviewees pointed out, sport services on Porvoo Campus could add competition between the other sport providers and they might lower their prices or at least offer discounts for students.

Last question focused on foreign students and thoughts on whether the sports services at the university could attract them more but the responses were unambiguous, stating that the sport services in that case have little to do when one chooses a study place in another country. Of course it depends on the students what are their personal interests but nonetheless the offered courses were seen more important by the interviewees. One point, though, was that if the sport services are good, they can be used as a way to market the school for foreign students.

## 7 Discussion

Coming back to the report 'Korkeakoululiikunnan Barometri 2013' (Saari etc. 2013,7-18) and especially filling the spots that were marked blank in Haaga-Helia's performance in relation to the recommendations given for higher education institutions, I hope I can come up with workable suggestions. In addition WHO's 'blueprint for making sports appealing to youth' is implemented, too, which was presented earlier in chapter 3, and promotional ideas are given.

Haaga-Helia's sports strategy is on the recommended level, yet on Porvoo Campus level there is still work to do. However, I believe the sports strategy is on its way of being a strong part of the management vision on Porvoo Campus since the Porvoo 2.0 Student Survey indicates the need for sports services and new changes to the curriculum have already been made. Besides this thesis would not be commissioned by the Head of Campus if the management had not been aware of the developmental needs.

Funding the sports services is not easy but there is going to be tuition fees starting in January 2017 which will bring in some extra money for the school. In addition fulfilment of the recommended amount (30€/student/year) meant for the sport services has to be supervised. If the sports services are developed well, it can be considered to set fees for a sports pass/membership card. As one of the aspects on how to promote the sports services is them being affordable and according to the interviewees, asking, for example, 50€ per whole academic year and 25-30€ per semester does seem to be within the students' limits to pay. 'Campus does sports' activities should be kept free in my opinion but if they could get more support from school that would be great. Then the whole sports services would include some free activities as well as something extra with a small fee. Also teachers and staff members told they would be ready to pay for sports services if they are really good.

What comes to the human resources, one teacher mentioned during the interview that, at least Pasila Campus has one staff member responsible for organising and planning the sport services. Something similar could be arrange on Porvoo Campus, and the responsible person could do close cooperation with 'Campus does sports' –team members to halve the work load. It is important that everyone on Campus knows who they can contact when they have questions regarding the sport services. Porvoo area has multiple possibilities to do sports but information can be hard to find on one's own. The staff member also provides support for sports coordinators. Moreover if the information desk personnel at Campus is

going to be responsible for monitoring the use of the gym in the basement, it would be necessary to work together with them, too.

In WHO's blueprint the one key determining factor to motivate students to use the sport services is stated to be accessibility. In addition proper equipment and facilities can be easily promoted by word-of-mouth, for instance. The more positive experiences people have, the more it will inspire new people to join. From the interviews it became evident that the access to the services is wanted from morning till evening, suitable time could be from 06.00 am to 22.00 pm. As there are no premises to do sports on Porvoo Campus, this is where the development is desperately needed. According to 'Korkeakoululiikunnan Barometri 2013' so called basic premises –gym, ball game room and space for gymnastics exercise, should be provided. There is going to be a gym in the new student house complex which is extremely good. Maybe there could be a ball game room built as well. This would also make it easier for 'Campus does sports' -team to organise Tuesday and Thursdays' sports activities.

In the mean time I would suggest that the gym room that is now in the basement would be moved to the opposite side of the hallway where there is a much bigger space –at the moment acting as storage room and music room. The bigger room would have enough space for equipment and for more people as well. The smaller room could then act as a space, for example, for gymnastics exercise, stretching, dancing, yoga and there could be put mirrors on the wall. Or on the contrary music equipment would be moved to this room and the bigger gym room and space for yoga could be put together. Already these changes would be a huge improvement for the sports services. There are changing rooms and showers for men and women down in the basement but they are not enough for facilitate students as well. Bigger changing rooms would be needed. When sports are taking place on Campus, it is important to consider the possible risks and injuries and prevent them anyhow possible. Putting up pictures on the wall on how to use the equipment and offering a training course for every beginner are ways to prevent accidents.

Haaga-Helia collects feedback from the users of the sports services to some extent. It is important so that the services can be developed and adjusted according to the needs of the users. Monitoring the use can be put here together with the feedback. 'Campus does sports' –team could collect feedback from students with a small questionnaire or simply calculating how many participants they have during their sport activities. If there is going to be a membership card which people use in order to access the services, such as the gym in the basement, that card could at the same time send out data telling how many people, how often and what time the sport services are used.

Sport selection needs to be versatile so that as many people's needs as possible are taken into account. This will give the users the freedom to choose which in turn helps to create feelings of satisfaction and relaxation. When the sport selection is versatile, it is easier to promote them as well. To my mind 'Campus does sport' activities are already diverse, only thing missing is the gym and perhaps the group training classes. For teachers and other personnel on the other hand, there should be provided more activities done together. More of 'Crazy Golf Day' –types of activities would most certainly be welcomed.

Activating new people, having fun and highlighting the social environment are the main goals of the sport services. 'Campus does sports' is all about positive team spirit, doing things together and getting to know new people. There is not anything similar organised on other campuses and 'Campus does sports' is a strong asset to promote. With the help of different types of small events in the Campus lobby, sport activities on Campus can be made more visible and known. Those events should also focus on promoting the health benefits physical activity holds and the events should be done in cooperation with Laurea students. The events could have some activities to try out with prizes and Laurea students could have stands and tell more about diet and well-being. There could also be organised different theme days for the sports as UniSport has.

Sport breaks within the work day are not out of the question either. The ones who do not do any kind of sports would get at least some activation. It could be arranged at least once a week for the whole school and it could be, for example, 10-15 minutes stretching before the last afternoon classes. One wild event idea, and totally doable, would be Elephant Football Tournament between teachers/staff and students once a year with a prize. It would be social, fun and something teachers, staff members and students do together. I had that in high school and it worked really well.

Making the sport services even more visible and more functional there should be proper internet pages existing where the sport selection, time and place are visible. At the moment the communication of 'Campus does sports' activities is done in a Facebook group. It does work but all of the students might not have a Facebook profile. Own internet pages would make the sport services more unite and provide information to all participant groups -teachers, staff and students- and also to the ones thinking about applying to Haaga-Helia Porvoo Campus.

Moving on to reflecting on the research ethics and to begin with it was difficult to be neutral in the process of conducting the interviews and not let personal opinions lead the conversation as my side is to have better sports services, and especially a gym, on Campus. Nevertheless, to my mind I believe I manage to keep my thoughts to myself. Luckily all the ones I interviewed shared my thoughts as well and told development is needed. As I wanted to have a conversation like discussion rather than distant role between me and the interviewees I believe it allowed interviewees to tell their point of views in the most honest way possible. This type of approach in my opinion created trustworthy surrounding and mutual feeling that every opinion mattered.

As much as I liked the amount of interviewees being small, in the eyes of research's trustworthiness the amount was not enough and the results cannot be reviewed as the opinion of the majority. In addition only Haaga-Helia students were interviewed and no one from Laurea, even though they use the provided services, too. Regarding the used methods I believe they suited this thesis well. Only thing missing from the benchmarking was the visits to other school as benchmarking method usually includes that. Sources used in this paper are in my opinion chosen well given their relevance to the thesis topic.

Reflecting on my own thesis writing process I came aware that it was extremely hard and slow for me to create content. Especially translating most of my sources from Finnish to English required extra hours but as the focus was on comparing Finnish higher education institutions to Porvoo Campus, most of the research sources were written in Finnish. Regarding the interviews, I did enjoy carrying them out but for research purposes they were too one-sided and I do not believe the amount of interviewees was enough.

I learned new information regarding the theory of physical activity, especially what aspect to consider when organising and promoting sports. I did notice my time management was not good and I definitely underestimated the hours and the work load needed to finish this paper. I did not fully comprehend how much research I needed to do in order to find reliable sources. Also I did not plan the writing process well enough so this thesis gave a valuable lesson which are the areas I need to improve. I learned that I need to be more industrious with the things I want to achieve, too. One key enlightenment moment was the fact that I realised I need to ask help. No one knows I need help if I do not ask for it myself.

## 8 Conclusion

To conclude doing sports is important both at school and at workplace. It has many positive aspects towards studying and working as well as handling other, sometimes difficult, matters in life. There are many health benefits when one is physically active, such as improved self-esteem and the prevention of diseases and mental health problems. Workplace physical activity is something every organisation should support and it is also what the personnel in Haaga-Helia Porvoo Campus wish for. Finnish National Board of Education's research findings indicate positive effects for physically active students, as well, regarding their performance in school, cognitive activity and learning. Both the students and teachers/staff members have less sick leaves when physical activity is carried out regularly. The physical activity of higher education students is researched and the results point out the importance of schools' role in providing sports services. The nationwide guidelines set the recommended level where every university and university of applied sciences should aim at.

The very foundation in organising sport services at school is funding and the school's strategy. Setting up affordable fees for the services is what other schools do, too. The sport services need to be part of management vision and the support has to come from there as well. Making sure there is Porvoo Campus personnel responsible and they work closely with 'Campus does sports' –team it allows visible contact persons and helps the communication process between the management and students. Providing good premises and vast variety of sports enables wider user groups and makes the promoting of the services easier. Gym is the most wanted and needed sport service on Porvoo Campus according to Porvoo Campus 2.0 Student Survey and the interviewees. The gym room in the basement is already a step in to the right direction. Monitoring the users and collecting feedback from them, with the help of membership card data, it is made sure supply and demand meet each other. Information desk personnel was stated to be responsible party to monitor, at least, the use of the gym.

Comparing Haaga-Helia Porvoo Campus to other Haaga-Helia campuses and other higher education institutions it is evident that Porvoo Campus is lacking in providing sport services. It is noteworthy that some of the schools are much bigger and have better facilities as well as degree programmes specialised in sports related fields but the demand for the services is high and especially the pending tuition fees need certain services offered as counterweight. 'Campus does sports' activities are, though, something different and distinctively separate Porvoo Campus from the others in a good way. 'Campus does sports' promotes fun activities done together, highlighting the important social aspect. In order for Porvoo

Campus to improve its sport services it needs to develop the premises and focus on providing more social sport activities for the personnel as well.

Lastly the sport services on Porvoo Campus still need further research in order to make them stand out and one topic to look at could be to research the possibilities in the new student house complex. Another idea could be extended into looking at the whole well-being of the students, how well, for instance, the student health care works and how well it act as a support element to the developed sport services. This thesis paper provides only the first scratch on the surface of developing the sport services on Haaga-Helia Porvoo Campus. Hopefully it did, after all, succeed in bringing new ideas and workable suggestion to implement so that the people of Porvoo Campus could continue to take care of their well-being even better with the help of doing sports.

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## Appendices

### Appendix 1. Interview questions for the students, teachers and staff members on Haaga-Helia Porvoo Campus

**Interviewee:** Staff / Teacher / Student

**Time/place:**

#### **Block 1: *What sports services could be developed on Campus for the main stakeholder groups, particularly the staff, and the students?***

- Do you do sports yourself? How important doing sports is for you? Which sports?
- In your opinion how does sports relate to students' learning? How can sports contribute to staff members to carry out their work?
- How can the sport services on Campus promote healthy lifestyle, exercising as a trend?
- How important is it for a university/Campus to provide sport services? Why?
- Do you consider it to be beneficial for Porvoo Campus (School) to provide such services? If yes, in what way?
- What kind of sport services are needed/you would like to have on Porvoo Campus?
- Would you like to have a gym on Porvoo Campus?
- What kind of equipment would you like to have in the gym? (For the students – What kind of equipment would you like to have in the gym if there is provided access to the gym on Campus?)
- What possible dangers/challenges/risks/threats/negative consequences could happen if/when sports are introduced on Campus premises? How to avoid/solve them?

**Block 2: *What kind of system (schedules, fees, customer service, etc.) can be set up so that the gym and the space of Porvoo Campus could be used to its full potential to promote and/or practice sports?***

- If there are sports services on Campus, would you be ready to pay for the service, for instance a monthly/year fee for the use of the gym?
- How much would you be ready to pay for it?
- What could the suitable opening hours be?
- What guidance on how to use the gym equipment would be needed? Who, when, where?
- What system of using the sports premises on Campus would you suggest? What system would be the best if the gym is rather small?
- Who is going to monitor the use of it? Info Desk? Campus does sports –team (HePo ry)?

**Block 3: *How sports services on Porvoo Campus can enhance the brand image of Porvoo Campus both in the region and internationally?***

- Did you expect to have sport services on Campus when you applied for a study place /for your job? Did the “on Campus sport” possibilities play any role when you applied to Porvoo Campus/or Haaga-Helia?
- What does it tell about the school if it provides sports/gym services?
- Do you think the sport services on Porvoo Campus could add Porvoo Campus’ competitiveness among other Haaga-Helia Campuses/other universities of applied sciences?
- What would the impact be of Campus sports services on other gym providers in the Porvoo region, EasyFit, Kuntoklubi, Fitness24/7, Verde?
- Would the sport services attract more foreign students? How it could attract them more?

## **Appendix 2. Interview questions for students outside of Haaga-Helia Porvoo Campus**

**Interviewee:** Student

**Time/place:**

**Block 1: *What sports services are organised be developed on Campus for the main stakeholder groups, particularly the staff, and the students?***

- In which school do you study?
- Do you do sports yourself? How important doing sports is for you? Which sports?
- What kind of sport possibilities are organized for students in your school/campus?
- Who organizes sport in your school/campus?
- In your opinion how does sports relate to students' learning? How can sports contribute to staff members to carry out their work?
- How can the sport services in university/on campus promote healthy lifestyle, exercising as a trend?
- How important is it for a university/campus to provide sport services? Why?
- Do you consider it to be beneficial for university/campus to provide such services? If yes, in what way?
- What kind of sport services are needed/you would like to have at your school?
- What possible dangers/challenges/risks/threats/negative consequences could happen if/when sports are introduced on Campus premises? How to avoid/solve them?

**Block 2: *What kind of system (schedules, fees, customer service, etc.) is set up in your school so that students/teachers/staff members are able to practice sports?***

- If there are sports services on campus, how much do you have to pay for the use of those? Is it a monthly/year fee?
- What are the opening hours to use the sport services, for example the gym?
- What guidance on how to use the gym equipment there are? Who, when, where?
- What kind of system do you have in your school so that you are able to use the sports premises/services? (How does it work, do you have a membership card or a key?)
- Who is responsible/monitors the use of the gym/other sport possibilities in your school?

**Block 3: *How sports services on campus can enhance the brand image of the town/city you are studying in both in the region and internationally?***

- Did you expect to have sport services on campus/university when you applied for your study place? Did the “on Campus sport” possibilities play any role when you applied your school?
- What does it tell about the school if it provides sports/gym services?
- Do you think the sport services on at your school add competitiveness among other universities/universities of applied sciences?
- What could the impact be of campus/university sports services on other sport providers in the region?

- Would the sport services attract more foreign students? How it could attract them more?

### Appendix 3. Infographics of the results

