



**UNIVERSITY of the
WESTERN CAPE**

Exploring the recreational opportunities for young people living with physical disabilities in
Phalaborwa

Ngobeni Tintswalo Basani

4109330

A thesis submitted in fulfilment of the requirements for the degree of

Master of Arts in Sport, Recreation and Exercise Science

in the Department of Sport, Recreation and Exercise Science

Faculty of Community and Health Sciences

University of the Western Cape

Supervisor: Dr M. J Malema

Co-supervisor: Prof M. E. M Young

July 2023

Keywords: Accessibility of recreational facilities, recreational opportunities, recreational programs, people living with physical disabilities, young person,

DECLARATION

I, Tintswalo Basani Ngobeni declare that the study titled: *Exploring recreational opportunities for young people living with physical disabilities in Phalaborwa, Limpopo of South Africa*, is my own work and has not previously been submitted for a degree at any other University, and that all sources which I have used have been acknowledged as complete references.

Signatures:



Date: 17/07/2023



DEDICATIONS

This work is dedicated to parents Silieta Mndlovu and Ngobeni Richard. My grandmother; Mbombi Selina, My brothers and sisters: Ngobeni Edward, Ngobeni Lassy, Ngobeni Niven, Ngobeni Musa, Ngobeni Tracy and Ndlovu Elly.



FUNDING

This study was funded by the National Research Foundation (NRF) grant reference no: MND210409593451. The NRF accepts no liability in regard to this study.



ACKNOWLEDGEMENT

First and foremost, I would like to express my sincere thanks to almighty God for his blessings throughout my research and the potential to complete this study, it was not an easy journey but Almighty God helped me.

I am grateful to my supervisor, Dr Makhaya Malema from the University of the Western Cape for his patience and academic guidance. The support and encouragement he gave to me, made this study a success. Thank you, Sir.

To my co-supervisor, Prof Marie Young from the University of the Western Cape, I am grateful for the support, dedication and effort you have showed me throughout this study process.

I would like to express my deep and sincere gratitude to my parents; my mother Mndlovu S and Ngobeni R for their love, prayers, endless support and encouragement. You have been my pillars of strength and inspiration. I would not have made it if it was not for you.

I am thankful to my sisters Engel Mahlalele and Tracy Ngobeni for their supportive words and love.

Lastly, I am appreciative to all participants for taking part in this study, for sacrificing their time to respond to the interviews and for their honesty.

ABSTRACT

The design of recreational facilities, community hall and public space tend to focus on people without disabilities, which is unfair to those with physical disabilities. Recreational service providers face various issues and challenges in planning for people with disabilities, which makes it hard for them to provide recreational opportunities effectively. This study aimed to explore and describe recreational opportunities for young people with physical disabilities in Phalaborwa. Using the descriptive exploratory design, the study adopted a qualitative approach from an interpretive paradigm. Five recreational service providers were purposefully selected as key informants for this study. Twelve people with physical disabilities aged 18-35 years were purposefully chosen registered centers for people with disabilities to participate in interviews for the study. For this study, the focus was on young people with physical disabilities only without additional disabilities as that might require different needs. Participants were able to speak and comprehend information independently to avoid persuasion. A semi-structured interview schedule with open-ended were used to collect data face-to face with key informants and young people with physical disabilities. Collected data were transcribed verbatim and analysed Atlas ti.9. The themes emerged from the study participants and recreation providers; Challenges people with disabilities encounter, Recreation in action and Opportunities for recreational participation (Participants). Recreational opportunities, recreation provider and recommendation (Expects). This study found that people with disabilities do not fully participate in recreational activities due to limited programs, societal barriers and so of recreational facilities are not accessible to every individual especially for wheelchair users. The results revealed that recreational opportunities play a vital role in maintaining healthy lifestyles, improving quality of life and promoting social cohesion among people with disabilities. This study provided possible solutions that can be carried out to improve level of participation for people with physical disabilities at Phalaborwa.

TABLE OF CONTENTS

DECLARATION	2
DEDICATIONS	3
FUNDING	4
ACKNOWLEDGEMENT	5
ABSTRACT	6
LIST OF TABLES	10
LIST OF ABBREVIATIONS	11
CHAPTER 1	1
INTRODUCTION	1
1.1 BACKGROUND OF THE STUDY	1
1.1 STATEMENT OF THE PROBLEM	4
1.2 RESEARCH QUESTION	5
1.3 AIM AND OBJECTIVES OF THE STUDY	5
1.4 SIGNIFICANCE OF THE STUDY	5
1.5 DEFINITIONS OF TERMS	6
1.6 SUMMARY OF THE CHAPTER	6
1.7 LAYOUT OF CHAPTERS	7
CHAPTER 2	8
LITERATURE REVIEW	8
INTRODUCTION	8
2.1 BACKGROUND OF THE CHAPTER	8
2.2 IMPORTANCE OF RECREATIONAL OPPORTUNITIES	8
2.3 BENEFITS OF RECREATIONAL ACTIVITIES	13
2.4 ADAPTIVE RECREATIONAL PROGRAMS AND PREFERENCE	14
2.5 INCLUSION	18
2.6 RECREATIONAL BARRIERS FACED BY PEOPLE WITH PHYSICAL DISABILITIES	18
2.6.1 PHYSICAL BARRIERS	20
2.6.2 SYSTEMATIC BARRIERS	20
2.6.3 ATTITUDINAL BARRIERS	21
2.6.4 LACK OF INFORMATION	22
2.6.5 LACK OF TRANSPORT	23
2.7 IMPACT OF COVID-19 ON RECREATIONAL OPPORTUNITIES	24

2.8	THEORETICAL FRAMEWORK	28
2.9	SUMMARY OF THE CHAPTER	31
	CHAPTER 3	32
	RESEARCH METHODOLOGY	32
3.1	INTRODUCTION	32
3.2	RESEARCH DESIGN	32
3.3	RESEARCH SETTING	33
3.4	SAMPLE AND SAMPLING TECHNIQUE	33
3.5	INCLUSION CRITERIA	33
3.6	EXCLUSION CRITERIA	34
3.7	RESEARCH INSTRUMENTS	34
3.8	DATA COLLECTION PROCEDURE	35
3.9	DATA ANALYSIS	36
3.10	TRUSTWORTHINESS	36
3.10.1	TRAIINGULATION	37
3.10.2	TRANSFERABILITY	37
3.10.3	DEPENDABILITY	37
3.11	ETHICS CONSIDERATIONS	38
	CHAPTER 4	40
	RESULTS AND DISCUSSION	40
4.1	INTRODUCTION	40
4.3	DEMOGRAPHIC INFORMATION OF THE KEY INFORMANTS' PARTICIPANTS	41
4.3.1	TABLE 4.1: PROFILE OF THE RECREATION EXPERTS (KEY INFORMANTS)	41
4.4	SUMMARY OF THE FINDINGS FROM KEY INFORMANTS	42
	THEME 1: RECREATIONAL OPPORTUNITIES	43
	SUB-THEME: CHALLENGES FACED BY RECREATION PROVIDERS	43
	SUB-THEME: INCLUSION	44
	SUB-THEME: PERCEPTION OF RECREATIONAL OPPORTUNITIES	45
	SUB-THEME: OF RECREATIONAL PROVISION	46
	SUB-THEME: RECREATIONAL ACTIVITIES	47
	THEME 2: RECREATION PROVIDER	47
	SUB-THEME: DUTIES OF THE RECREATION PROVIDER	48
	SUB-THEME: ACCESSIBILITY OF RECREATIONAL FACILITIES	48

THEME 3: RECOMMENDATION	50
SUB-THEME: RECOMMENDATION FOR RECREATIONAL OPPORTUNITIES	50
4.5 DEMOGRAPHIC PROFILE FOR YOUNG PEOPLE WITH PHYSICAL DISABILITIES	51
4.5.1 TABLE 4.3: DEMOGRAPHIC PROFILE FOR YOUNG PEOPLE WITH PHYSICAL DISABILITIES.	52
4.5.2 TABLE 4.4 SUMMARY OF THE FINDINGS THEMES AND SUBTHEMES FROM YOUNG PEOPLE WITH PHYSICAL DISABILITIES	53
THEME 1: CHALLENGES PEOPLE WITH DISABILITIES ENCOUNTER	54
SUB-THEME: CHALLENGES DURING RECREATIONAL PARTICIPATION	54
SUB-THEME: SOCIETAL CHALLENGES TOWARDS PARTICIPATION	56
THEME 2: RECREATION IN ACTION	56
SUB- THEMES: PERCEPTIONS OF RECREATIONAL OPPORTUNITIES	57
SUB-THEME: PREFERRED RECREATIONAL ACTIVITY	58
THEME 3: OPPORTUNITIES FOR RECREATIONAL PARTICIPATION	59
SUB-THEME: AVAILABILITY OF RECREATION ACTIVITIES	60
SUB-THEME: ACCESSIBILITY OF RECREATIONAL FACILITIES	61
SUB-THEME: RECOMMENDATIONS FOR RECREATIONAL OPPORTUNITIES	62
4.6 DISCUSSION	63
4.6.1 RECREATIONAL OPPORTUNITIES	64
4.6.2 RECREATION IN ACTION	66
4.6.3 CHALLENGES YOUNG PEOPLE WITH DISABILITIES ENCOUNTER AND RECREATION PROVIDERS	68
CHAPTER FIVE	71
SUMMARY, CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS	71
5.1 INTRODUCTION	71
5.2 SUMMARY OF CHAPTERS	71
5.3 STUDY LIMITATION	73
5.4 RECOMMENDATIONS FOR RESEARCH RESULTS AND RECOMMENDATIONS FOR PRACTISE	74
REFERENCE	77
ANNEXURE A: INFORMATION SHEET	101
ANNEXURE B: CONSENT FORM	105
ANNEXURE C: PERMISSION LETTER	106
ANNEXURE D: INTERVIEW SCHEDULE	107
ANNEXURE E: EXAMPLE OF A TRANSCRIBED INTERVIEW	109
ANNEXURE F: ETHICS CERTIFICATE	114

LIST OF TABLES

Table 4.2: Profile of the recreation expects (key informants)

Table 4.3: Summary of the findings from recreational expects

Table 4.4: Demographic profile for young people living with disabilities

Table 4.5: Summary of the themes and subthemes from young people with physical disabilities



LIST OF ABBREVIATIONS

ADA	Americans with Disability Act
IWBF	International Wheelchair Basketball Federation
NCPSPE	National Council of Sports Science and Physical Education
NSR	National Sports and Recreation
SANCO	South African National Civic Organization
SRSA	Sports and Recreation South Africa
UBHR	Universal Declaration of Human Rights
UPIAS	Union of the Physically Impaired Against Segregation
UWC	University of the Western Cape
WHO	World Health Organisation



UNIVERSITY *of the*
WESTERN CAPE

CHAPTER 1

INTRODUCTION

This chapter describes the background of the study about recreation opportunities for young people with physical disabilities in the local, national and international context regarding the availability of recreational programs, recreational barriers that people with disabilities encounter on their daily basis and accessibility of recreational facilities. Furthermore, the statement of the problem, aims and objectives, research question, significance of the study and definitions of concepts used in the study are outlined in this chapter.

1.1 BACKGROUND OF THE STUDY

Providing recreational opportunities for people with physical disabilities is challenging and demanding for service providers. Recreational service providers face various issues, which makes it hard for them to provide recreational programs and services effectively. People with physical disabilities do not fully participate in recreational activities due to barriers such as inaccessible environments, lack of access to information about recreational opportunities and discriminating attitudes (Fougeyrollas *et al.*, 2019). These challenges lead to adverse psychological outcomes such as low self-esteem and depression, reducing life satisfaction (Garg *et al.*, 2016; Miyahara & Piek, 2006; Tzonichaki & Kleftras, 2002; Siddall *et al.*, 2017). However, Sports and Recreation South Africa (2012) has given local municipalities a mandate to ensure that they provide recreational programs to all individuals regardless of gender, age, race, financial status or disability.

Sports and Recreation South Africa (2012) further indicate that recreational opportunities are a fundamental human right whereby everyone has a right to participate in any recreational activities of their choice. Recreational participation is a powerful vehicle in improving and promoting self-esteem among people with physical disabilities; it can facilitate the fight against discrimination within the country. Sivan and Veal (2021) argued that recreation is also a medium through which other rights and related benefits set out in the Universal Declaration of Human Rights and associated covenants can be exercised, including emotional, physical, mental and social development every individual, whether adult or child, has the right to adequate time for rest and for the pursuit of leisure activity.

A study by Copestake *et al.* (2014) indicate that due to inaccessibility to recreational facilities and limited programs contribute to low participation among individuals with physical disabilities. Furthermore, Park *et al.* (2020) found that a sedentary lifestyle negatively impacts the holistic well-being of people with physical disabilities. Therefore, participating in recreational activities is important to all groups of people. There is a scientific evidence which shows that regular participation has positive impact on the respiratory system, the sensory system and the muscular-skeletal system. Therefore, to eradicate these barriers to participation, great strides have to be made in the field of adaptive sports with significant outcomes to improve quality of life.

Howe and Silva (2018) assert that recreational activities should be provided to everyone with a universal design and a high degree of accessibility as it provides opportunities for innovation and recognizes the range of diversity within the disability society. Furthermore, including people with physical disabilities can be approached from the perspectives of empowerment while challenging the status quo of pity, stigma and fear (Fennell, 2022). Diazel *et al.* (2019) also highlighted that an improvement in community inclusion for participants in adaptive recreational activities and life

satisfaction among people with physical disabilities will improve their participation and they will be aware of suitable venues and recreational activities available for to them.

According Kim *et al.* (2021) recreational activities allow people to experience various benefits. These include: feeling empowered, building friendships, increasing a sense of belonging in the community they live in, developing a positive attitude towards sports and recreation and promoting social cohesion. Sport and Recreation South Africa (2012) indicates that more can be done in recreation to benefit the country and its people. Therefore, the provision of recreational opportunities must be addressed and considered to improve health, well-being and quality of life.

People with physical disabilities have the potential and ability to participate in recreational activities like other people without disabilities, it reduces the high risk of a sedentary lifestyle and improves emotional well-being among people with physical disabilities (Vasudevan, 2016). Participation in sports and recreation among people with physical disabilities has been shown to provide health benefits; however, they do not experience these health benefits often due to physical environment that is not accessible (Carroll *et al.*, 2014).

The study by Kim *et al.* (2021) indicate that recreational activities provide a wide range of benefits to people with physical disabilities. This demonstrates the gap and need to develop appropriate recreational programs that will accommodate people with physical disabilities. It is important to create recreational opportunity or events where people with disabilities can come and try out activities without contractual obligation. Diazel *et al.* (2019) also indicate that being part of an inclusive recreational participation gives individual positive social and health benefits, it provides a space where diverse groups can build trust in one and another as well as helping to break down social and cultural stigma.

There is a need to provide efficient recreational opportunities for people with physical disabilities throughout their life. The provision of access into recreational facilities for people with physical disabilities must be attended to and addressed equally with those without disabilities (Houtenville & Boege, 2019). Providing structured playtime can improve the confidence and socialization skills people with disabilities (Miller, Kraus & Fredericson, 2019). Labbé *et al.* (2019) suggest that training recreational professionals to understand the importance of recreational opportunities will help them to provide adaptive programs and ensure the accessibility of recreational facilities and programs.

1.1 STATEMENT OF THE PROBLEM

The design of recreational facilities, community halls, and public spaces tends to focus on people without disabilities, which is unfair to those with disabilities. The provision of recreational facilities in Phalaborwa has not met both access and adequate demands for people living with physical disabilities and people without disabilities. According to Copestake *et al.* (2014), the non-existence of recreational opportunities for people with physical disabilities makes them feel excluded from society and underwrites to lower levels of participation in leisure and recreation facilities. Providing adapted programs and assistive devices such as electric wheelchairs, electric bicycles, and ace bandages will improve participation among people with physical disabilities; however, such opportunities are inadequate. Recreational service providers' knowledge to understand the provision of recreational opportunities for people living with physical disabilities must be holistic and inclusive, which is not the case currently. Therefore, this study becomes essential to conduct as it will give insight into how people with disabilities are experiencing recreation opportunity disparities. Increasing knowledge and recreational opportunities for people with disabilities will develop inclusive recreational programs.

1.2 RESEARCH QUESTION

What recreational opportunities are available in Phalaborwa for young people between the ages of 18-35 living with physical disabilities?

1.3 AIM AND OBJECTIVES OF THE STUDY

This study aims to explore and describe recreational opportunities for young people between the ages of 18-35 living with physical disabilities in Phalaborwa, Limpopo province, South Africa

- To explore and describe the availability of recreational opportunities for young people living with physical disabilities in Phalaborwa.
- To explore and describe recreational preferences for young people living with physical disabilities
- To explore and describe the barriers encountered by young with physical disabilities to participate in recreation opportunities

1.4 SIGNIFICANCE OF THE STUDY

The primary purpose of this study is to create awareness for people with physical disabilities about recreational opportunities available in Phalaborwa. It is believed that recreational service providers have a better understanding and are knowledgeable about recreational opportunities to ensure accessibility of recreational opportunities, recreational activities and adaptive programs. The findings of this study will promote inclusive practices, a good attitude towards sport and recreation, forge a friendship, develop independence empower them to make a change in the world of participation.

1.5 DEFINITIONS OF TERMS

Disability is an umbrella term that refers to three distinct areas: impairments, limitations of activity and participation. Disability includes physical, psychological, and psychosomatic ailments limit an individual from fully and healthy participation in society (Allock, 2018).

Physical disabilities refer to impairment that affects a person's mobility, physical capacity and dexterity temporarily or permanently (Al-Jadid, 2013). Physical disabilities affect people's ability to use part of their body because of stiffness, paralysis or pain.

Recreation refers to all those activities that people choose to refresh their bodies and minds and make their leisure time more exciting and enjoyable. Example: swimming, walking, football, dancing, reading and playing games (Khasnabis *et al.*, 2010).

Recreational facilities refer to a place or buildings that provide space for leisure and recreation activities (Andkjaer & Arvidsen, 2015). Ngcobo (1998) argues that recreation facilities are physical structures that provide outdoor and indoor sporting and socio-cultural recreational activities. The physical structures include soccer fields, tennis courts, swimming pools, rugby fields, golf courses, netball and athletic field.

Young people in South Africa, refers to people between 15-35 old, and this age bracket constitutes a substantial portion of the South African population (Berhe, 2021).

1.6 SUMMARY OF THE CHAPTER

People living with physical disabilities are not fully participating in recreational activities on their choice due to discrimination, limited recreational programs and accessibility. Inaccessible facilities play a huge role on low participation among people with physical disabilities because they are unable to enjoy themselves like other people without disabilities. Moreover, these challenges do not only affect people with physical disabilities, it also poses a challenge to recreational providers because

they find it hard to provide recreational services which results in people with physical disabilities feeling excluded in the community. Although, White Paper in Sports and Recreation (2012) emphasis that recreational opportunities should be available for every individual irrespective of age, gender, race or disability, there still a need to improve recreational facilities to be accommodative to every individual and provision of inclusive programs. Recreational opportunities should be made available and accessible to people with disabilities to reduce the level of chronic diseases and sedentary lifestyle. The following chapter discusses the literature review.

1.7 LAYOUT OF CHAPTERS



CHAPTER 2

LITERATURE REVIEW

INTRODUCTION

The previous chapter discussed the background of the study, this chapter focused on reviewing the literature that supports the study. Different literatures about recreational opportunities for people with physical disabilities were discussed. Additionally, this chapter also outlined the theoretical framework which guided this study.

2.1 BACKGROUND OF THE CHAPTER

Sports and Recreation South Africa (2012) has directed all local municipalities to make sports and recreation available to everyone, irrespective of gender, race, age, or disability. The White Paper on Sports and Recreation (1998) and National Sport and Recreation (2012) will be used to explore the provision of recreational opportunities for people with physical disabilities. Providing structured play time for people with physical disabilities has improved confidence, good attitude towards recreational activities and improves socialization among people with physical disabilities (Kissow, 2015). Therefore, White Paper on Sport and Recreation (2012) argued that there is a need to improve how things are done in recreation, such as improving participation to avoid and overcome risky behaviours among people with disabilities.

2.2 IMPORTANCE OF RECREATIONAL OPPORTUNITIES

People with physical disabilities are at high risk of chronic diseases due to low participation and limited recreational programs. However, adaptive recreational programs offer people with physical disabilities an opportunity to engage in recreational activities like other people without disabilities (Ryan *et al.*, 2014). Wright and Titus (2013) indicated that community and recreation providers need to make sporting and recreational opportunities available for individuals with physical

disabilities. The authors believed that integrating people with physical disabilities would benefit them if they participated in recreational activities in the community.

Physical, social, and managerial constraints are acknowledged recognized as to impacting accessibility to recreation opportunities for individuals with a physical disability. Recreational activities and accessibility should be specific to meet the needs of people living with physical disabilities and accommodate them according to their abilities. Cordts *et al.* (2021) stated that in the disabled community, the needs are the same, the mode of transportation might be different, or the degree of independence for self-care might be much more involved, but we all have the basic needs. Therefore, providing recreational opportunities is vital to a person's quality of life.

The emphasis on recreational opportunities in society has grown over time for every individual regardless of age, gender, or any disability. The positive effects of recreational activities are generally gained through physical activities, although the secondary effects or advantages, such as psychological and personal growth, cannot be overlooked. Therefore, as a result, people who participate in numerous recreational activities have a higher degree of physical activity continue in the same trajectories later in life (Malm *et al.*, 2019). These activities can help people of all abilities get out from sedentary lifestyle and create positive outlook and well-being of people in the community. This is applicable in this study because recreational activities help to create and shape offer a positive and inclusive social environment where vial social and life skills can be fostered and strengthened.

Recreational activities are universal for all people, including those with physical disabilities. Carbone *et al.* (2021) assert that participating in recreational activity encourages inclusion, minimizes conditioning, optimizes physical function, and improves overall being among people living with physical disability. Despite these benefits, young people with disabilities are more

limited in attendance, have lower fitness levels, and have higher levels of obesity than those without disabilities (Toptaş-Demirci, 2019), therefore, the importance of recreational activities must be underlined by strategic action at a national, regional, and local level.

Recreational opportunities play a significant component in an individual's life. Not participating in recreational activity is one of the biggest, most significant risk factors leading to a high death rate caused by chronic diseases (Carbone *et al.*, 2021). People with physical disabilities are at risk of having health-related problems than people who do not have disabilities (Toptaş-Demirci, 2019). Less active people have a 20-30% higher risk of death than more active people. Physical inactivity can lead to fatigue and depression and make them more dependent on others. It also increases the risk of heart disease, diabetes, high blood pressure, stroke, pressure sores, weaker bones and several cancers (Sivaratnam *et al.*, 2022). Therefore, there is a genuine need for recreational officer and department of Sport, Arts and Culture to assess and re-evaluate how services and experiences are made available to people with physical disabilities in our community (Orr *et al.*, 2020).

Recreation participation enhances the psychological well-being of people with disabilities by providing opportunities to form a friendship, develop a self-identity and foster meaning and purpose in life (Picton *et al.*, 2020). People with disabilities are encouraged to join regular mainstream sports clubs in their communities to access coaching, sporting facilities and social interactions. The challenge is for all community-based sports clubs to promote inclusion by removing physical and emotional barriers to participation, stigma and incorrect perception that people with disabilities do not want to participate in recreational activities (Sivaratnam *et al.*, 2020).

Recreational activity is essential for improving overall health and development, especially for youth with physical disabilities. Participation in physical and sporting activities is important for growth and development as it offers physical and psychological benefits, such as improvements in fitness, motor coordination, overall health, self-esteem, personal autonomy, and quality of life, while also promoting inclusion and social integration (AL-Mhanna *et al.*, 2022). The provision of recreational opportunities for young people with physical disabilities has been shown to decrease health risks like obesity and high blood pressure, while also increasing in physical and mental health (Kang *et al.*, 2020).

Recreational activities provide opportunities for people with physical disabilities to experience positive social interactions, develop social and communication skills and have an increased sense of belonging to the community. Being active and involved in freely chosen activities are essential for developing skill competencies, socializing with peers, exploring personal interests and enjoying life. Without opportunities for recreational activities, people cannot explore their social, intellectual, emotional, communicative and physical potential (Kim *et al.*, 2021). Toptaş-Demirci (2019) claims that there is a belief that life would be incomplete without participating in recreational activities because recreation gives provide opportunities to attain some of the basic human needs such as friends, adventure and companionship. Like other activities, recreational activities benefit people with physical disabilities and society.

Recreational activities play a key role in the lives and communities of people with disabilities, as they can work for people without a disability (Parmenter, 2021). There is a wealth of evidence to support sports and recreation activity for people with a disability concerning trends, barriers and benefits of participation (Kim & Kang, 2021). Sport and recreation activity have also been shown to improve physical fitness and the general mood in psychiatric patients with depressive and anxiety disorders (Herbert *et al.*, 2020). Additionally, sport and recreation activity has been linked

to improvements in self-confidence, social awareness, and self-esteem and can contribute to the empowerment of people with disabilities (Kamberidou *et al.*, 2019).

Young people with physical disabilities can benefit from recreational activity as it reduces the high level of chronic diseases and complications of immobility (Toptaş-Demirci, 2019). It can keep them fit and increase independence, however, due to numerous barriers they face, they do not fully participate in recreational activities (Shields & Synnot, 2016). Society perceives people with physical disabilities as someone who are incapable of doing things for themselves, and they are not able to participate in recreational activities of their choice. This perception alone has a significant adverse outcome on how a prospective disabled participant may become.

Recreational opportunities are an important and desired aspect of life for people with and without disabilities. The lack of knowledge about existing resources, inaccessible facilities, lack of training by community recreation service providers, and a lack of appropriate adaptive recreation equipment are significant barriers to the desired recreation and community participation (Cunningham *et al.*, 2022). A Harris Survey of Americans with Disabilities found that more than 69% of adults with disabilities highlight that their disability prevents them from getting around, attending cultural or sporting events, participating in recreation, or socializing with friends outside their home (Carter, 2022).

Recreational opportunities contribute to the physical well-being of the individual, and it also helps in character development since it influences the growth of social attitudes, which affect the individual as a group member (Lee & Cho, 2019). Leisure and recreation offer opportunities to enjoy art, music, and science and the acquisition of inner resources which lead to contentment (Kraus, 2001). Participating in recreation helps to develop skills better maintain health and fitness,

release stress through vigorous activity, enhance socialisation by meeting others, promote sportsmanship, cooperation, and team spirit, and provide friendly competition (Ahn & Song 2021).

According to Bull *et al.* (2020), many recreation programs around the world are focused on recreational activities for people without disabilities. As a result, people with physical disabilities are vulnerable to sedentary lifestyles and chronic diseases. Recreational opportunities pursuit's significant component of an individual's life and improve quality of life. Toptaş-Demirci (2019) reports that the participation of young people with disabilities encourages inclusion. Therefore, there is a need for recreational service providers to assess and evaluate the level of participation among people with physical disabilities to identify the challenges they are facing in order to better meet the needs of these people. Moreover, the importance of recreational participation for people with physical disabilities must be underlined by strategic action at national, regional and local level.

2.3 BENEFITS OF RECREATIONAL ACTIVITIES

Participating in recreational activity can improve strength, muscularity, and movement capabilities, improving physical competence (Thomas, 2018). Young people with physical disabilities is often limited in opportunities to move their bodies in various ways. Recreation activity may provide a context for these youth to expand their perceptions of their range of motion (Wright & Titus, 2013). Recreational activities play a vital role in communities, it improves the health and well-being of individuals, contributing to the empowerment and providing the development of inclusive communities. According to Callow *et al.* (2020) recreational activities help alleviate mental health issues and prevent other health-related issues such as obesity and disease. Therefore, engaging regular recreational activities offer a healthy way to blow off steam, disconnect from the world and manage stress.

Recreational activity is valuable for all people, research shows that recreational activity provides many health benefits, such as reducing the risk of diseases, cancers, diabetes, and depression (Son *et al.*, 2021). It has been shown to improve physical fitness and general mood. It has been linked to improvement in self-confidence, social awareness, and self-esteem and can contribute to the empowerment of people with disabilities. Moreover, many people engage in recreational activities due to intrinsic benefits, such as relaxation and social interaction (Toptaş-Demirci, 2019). Recreational activities influence long-term health status and also well-being. Regular recreational prevents a range of illnesses and reduces the effects of age and the incidence of chronic illness.

2.4 ADAPTIVE RECREATIONAL PROGRAMS AND PREFERENCE

According to Lundeberg *et al.* (2011), adaptive sports and recreation are activities that anyone can do, irrespective of their level of physical ability. Adaptive programs allow people with physical disabilities the opportunity to participate in the sports and recreation programs of their choice. These programs meet a wide range of sports and recreational activities that including indoor and outdoor recreation activities that meet the needs of people with physical disabilities. Carter *et al.* (2014) also emphasize that participating in adaptive recreational activities provides a way to acquire an overall sense of competence and skills. Recreational activities for wheelchair users have been shown reported to effectively improve wheelchair skills, eradicate shoulder pain, and improve independence.

According to Carter *et al.* (2014), adapted sports are the umbrella term for sports and athletics for people with any functional impairment. A wide range of adapted recreational activities are available, and still, more are being developed. Power chair football and wheelchair tennis are sports played exclusively in wheelchairs. Through adaptive activity, people with physical disabilities can play alongside people without disabilities and allow all players to have an equal or more chance of doing well.

The term adaptive sports and recreation refers simply to any modification of a given sport or recreational activity to accommodate people with disability (Labbe *et al.*, 2019). A key feature of adaptive sports and recreation is the provision of specialized equipment, facilitating independent participation for the individual with a disability. Adaptive sports are recreational or competitive sports designed for people with disabilities. Adaptive sports are often similarly run like typical sports activities, but they allow for specific modifications necessary for people with disabilities to participate (Lape *et al.*, 2018). Most sports have rules that have been established to include people with a physical disability successfully. For example, in wheelchair tennis, the ball is allowed to bounce twice before the person has hit the ball (Iverson, 2021).

According to the White Paper on Sport and Recreation of South Africa (2012), adaptations within the physical and social environment are essential to facilitate participation and promote inclusion among people with physical disabilities. Recreational activities like basketball can be adapted for people with physical disabilities. Wheelchair basketball is played by people with different level of physical disabilities that prevents running, jumping and pivoting. Riding on a wheelchair, a game of basketball is played among two teams of five players each. The basic rules of wheelchair basketball are very similar to running basket because the basic international rules were adopted which included minor adjustments to meet the needs of the game in a wheelchair (Siegfried, 2022).

Wheelchair Basketball is played in accordance with according to the International Wheelchair Basketball Federation (IWBF) rules which have been modified to improve the level of participation among people with physical disabilities (Fuller, 2018). A person who uses a wheelchair can use two hands chest pass when he wants to shoot, whereby a person can move with a lap for two pushes of the wheelchair. The person can only dribble twice and then hand it over to a team member to shoot or continue taking two more pushes of the wheelchair. Players can use the adapted sports wheelchair to have equal opportunity to participate (Kachhwaha *et al.*, 2018).

Diaz *et al.* (2019) state that participating in adaptive sports improves independence, physical and mental health and helps them identify their talents to enjoy themselves and have fun. It serves as an adjunct in rehabilitation and provides young with disabilities an avenue to improve their overall physical and mental wellness and positively impact their quality of life for years to come. Some more commonly available sports for people with disabilities are track and field, table tennis, wheelchair tennis, wheelchair dance, chess and cycling (Labbe *et al.*, 2019). In some sports, the rules don't need to be changed to accommodate a person with a disability depending entirely on the disability and how it affects playing the sport. Participation in adaptive recreational programs provides an avenue for youth with physical disabilities to develop an overall sense of competence and skills (Carter *et al.*, 2014).

Recreational programs are adapted to meet the needs of people with disabilities, including wheelchair basketball; this activity is played on a regulation basketball court using similar rules with few differences. For example, a travel foul is called if a player pushes their wheelchair more than twice before dribbling. This enables every individual to have access to recreational activities of their choice (Diaz *et al.*, 2019). Adaptive sports participation has been found to benefit participants physically, emotionally, cognitively, and psychologically. These recreational activities may also serve to combat society's negative attitudes toward individuals with disabilities (Townsend *et al.*, 2020).

Adaptive sports and recreation participation can get past these challenges of limited recreation programs and accessibility for people living with disabilities and accessibility. People with physical disabilities who involved in adaptive sports and recreation in the community are more likely to maintain positive mood and prevent depression (Pryor, 2019). Therefore, in competitive recreational opportunities, people with disabilities should be placed in classes that match their functioning to ensure fair play (Lee & Uihlein, 2019). This system was set up, so athletes only

compete with other people in a similar class. A detailed classification system based on the type of disability will allow fair competition, and the best athlete wins, not the athlete with the most function.

Adaptive recreational programs are designed to enable people with physical disabilities to participate in sports and enjoy the benefits of being physically active. For example, baseball and soccer significantly improve emotional wellbeing and personal (Thomas, 2018). This shows that there is a need to develop appropriate opportunities for people with physical disabilities throughout their life. The provision of access for people with disabilities to quality physical activity and sporting opportunities must be provided and addressed on an equal basis with those of non-disabled peers (Diaz *et al.*, 2019).

Adaptive recreation provides an opportunity for individuals with a disability, leading to healthy and active lifestyles as independently as possible (Dickson *et al.*, 2020). Adaptive recreation means making changes to equipment or services so that persons with specific disabilities or special health care needs may actively participate in recreational opportunities along with their peers without disabilities. Adaptive recreation is made possible by equipment that enables people to participate in fun activities with their disabled and non-disabled peers and, most importantly, their families (Carroll *et al.*, 2021). A variety of adaptive sports provides barrier-free recreational and competitive opportunities for people with physical disabilities and age groups, as well as their family and friends. Adaptive recreation programs support people with a disability or barrier in experiencing inclusive recreational activities while exploring nature and their natural abilities (Dickson *et al.*, 2020).

2.5 INCLUSION

When we include people with physical disabilities in every activity and encourage them to have roles like their peers who do not have a disability is called disability inclusion (Mohammadi, 2022). According to Masanovic (2019) proper adaptive equipment makes offers an opportunity for many recreational activities to become accessible for people with disabilities. This involves more than simply encouraging people with physical disabilities or without disabilities; it requires ensuring that adequate policies and practices are in effect in a community or organization such as love life, SP collectives, UNICEF, Lets' Play, National Council of Sports Science of Sports and Physical Education. Inclusion should have the potential to increase participation in socially expected life roles and recreational activities. All recreational activities including adaptive sports, require equipment to play. Unfortunately, there are limited programs due to costs and the level of affordability of adaptive equipment (Salzer, 2021).

2.6 RECREATIONAL BARRIERS FACED BY PEOPLE WITH PHYSICAL DISABILITIES

Participation in sports among people with disability is increasing; however, there is still an imbalance between recreation participation among disabled and non-disabled people. The degree of participation in recreational activity among people with disabilities is affected by a multifactorial set of barriers and facilitators unique to this population. People with disabilities in South Africa continue to face barriers that prevent them from participating in recreational activities of their choice (Bezyak *et al.*, 2020). These barriers contribute to low participation among young people with physical disabilities, including attitudinal barriers, lack of information on what is available, lack of knowledge and expertise, poor community facilities and lack of access to facilities and programs, and lack of a wide range of disabilities (Powrie *et al.*, 2015).

Recreational activities can positively impact the lives of people with disabilities, but many face challenges in getting involved in recreational activities, especially in developing countries (Barber, 2021). Therefore, public awareness and need assessment should be considered when developing interventions to promote recreational activities in this population because majority of them are not aware of the available activities in their communities. Local municipalities must ensure that the facilities are accessible to everyone so that people with disabilities will be able to participate during tournaments (Bantham *et al.*, 2021). The disparities in the number of recreational activity opportunities between youth with and without disabilities have been a problem that has had some serious attention over the past few years (Bull *et al.*, 2020).

There has been a large movement of adapted sports programs within the United States; however, only a few communities provide adapted sports activities (Lee & Kenneth, 2019). Rural communities often do not have the funds to provide adapted sports and recreational opportunities required for a small percentage of potential athletes, thus continuing the lack of local access (Piatt *et al.*, 2014). Accessibility implies making public places accessible to every individual, irrespective of their disability or special need, ensuring the integration of the wheelchair user into society and thereby granting them the capability of participating in activities of daily living and ensuring equality in daily life (Freeman *et al.*, 2020). Lee and Kenneth (2019) further indicate that many factors in our environment affect us, especially people with physical disabilities. These factors include the accessibility to walking paths, cycling trails, and recreation facilities. Other environmental barriers include social environment, such as support from family and friends and community spirit. These can be improved through campaigns to support active transportation, legislation for safer communities and the creation of new recreation facilities that will be accommodative to everyone.

2.6.1 PHYSICAL BARRIERS

Physical barriers refer to structural obstacles in natural or artificial environments that hinder or block mobility or access among people living with physical disabilities (Ubeda-Colomer *et al.*, 2019). These physical barriers cited by people with physical disabilities include a lack of accessible equipment, accessible facilities, and health and safety. However, mainstreaming and universal access for persons with disabilities are the ultimate goals of the disability movement to promote inclusion (Mnguni, 2018). This means the removal of all physical and other barriers that hinder a person with physical disabilities from equally accessing recreational opportunities and participating fully in all aspects of life in South Africa will promote socialization and participation among people with physical disabilities.

Physical barriers include buildings with no wheelchair access, inadequate lighting that creates poor visibility for people with low vision, sidewalks that are too narrow for walking aids, or doorknobs that are difficult to grasp for people with arthritis. According to Leffel (2022), there is already a lot of change in this space, like the introduction of wheelchair-accessible beach mark mats and low sensory quiet hours at the grocery store. However, there is always more to be done. Architects, designers, town planners, the Department of Sport, Arts, and Culture need to put accessibility first to ensure that every individual enjoys rather than a select few.

2.6.2 SYSTEMATIC BARRIERS

These barriers are the laws, policies, practices, or strategies designed by the government or organizations that discriminate against people with disabilities (Khayat-zadeh-Mahani *et al.*, 2020). The systemic barriers often stop people with disabilities from living their day-to-day life. A person in a wheelchair may struggle to get places if their local train station does not have a ramp or someone with sensory processing issues may struggle to complete work if they are denied a

reasonable adjustment of using noise-cancelling headphones. Discriminatory laws and policies are often only changed after immense pressure from advocacy groups.

2.6.3 ATTITUDINAL BARRIERS

Attitudinal barriers are people's behaviours, perceptions, and assumptions about people with physical disabilities (Fitzgerald, 2018). This barrier is created by individuals who can only see the impairment and not the person with a disability. Therefore, believing in the stigma attached to disability can result in bullying, isolation, and even violence. This barrier is the underlying challenge of all the other barriers. People may be unaware of their negative attitudes towards people with disabilities, so it is crucial to unlearn these stereotypes consciously. Every individual deserves the same respect and rights irrespective of their disability. These attitudinal barriers contribute to a lack of awareness of existing programs and opportunities for participation (Fitzgerald *et al.*, 2021). The participation of young people with disability in community activities with other people without disabilities can reduce social barriers. These barriers usually emerge from a lack of understanding about people's abilities, which can lead people to ignore, discriminate, or have misconceptions about a person living with a physical disability (Johnson, 2009).

According to Piatt *et al.* (2014), most people with physical disabilities do not participate in sports regularly, which could increase the chances of developing secondary health conditions. Therefore, knowledge about barriers to and facilitators of sports participation is needed. A person with physical disabilities often faces societal barriers, and disability evokes negative perceptions and discrimination in many societies (Johnson, 2009). As a result of the stigma associated with disability, people with disabilities are generally excluded from education, employment, and community life, depriving them of opportunities essential to their social development and well-being (Karas *et al.*, 2020). Thus, fostering inactivity often causes individuals with physical disabilities to experience restricted mobility beyond the cause of their disability. Shields *et al.*

(2012) indicate that these barriers to recreational activity faced by people with physical disabilities may be caused by lack of access, information on appropriate activities, lack of community support, and the nature of the individual's disability.

2.6.4 LACK OF INFORMATION

Lack of knowledge about recreational opportunities is one of the most common barriers to recreational participation among people with disabilities (Toptaş-Demirci, 2019). Many people with disabilities don't know where to look for recreation opportunities, how to ask about accessibility or programs, and when and how to assert their rights. Fancourt *et al.* (2021) state that once people with disabilities know where to look for recreation opportunities, recreation participation is expected to increase. Moreover, several factors contribute to the lack of inclusive recreation opportunities in rural communities.

There are numerous of factors that contribute to the lack of inclusive recreational opportunities since people with physical disabilities require separate recreation programs. People in the community may not have a good understanding or well informed about inclusion and what it means in terms of belonging and acceptance there is a misunderstanding surrounding the implementation of inclusivity (Fancourt *et al.*, 2021). These factors can often be the most challenging to address. Therefore, it is important to equip recreation service providers with the knowledge and all the requirements needed to offer creative inclusive recreation programs.

Recreation professionals in rural areas are typically generalists with limited training and exposure to inclusive recreation for people with disabilities (Townsend *et al.*, 2020). Though it may seem that these professionals show less initiative to address the needs of people with disabilities and include them in community programs, it is often a lack of training and awareness of these needs

that is the barrier (Murphy *et al.*, 2008; Martin & Shapiro, 2010; Piatt *et al.*, 2014; Rimmer & Rowland, 2008).

Low recreational activity levels for youth with disabilities can be attributed to the lack of awareness that sports are an option, lack of adapted equipment, high cost of programs (Piatt *et al.*, 2017). Lack of trained activity/sports professional's difficulty finding appropriate sports programs for functional and skill level, and lack of nearby facilities or program. People with physical disabilities do not participate in sports regularly, which could increase the chances of developing secondary health conditions (Diaz *et al.*, 2019). Therefore, knowledge about barriers to and facilitators of sports participation is needed.

2.6.5 LACK OF TRANSPORT

Transportation barriers refer to a lack of adequate transportation that interferes with a person's ability to be independent and function in society (Bezyak *et al.*, 2020). Lack of access or convenient transportation for people with physical disabilities is a major concern faced by people with disabilities (Bezyak *et al.*, 2020). This gap has been linked to a physical education and recreational activities shortage for all individuals as well as limited access to recreational activities. The common obstacles to the active participation of young people with physical disabilities in sports and physical activity are functional limitations and the lack of nearby facilities and programs (Nichols *et al.*, 2019). People with a disability have limited opportunities to participate in group physical activities by experiencing large socially segregated stereotypes and low performance (Carbone *et al.*, 2021).

2.7 IMPACT OF COVID-19 ON RECREATIONAL OPPORTUNITIES

According to Tison *et al.* (2020), the covid-19 pandemic has spread to almost all countries of the World. Social and physical distancing measures, lockdowns of businesses, schools, and overall social life, including sports and physical activity (Elliot *et al.*, 2021). This pandemic forced the world's population to move from its daily routines, including exercise habits. This has a physical and behavioural impact on all human beings, including people with physical disabilities. The global outbreak of covid-19 has resulted in the closure of gyms, stadiums, pools, and fitness studios (Tison *et al.*, 2020). People, including those with physical disabilities, cannot actively participate in regular individual or group sporting activities outside their homes during covid-19 (Kaynat *et al.*, 2021).

Recreational activity and exercise can be used as strategies to reduce depression and anxiety. Each day is a new opportunity to participate in recreational activities and exercise that can bring short- and long-term benefits for good health and independence (Hall & Lyneske, 2020). Life during the covid-19 lockdown has been difficult because people did not have freedom of movement, which is not good for their health. As a result, people have lost their lives due to chronic diseases such as high blood pressure (Durdová & Sekot, 2021). Lack of access to recreational activities and programs caused by covid-19 has mental health impacts, which can cause anxiety or stress experienced during isolation from normal social life. For people with physical disabilities, exercising at home did not work for them because of the limited space at home and lack of equipment (Khan *et al.*, 2020).

The online programs introduced to help people exercise in their respective homes did not accommodate young people with physical disabilities, and as a result, people with physical disabilities are at risk of chronic diseases (Kaynat *et al.*, 2021). According to Khan *et al.* (2020), covid-19 has been difficult for everyone, with changing routines and ways of living. There's no

doubt the pandemic has been hard on people around the world. Recreational activities improve mental well-being by reducing anxiety and depression. It has been shown to increase self-esteem and reduce social isolation. However, due to the spread of covid-19, people with physical disabilities could not participate in recreational activities of their choice during this pandemic, they could only participate in non-contact activities like table tennis and chess.

People with disability are more at risk of experiencing inequalities during recreational activities (Carmody *et al.*, 2020). The covid-19 hurt people with disability due to limited recreational activity. Therefore, there is a need for specific policy responses to help them maintain activity and exercise outdoors as well as indoors with others to reduce isolation. Kamyuka *et al.* (2020) indicate that policymakers, governing bodies, and disability forums are all trying their level best; however, at present, those measures are ineffective, and a collaborative approach will aid longer-term solutions. Social loneliness and isolation have a significant impact on the health and wellbeing of individuals; therefore, it is crucial to understand the impacts of self-isolation and shielding during covid-19 for people with disabilities to help those in policy and agency positions address these issues (Kamyuka *et al.*, 2020).

Covid-19 has not only forced service providers to think differently about recreation and parks, but also imposed a new lifestyle on participants. This adjusted lifestyle has reduced structured activities such as community sports, events, and travel. As a result, recreation activity (Toptaş-Demirci, 2019). has decreased, and the number of recreational options remains limited or unavailable to maintain social distance (Kantartzi & Karlis, 2020). The shockwaves of the covid-19 pandemic have been felt by a wide range of individuals and communities across the globe. The pandemic has not just affected elite sports clubs and events, its impacts have been felt severely in a range of connected commercial areas, including event management, recreational, and community sports

level. Therefore, the way people watched and participated in sports events and activities had to change significantly due to the pandemic (Skinner & Smith, 2021).

According to Arumugam *et al.* (2021), the covid-19 issue wreaked challenges on global sport in unexpected ways leading to the cancellation and postponement of many local and international sporting events. Like many sports organizations affected by the pandemic, participants also have been severely impacted due to the restrictions made by the government of South Africa and other countries across the globe to control the outbreak (Muhammed *et al.*, 2022). The participants had no choice but to focus on individualized home training due to the halt in professional and recreational sporting activities. It has significant physical and mental effects on people, including people with physical disabilities, changing their sleeping patterns, worsening nutrition, and depression (Randler *et al.*, 2020). Furthermore, covid-19 has prohibited sports organizers from conducting any sports events or training sessions for participants.

The sports industry has been heavily impacted and, in many ways, paralyzed by the pandemic. International, regional, and national sporting events have been cancelled or postponed (Muhammed *et al.*, 2022). In 2020 there were supposed to be the Olympics games in Tokyo were meant to be hosted, but however, due to the outbreak of covid-19, the event was postponed to July 2021. This shows that the whole preparations had to be put on hold, and people were forced to adjust to the regulations implemented.

Jones *et al.* (2021) stated that covid-19 was viewed as a barrier to recreational opportunities; recreational activities in society have grown over time, not only for individuals such as athletes but also for the general public's health. Malm *et al.* (2019) reported that people who participate in sports have a higher degree of recreation activity in everyday life, and the knowledge of diet, fitness, and health can be acquired through sports. People with physical disabilities are encouraged to be part

of regular mainstream recreational clubs in their communities to access coaches, sporting facilities, and social interactions (Meredith *et al.*, 2022). Stigma and stereotype that people in the community have about people with physical disabilities contribute to low participation because people living with disabilities find it difficult to enjoy themselves.

Meredith *et al.* (2022) state that in athletics, participants with poor balance or inability to stand on their own or for long may compete while sitting using a throwing frame; in wheelchair tennis, the ball may bounce twice. These will enhance the participation level of people with physical disabilities. Some of the sports more commonly available for people with physical disabilities are track and field, table tennis, wheelchair dance, chess, judo, swimming, wheelchair rugby and cycling, wheelchair basketball, and wheelchair tennis. These activities may need to be modified by changing the rules or changing the way it is done to enable a person with a physical disability to participate, however, as a rule; the adaptations are reduced to a minimum (Malm *et al.*, 2019).

According to Mulcahy *et al.* (2020), the outbreak caused by covid-19 led to the cancellation and postponement of many international and local recreational programs. Like many sports organizations are affected by the pandemic, participants also have been severely impacted due to the regulations implemented by the government to control the outbreak. Therefore, participants have no choice but to focus on individualized home training due to the halt in professional and recreational sporting activities. This becomes a challenge to people living with physical disabilities since they do not have personal trainers and they cannot train on their own at home.

During the movement, order control was implemented, and recreation programs were prohibited due to the involvement of large gatherings of participants and spectators. The sports commissioner's office also came out with circulars announcing the postponement of recreational events, both local and international (Daley *et al.*, 2020). Recreational activities at all levels have

been cancelled due to the outbreak of covid-19, as all sporting events require close contact between participants, coaches, and spectators, which allows recreational activities to become an easy vector for the transmission of the virus. Therefore, with the cancellation of many events, sports organizations have halted all sports-related activities such as events and training sessions, which subsequently, had negative impacts on the industry and participants. Davis *et al.* (2020), indicate that the suspension of competitions is a tragic loss that has caused them significant grief, frustration, and stress. Therefore, everyone in the sports industry must be more informed about how to reduce the risk of the virus transmission during major events, including athletes and sports organizers.

2.8 THEORETICAL FRAMEWORK

This study focused on one theoretical framework, the Social Model of disability. This model was developed by people with disabilities who identified and acted against disabled people's discrimination and exclusion in society. It outlines that people with impairments are disabled by barriers operating in a society that excludes and discriminates against them (Lawson & Priestley, 2016). The social model of disability has influenced public policy on disability issues that seek to change and challenge beliefs, attitudes, policies, and environments that have excluded people with disabilities (Davis *et al.*, 2020). The social model of disability can be used to draw attention to the barriers in society faced by people with physical disabilities. The identified barrier within society serves to ease the facilitation of social integration for people with physical disabilities (Lawson & Priestley, 2016).

The social model of disability sees disability as the attitudinal, physical, systemic, communication and technological barriers created by society. It does not deny the impact of an individual's disability; it does seek to put the responsibility on society to accommodate people with disability; instead of expecting the individual to accommodate society (Fennell, 2022). The social model of

disability further states that there are six different of barriers people with disability face (Lawson & Priestley, 2016). Therefore, barrier removal requires expertise, collaboration, advocacy and legal backing. Everyone can play a role in educating themselves about these barriers and learning how to create new pathways to ensure our society is accessible and inclusive.

The Social Model does not only identify society as the main cause of disability; it provides a way of explaining how society behaves towards people living with disabilities (Oliver, 2013). It also identifies barriers that people with disabilities are experiencing and how these barriers can be removed, minimized or countered by other forms of support. This model intends to reduce barriers to inclusion and disseminate to disability professionals (Lawson & Priestley, 2016). The Union of the Physically Impaired Against Segregation (UPIAS) indicated that people with physical disabilities were excluded from full participation in society (Barnes, 2012). Therefore, this model focus on promoting inclusion among people with disabilities.

The disability rights movement indicated that the “cure to the problem” faced by people living with disabilities lies within the reconstruction of society because they are failing to recognise the abilities of people with physical disabilities (Oliver, 2013). This is applicable to this study as it intends to promote inclusion and eradicate the barriers faced by people with physical disabilities.

The Social model argues that people are disabled by a society designed for people without disabilities without any consideration for persons with disabilities; hence it discriminates against them (Oliver, 2013). Societal attitudes and culture make it difficult for persons with disabilities as they are labelled as incapable, and nobody questions the societal barriers which hugely discriminate against them such barriers, being socially created, require social solutions.

According to Albert and Hurst (2004), the social model offers an analytical framework for understanding why and how discrimination occurs. Albert and Hurst (2004) further urge that from a human rights perspective of the social model, the continued exclusion of people with disabilities from mainstream services promotes discrimination, which is an ultimate violation of human rights; people with disabilities feel discouraged and isolated in society. Ellcessor (2010) emphasizes that the social model acknowledges the physical differences in individuals in society, even though individuals experience a disability in the context where society does not accommodate their needs. Ellcessor (2010) further indicates that conceptualizing disability in terms of rights helps formulate and structure legislation and policies that align with a rights-based approach to disability and promote inclusion. This approach can help address accessibility requirements for young people with disabilities.

According to Croft (2010), the social model helps governments to formulate and amend policies that focus on removing barriers that hinder people with disabilities from participating fully in society. By looking at people with disabilities as valuable members of society, the social model of disability views them as capable of making meaningful contributions to social and economic development furthermore, the Social model of disability accepts that society is responsible for imposing cultural, structural and attitudinal barriers that hinder them from realising their full potential (Lawson & Beckett, 2021). Therefore, this model promotes equal rights and opportunities for people with disabilities regarding access to such public services as education, health, employment, and others (Babalola & Haliso, 2011). The strength of the social model lies in its focus on removing barriers in society that prevent access to services by people with disabilities.

Babalola and Haliso (2011) argued that this model sees the individual as interacting with their environment and, importantly, disability as interacting with one another on a continuum. It has also been influential in producing anti-discrimination legislation in the form of various disability discrimination acts worldwide. Within the context of sport, physical activity and leisure studies, the social model has been drawn to explain and understand disability. Smith and Bundon (2018) highlighted that many of the athletes they interviewed drew on social model understandings of disability and commented on various externally imposed barriers, be they environmental restrictions or those brought about by prejudice that served to shape their sports experiences. Moreover, Sparkes (2012) notes that the ideas of supporting the social model had been evoked to explain limited participation rates in sports for people with disabilities sports at communities and recreational facilities.

2.9 SUMMARY OF THE CHAPTER

This chapter reviewed different literatures from local, National and International. Importance of recreational opportunities, benefits of recreational activities, adaptive recreational programs and preference, inclusion, recreational barriers faced by people with disabilities, and impact of Covid-19 on recreational provision were discussed. Literature review about Sports and Recreation South Africa and National Sports were also reviewed as its emphasis on the provision of recreational opportunities that will accommodate every individual irrespective of age, gender, race and disabilities. Moreover, the literatures show that recreational activities do not only benefits people with disabilities but the community member's benefit from recreational opportunities. This study also included Social Model of Disability framework. The next chapter discusses research methodology employed in this study.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The previous chapter outlined the literature and theoretical framework that guide this study. The study used qualitative methods to explore recreational opportunities for young people with physical disabilities from the interpretive paradigm.

3.2 RESEARCH DESIGN

The goals of qualitative research are to develop a narrative or theory through purposive sampling methods to describe a phenomenon of interest and generate higher levels of abstraction about that phenomenon (Carminati, 2018). The interpretive paradigm is concerned with understanding the world as it is from participant's experience. It focuses on how knowledge about participants and cultures is generated (Angen, 2000). This framework provides a strategic and collaborative approach, enabling more sports and active recreational opportunities available to people of all abilities. Therefore, it is applicable in this study as it intends to understand recreational opportunities for young people with physical disabilities.

A qualitative descriptive exploratory design was used in this study. Exploratory design seeks to provide explanations from based on participants' lived experiences. This helped a the researcher to gain new insight, discover new ideas and increasing knowledge of the phenomenon (Tolley *et al.*, 2016). Semi-structured, face-to face interviews was used as the primary source for data collection in this study. An interpretive paradigm to explore the participants experience was also used for this study.

3.3 RESEARCH SETTING

Phalaborwa is a town in the Mopani District of Limpopo province, South Africa. It has a population of 13, 108 and consists of urban and rural areas. Nine recreation facilities in Phalaborwa provide recreational opportunities for persons with disabilities. These facilities are situated in Phalaborwa, Namakgale and Lulekani. Recreation facilities managed by the Ba-Phalaborwa local municipality was included in this study. These facilities have a room and office spaces where face-to-face interviews could be safely conducted following covid-19 protocols. Alternatively, interviews were conducted at a place convenient for the participants, online platform was also used for participants who could not attend face to face interview.

3.4 SAMPLE AND SAMPLING TECHNIQUE

The total number of people living with physical disabilities is 125 registered under the identified centers for people with disabilities. Purposive sampling was used in this study to select participants. According to Mweshi *et al.*, (2020), purposive sampling is a non-probability sample used to select participants based on population characteristics and objectives of the study. Therefore, five recreational providers as key informants were purposefully selected from Ba- Phalaborwa municipality. Additionally, twelve young people with physical disabilities aged 18-35 years was were purposefully sampled and recruited from identified centers for people living with disabilities in Phalaborwa.

3.5 INCLUSION CRITERIA

Participants in this study were registered under one of the centers for people with physical disabilities in Phalaborwa who were 18-35 years old. Only young people living with physical disabilities formed form part of this study and people who could speak and be able to comprehend

information independently. Five recreational providers from Ba-Phalaborwa municipality were also part of this study.

3.6 EXCLUSION CRITERIA

The study excluded people who are not registered with one of the centers for people living with disabilities, who are children/teenagers and who have additional disabilities.

3.7 RESEARCH INSTRUMENTS

Recreation facilities managed by the Ba-Phalaborwa local municipality were included in this study. These facilities have room and office spaces where face-to-face interviews were safely conducted following covid-19 protocols. Alternatively, interviews were conducted at a place convenient for the participants; the online platform was also used for participants who could not attend face-to-face interviews. Semi-structured questions using face-to-face interviews were the primary source for data collection in this study. Semi-structured interviews were conducted making use of an interview schedule to collect data. There was an interview guide for the young people with disabilities and one for the key informants – translated into Xitsonga language which is a dominant language in Phalaborwa.

It was effective as it allowed the researcher to collect open-ended data, to explore participant's thoughts, feelings, and experiences and believes beliefs related to the topic of interest (McIntosh & Morse, 2015). Interview questions for key informants included: (a) What does recreation opportunities mean to you as a recreation provider? (b) To what extent are recreational opportunities provided for young people with physical disabilities the challenges you encounter since they need special attention? (c) To what extent do recreational facilities accessible to people with physical disabilities? Interview questions for young people with physical disabilities included:

(a) What does recreational opportunities mean to you? (b) What recreational opportunities exist for you in your area? (c) Tell me about your recreational program preference.

3.8 DATA COLLECTION PROCEDURE

After ethical approval was obtained from the University of Western Cape Human Social Science Research Ethics Committee (HS21/7/38) to conduct this study and approval from Ba-Phalaborwa Municipality, a researcher made an appointment with the centers for people living with disabilities in Phalaborwa. An invitation letter was sent via email to centers for people living with physical disabilities and Ba-Phalaborwa local municipality to inform them about the purpose of the study. Each recruited participant signed an informed consent 24-48 hours before data collection. The researcher scheduled time for the interview at a convenient time for the participants. Participating in this study was on a voluntary basis voluntarily and the purpose of the study was clearly explained to participants.

The covid-19 measures were always maintained; the researcher made sure that all participants put on their masks, maintained social distancing and sanitizing. For participants who could not attend face-to face interviews due to covid-19, an online interview was offered to them on at their convenience. For interviews with the experts, four interviews were conducted face-to-face, and one online interview (online interview was conducted via zoom). All 12 interviews with young people with physical disabilities were conducted face-to-face. The minimum amount for the interviews were 30-50 minutes. With the consent of the participants, the interviews were audio- recorded, whereby the researcher asked the participants to mute their cameras during an interview. The interviews with the experts were used to get perspectives as service providers.

3.9 DATA ANALYSIS

Data for the study were audio recorded and then transcribed verbatim. Thematic analysis was used to analyse data. According to Virginia and Victoria (2006), thematic analysis is a method of analysing, identifying and reporting patterns within the data, which includes organizing and describing the data set in a rich and detailed way and interpreting various aspects of the research topic. Moreover, Rapley (2011) suggests noting initial themes and concepts, identifying sub-themes, applying a thematic framework to the themes, and making meaning of the themes by creating thematic charts. To analyse data in this phase, open coding was used to analyse transcribed data using atlas ti.9 software programme. Broad topics and themes were as identified from each interview transcript, and thereafter cross-coding occurred across all the interviews. Discussions with the study supervisors were made regarding data analysis and emerging themes, and a consensus was made regarding the themes and sub-themes, this which contributed to the study's trustworthiness of the study.

3.10 TRUSTWORTHINESS

Trustworthiness refers to the degree to which qualitative research reflects through its design and report participant perspectives and context under investigation to ensure the quality of a study (Denzin & Lincoln, 2018; Lincoln & Guba, 1985). According to Moccozet *et al.* (2005), trustworthiness provides evidence or rigour for readers to read the outcomes. Credibility refers to the confidence in how well data address the intended focus (Polit & Beck, 2012). The strategy for achieving trustworthiness and credibility for this study included: credibility, transferability, dependability, triangulation of data and member checks. Triangulation was achieved by examining participant's' experiences from a different point of views. The researcher compared the findings with the literature review of the study to support the findings obtained from the study.

3.10.1 TRIANGULATION

Triangulation is a technique used to analyse the results of the same study using different data collection methods (D'Michelle & DuPre, 2013). The researcher conducted members' checking with the participants. After individual interviews were completed and transcribed, a research report was submitted to centers for people with disabilities and recreation providers under Ba-Phalaborwa municipality to ensure that the information provided was accurate initially obtained. The researcher gave back the transcribed data to the participants to check the accuracy of the information provided.

3.10.2 TRANSFERABILITY

According to Lincoln and Guba (1985), transferability is established by providing readers with evidence that the research study's report could apply to other contexts, situations, times and populations. To achieve transferability. The researcher ensured that the methods used are were understandable. The researcher ensured that the findings are clear and linked to the conclusions in a way that can be followed.

3.10.3 DEPENDABILITY

Dependability refers to data stability over time and under different conditions (Moretti *et al.*, 2011). To achieve dependability, the researcher ensured that each process in this study is reported in more detail to allow an external researcher to repeat the inquiry to get the same findings.

3.11 ETHICS CONSIDERATIONS

Research ethics refers to a set of principles that guide a researcher about designs and practices, and involves the application of all fundamental ethical principles to research activities. These principles include voluntary participation, informed consent, anonymity, potential harm and confidentiality (Sivasubramaniam *et al.*, 2021). In this study, Ethics considerations were sought from the University of Western Cape via the Human Social Science Research Ethics Committee (HS21/7/38) to conduct this study as well as the Ba- Phalaborwa municipality and centers for people living with disabilities.

Participants were informed about the purpose of the study. Information sheet, permission letter and informed consent were translated into Xitsonga for those who do not understand English; before the interviews, participants were informed that their participation in the study is voluntary, and that they are free to withdraw at any time without prejudice. The anonymity of the participants was always maintained by not using participant's real names to protect their identity. Transcripts and audio tapes were kept safe by the researcher and supervisors in an encrypted file that is password protected.

The data will be deleted after five years of completion of the study. This study does not intend to cause any harm to participants. There were no risks experienced in this research study. Possible unexpected risks of an emotional and psychological nature may include feeling self-conscious, embarrassed, or anxious due to fears of possible negative outcomes. Where necessary, an appropriate referral will be facilitated to a suitable professional for further assistance or intervention should they be a problem.

3.12 SUMMARY OF THE CHAPTER

In this chapter, the research used quantitative approach and exploratory-descriptive design. This helped a researcher to gain new insight, discover new ideas and increasing knowledge of the phenomenon. Semi-structured, face-to face interviews was used as the primary source for data collection in this study. Five recreational providers as key informants were purposefully selected from Ba- Phalaborwa municipality. Additionally, twelve young people with physical disabilities aged 18-35 years was were purposefully sampled from identified centers for people living with disabilities in Phalaborwa. This chapter also included the instruments used for data collection, the procedure of data collection and data analysis. Ethical approval was obtained from the University of Western Cape Human Social Science Research Ethics Committee (HS21/7/38) to conduct this study and all protocols were followed before data collection and during data collection. The next chapter focus on data presentation and discussion.



CHAPTER 4

RESULTS AND DISCUSSION

4.1 INTRODUCTION

The previous chapter dealt with research method, outlining the procedures for data collection and ethical considerations. This chapter presents a detailed overview of qualitative the results obtained during the interview.

4.2 OVERVIEW

It also focused on the interpretation of findings that originated from the semi- structured interviews. The findings below have been presented using qualitative approach. The presentations of responses from participants and key informants explain their perceptions and experience regarding recreational opportunities. The data was collected from twelve young people living with physical disabilities in Phalaborwa and five recreation providers. Qualitative data collected were analysed using themes emanated from the three research questions that guided the study. The data collected from the interviews were transcribed verbatim for analysis purposes.

This study was guided by the following objectives:

- To explore and describe availability of recreational opportunities for young people living with physical disabilities in Phalaborwa.
- To explore and describe recreational preferences for young people living with physical disabilities

- To explore and describe the barriers encountered for by young with physical disabilities to participate in recreation opportunities

A total number of 12 young people, both female and males, and five recreation providers were interviewed face-to-face and online for those who could not attend face-to face due to covid-19 regulations until data saturation were reached. Verbatim quotations were also used in presentation of results to strengthen the qualitative results.

4.3 DEMOGRAPHIC INFORMATION OF THE KEY INFORMANTS' PARTICIPANTS

A total number of 5 recreational experts were interviewed using semi-structured interview, the demographic profile of the participants is presented below (4.2.1), which comprised of gender, occupation and pseudonym to protect their identity.

4.3.1 TABLE 4.1: PROFILE OF THE RECREATION EXPERTS (KEY INFORMANTS)

Pseudonym	Gender	Occupation
Expect 1	Female	Sport promotion officer
Expect 2	Female	Director of sport and recreation
Expect 3	Male	Sport promotion officer
Expect 4	Male	Sport promotion officer
Expect 5	Male	Recreation officer

4.4

SUMMARY OF THE FINDINGS FROM KEY INFORMANTS

THEMES	SUB-THEMES	QUOTES
Theme 1 Recreational opportunities	Challenges faced by recreation providers	<i>“Recreational opportunities mean taking them out from the backyard and show them that they are like any other person with got no disabilities. And that will then open for them to accept themselves as human beings and that will also give them an opportunity to realise that even if they are disabled, they are still capable of doing any other thing” (Expect 3)</i>
	Inclusion	<i>“For participants who are using wheelchairs, we adjust tables according to their height and they have light rackets” (Expect 2).</i>
	Perceptions of recreational opportunities	<i>“Recreational opportunities are more of a not limited to activities but any platform that can allow an individual to express him or herself physically, emotionally and have more of a benefit to that individual either through socially or physiological benefits” (Expect 4).</i>
	Provision of recreational activities	<i>“The activities are offered at a particular time or space and these time and space should be known that it is meant for people with physical disability, but there is still a room for improvement because it will be good to see almost each and individual living with disabilities being actively involved in different recreational sports so to say, but there is a room for improvement I am happy with the involvement” (Expect 4).</i>
	Types of recreational activities	<i>“We have goalball wheelchair tennis, paravolley, wheelchair basketball and table tennis” (Expect 2).</i>
Theme 2 Recreation provider	Duties of a recreation provider	<i>“As a recreation provider, my role is to arrange tournaments, plan the recreational activities and after that we also write reports to the National department so that they know what we are doing in the provincial level” (Expect 5)</i>
	Accessibility to recreational facilities	<i>“Some of the facilities do have ramps but some do not have. Usually when we host an event of people living with physical disabilities, we try to look for facility which will be accessible and have ramps” (Expect 2)</i>
	Availability of recreational facilities	<i>“In Phalaborwa we have one in Namakgale which was done by the Foskor mine, we have another one at Lulekani and another one in Town. Next to these facilities there are centers for people with disabilities” (Expect 3).</i>
Theme 3 Recommendation	Recommendation for recreational provision	<i>“we have to do road show for these people to know in all areas and fo3r us to have a road show we need a budget because giving them a social grant without checking on their daily routines is also a problem. Another thing is that we have to expose these people to new environment because most of them are still locked at home” (Expect 3).</i>

THEME 1: RECREATIONAL OPPORTUNITIES

Recreational providers face various issues, making it hard for them to provide recreational programs and services effectively. Fougeyrollas (2010) argued that providing recreational opportunities for people living with physical disabilities is a challenging and demanding task for service providers. People living with physical disabilities do not fully participate in recreational activities due to barriers such as inaccessible environments, lack of access to information about recreational opportunities and discriminating attitudes. In this 4.3.1 theme, participants report about the recreational opportunities available to people with disabilities. This is based on their perceptions as service providers.

SUB-THEME: CHALLENGES FACED BY RECREATION PROVIDERS

The top challenge highlighted by recreation providers in providing offering recreational programs for people with disabilities was the issue of limited funds and equipment to host recreational programs and adaptive equipment. An additional challenge mentioned by participants was the lack of support from parents and family whereby parents deny their children an opportunity to participate in recreational activities because they believe that their children are not capable, and they might get hurt during participation, one of the recreation providers noted:

“I am not happy about the recreational participation of people living with disabilities because the number keeps on decreasing every day; majority of people living with physical disabilities are not willing to participate in sports and recreation, and some they do not have information about the benefits they will acquire through recreational activities hence others they are not interested” (Expect 2).

“We once had a challenged whereby some of the participants could not access the facility because there were no ramps for wheelchair users. The participants had to stay outside which demotivated other participants to do their level best” (Expect 3).

The responded findings show that recreational providers encounter challenges during the provision of recreational activities. The results in this subtheme serves as an indication shows that we cannot talk about recreational participation if the facility is not accessible to everyone.

SUB-THEME: INCLUSION

Inclusive recreational activities and recreation providers need to be qualified and committed; recreational activities need to be organised regularly to meet the needs of the participants. Therefore, it is important to note that when we design environments for people with disabilities we are often designing for everyone. Below are the comments the key informants have highlighted:

“We have what we call goal ball, it is an indoor activity, and it is played by people who cannot see. Therefore, what we do to promote inclusion, we put a cloth on the eyes of the participants who can see but have a physical disability so that they do not see where the ball is goal. What happens in goal ball is that the ball has a sound; the participants follow the sound where it is going since they cannot see the ball. This ensures a fair play and eradicates discrimination” (Expect 2).

“Recreational activity provided for people living with disabilities is Para volley, it is like a volley, but it is different because it is meant for people who are physically challenged, who have got, one limp, wheelchair users” (Expect 4).

Other participants indicated that:

“Four players play goal ball at a time, two on the other goal post and two on another one goal post. Therefore, we make use of a ball which is a 5-size ball, but it is having has a ring inside, so the way is being played is a matter of rolling it on the surface that is going to the other goal post, so when it gets is inside the post, we count it as a goal” (Expect 4).

The results show that inclusive recreation practices are of the most recognized means of providing recreational opportunities for youth people with disabilities. However, without support from the

parents and community, inclusive recreation can be difficult to achieve. Everyone is entitled to equal access to those benefits through the provision of inclusive recreation programs considering the needs of people with disability in the design of all policies, programs, services, facilities, and environments will make participation in sports and active recreation more inclusive and attractive for everyone.

SUB-THEME: PERCEPTION OF RECREATIONAL OPPORTUNITIES

According to Toptaş-Demirci (2019) a few decades ago, people with physical disabilities had limited recreational opportunities due to physical barriers like the absence of wheelchair ramps to recreation buildings and discriminatory attitudes in our society. The participants shared the following comments:

“As a recreation provider, when we talk about recreation opportunities, we are talking about recreational activities that are provided to the communities and the people that need to be engaged into these recreational opportunities, mostly when people hear recreational opportunities, they use it together with sports activities, so these are the same” (Expect 5).

“Recreational opportunities mean taking them out from the backyard and show them that they are like any other person with got no disabilities. And that will then open for them to accept themselves as human beings and that will also give them an opportunity to realise that even if they are disabled, they are still capable of doing any other things” (Expect 3).

“Recreation opportunities are more of a not limited to activities but any platform that can allow an individual to express him or herself physically, emotionally and have more of a benefit to that individual either through socially or physiological benefits. Social as part of integration to the communities and physically as a way of improving the health and well-being more importantly the psychological part and the physiological part” (Expect 4).

The results in this subtheme provides a perception of how recreation service providers perceive recreational opportunities. This would imply that as service providers, the onus is on them to offer such opportunities to the beneficiaries. This means that the space used for recreation programs must be accessible to all individuals to meet their needs.

SUB-THEME: OF RECREATIONAL PROVISION

Recreation providers are primarily responsible for ensuring that young people with physical disabilities have opportunities to participate in recreation programs of their choice. However, for these programs to be effective and efficient, they must ensure that the facilities are accessible for to everyone. The participants commented:

“I will say yes though there is still a room for improvement because it will be good to see almost each and individual living with disabilities being actively involved in different recreational sports so to say, but there is a room for improvement. I am happy with the involvement” (Expect 4).

From the above-mentioned comments, it is evident that recreational expects are unable to give their best because of these challenges they are facing, which makes it difficult for them to provide adequate services. The expects responded that there is still a need to improve when it comes to recreational provision for people with physical disabilities because some facilities are not accommodative to everyone. As a result, some of the participants are left behind, which is not good. They responded that they wished to see all individuals with physical disabilities participate in recreational activities of their choice.

SUB-THEME: RECREATIONAL ACTIVITIES

The current subtheme report about the recreational activities offered by service providers in communities and in organizations. Recreational activities reported include: goalball, basketball, wheelchair tennis and para- volley. Below are the comments made by experts:

“With participants who cannot see we start with them playing goal ball, when they play, they listen to the sound of the ball rolling down and catch it. It starts as a recreation and at the end it becomes competitive. And then with the physical disabled participants, there is sitting volleyball, they play while seated, most of them do not have both legs, some they have 1 and so on” (Expect 3).

“We have swimming, wheelchair tennis, wheelchair basketball and table tennis. For participants who are using wheelchairs, we adjust tables according to their height and they have light rackets” (Expect 2).

This study's findings show that different types of recreational activities are provided for people with physical disabilities. The results in this subtheme provide an overview of the types of activities offered in recreational facilities for people with disabilities. It is an encouraging to note the variety of activities available and offered to people with disabilities.

THEME 2: RECREATION PROVIDER

Recreation providers plan the events and ensure that they recruit athletes to the team or the programs that they must implement. Hadley and Goggin (2019) assert that recreational providers organise and plan recreational projects and campaign to get more people with disabilities involved. They work towards making recreational activities more accessible to everyone and aim to get people living a healthier lifestyle to avoid chronic diseases. The current theme provides opportunities to understand how recreation providers perceive their roles in providing recreation to people with disabilities.

SUB-THEME: DUTIES OF THE RECREATION PROVIDER

Recreation providers are responsible to offer services to people who uses their facilities. Their duties can differ depending on the mandate and on the sector in which they operate in e.g. private vs. public service providers. The participants shared the following sentiments:

“As a recreation provider, my role is to arrange tournaments, plan the recreational activities and then write reports to the National department so that they know what we are doing at the municipal and provincial level. Basically, what we do is to plan, deliver and support the clubs/centers” (Expect 5).

“I am coordinating activities for people living with physical disabilities, in this sense, you will realise that in the past or during apartheid, these who are living with disabilities were not playing any formal sports. What we now do is that we encourage them with the little sports that they can play, we make it recreational and then formalise it to be competitive” (Expect 3).

“Well, my main responsibility is to deliver programmes such as activities wherein different population groups come together and play for fun, for enjoyment as a way of formulating meaningful lifestyle and social relationships” (Expect 4).

The results show that recreation participation cannot occur without recreation providers; therefore, recreation providers must ensure that people with physical disabilities are included in their programs. This shows that recreational opportunities should be available to all individuals irrespective of gender or any kind of disabilities.

SUB-THEME: ACCESSIBILITY OF RECREATIONAL FACILITIES

Participating in recreational activities can be impossible without adaptive equipment and accessible programs. Many buildings, especially older ones, were designed with non- disabled people in mind that is why they are not user-friendly to people with physical disabilities. The participants highlighted that:

“The facilities are more adaptable for these groups, for wheelchair tennis and basketball they are making use of wheelchair, so the facilities are more conducive. So, for goal ball it is a smooth surface; it does not refer the wheelchairs it is just a matter of having more of must be adaptable to the playing facility. So, all of them are conducive” (Expect 4).

“In accordance with departmental norms, we do not have our own facilities, so we outsource the facility from local municipalities like, we are to host a Para volley tournament, we will look for a hall which will also cater for wheelchair users, we make sure that everything is in order, make sure that wheelchair ramps are accessible so that the participants can easily access the hall freely” (Expect 5).

“With regards to the number of facilities I cannot be sure about the number because we use facilities from local municipalities. Our Department (Sport, Arts and Culture) only provide recreational services. So far, we have used several facilities from different Local Municipalities which caters indoor programs and outdoor programs” (Expect 2).

“There is a multi-purpose centre which multi-purpose centre consists of four courts for wheelchair tennis and wheelchair basketball, and one indoor play space is used for gaol ball. There is one facility at Namakgale which was built by the Foskor mine, there’s another one at Lulekani and one in Phalaborwa town. Next to these facilities there are also disability centers” (Expect 3).

The participants indicated that there are facilities in their area with ramps to assist people living with physical disabilities to access the recreational facilities easily. However, this is a concern as the service providers need to outsource these facilities which means such facilities are only available during tournaments. Lack of accessibility remains one major reason as to why some of the people living with disabilities have lower activity. Moreover, access to youth recreation programs and opportunities is important for communities to provide recreational activity and enhance social belonging.

THEME 3: RECOMMENDATION

In this theme, possible recommendations are reported by the recreation service providers. These recommendations are subjective and may not be applicable to any circumstance, and caution may need to be taken when implementing them. Devine (2022) asserts that in order to change the perception about recreational activities for people with disabilities, the topic must receive enough attention through media platform so that people can get information because lack of information only nurtures this misconception and stigma.

SUB-THEME: RECOMMENDATION FOR RECREATIONAL OPPORTUNITIES

Educating people about the benefits of participating in recreational activities will enhance the level of participation among people living with physical disabilities. The participants shared the following comments:

“It is very important to educate the caregivers about the availability of recreational programs for people with disabilities. This education needs to start from households’ level where these players participants are staying up until it goes to the play space or the court because they need to be well integrated in the community and in the household to show that they are accepted” (Expect 4).

Other participants highlighted that:

“Another thing is that we have to expose these people to new environment because most of them are still locked at home. What we must put in mind as recreation officers and community members is; that people with physical disabilities should be treated like everyone; they must not feel side-lined because of their condition. There should be a development of more suited programs for people with disabilities and we need to encourage people with disabilities to participate in sports” (Expect 3)

Other participants shared the following sentiments:

“it is very important to educate the caregivers because caregiving does not necessarily start at the play facility, it starts at home where these people are staying, so this education needs to start from households’ level where these players are staying up until it goes to the play space or the court” (Expect 4).

“I believe that the government should be in a position to provide equipment to centers for people with disabilities and other institutions for people with disabilities. The National government should also develop a strategy when they draft sports policy that will cater to people living with disability” (Expect 2).

“The Department of Sport, Arts and Culture should deploy people who will monitor recreational programs in different communities; this can be done through electing representatives in the community” (Expect 2).

The findings revealed that awareness campaign should be done regularly to motivate people with disabilities to take part in sports and the community as a whole people there are still parents who deny their children to participate in sports. There is a genuine need for recreational providers to assess and re-evaluate how recreational programs for people with physical disabilities and experiences are made available in rural communities.

4.5 DEMOGRAPHIC PROFILE FOR YOUNG PEOPLE WITH PHYSICAL DISABILITIES

In this study, the researcher used semi-structured interviews to collect data; the demographic profile of youth with physical disability is presented below (4.2), which comprised of gender, language, race, age and pseudonym as mentioned previously that a researcher will not disclose the names of the participants to protect their identity.

4.5.1 TABLE 4.3: DEMOGRAPHIC PROFILE FOR YOUNG PEOPLE WITH PHYSICAL DISABILITIES.

Pseudonym	Gender	Language	Race	Age
Participant 1	Female	African	African	19
Participant 2	Female	Xitsonga	African	22
Participant 3	Female	Xitsonga	African	18
Participant 4	Female	Xitsonga	African	26
Participant 5	Female	Xitsonga	African	31
Participant 6	Female	Xitsonga	African	30
Participant 7	Male	Xitsonga	African	24
Participant 8	Male	Xitsonga	African	19
Participant 9	Male	Xitsonga	African	18
Participant 10	Male	Xitsonga	African	25
Participant 11	Male	Xitsonga	African	30
Participant 12	Male	Xitsonga	African	20

4.5.2 TABLE 4.4 SUMMARY OF THE FINDINGS THEMES AND SUBTHEMES FROM YOUNG PEOPLE WITH PHYSICAL DISABILITIES

THEMES	SUB-THEMES	QUOTES
Theme 1 Challenges people with disabilities encounter	challenges during recreational participation	<i>“When it comes to accessibility it is a problem to me because I love watching soccer and basketball, but I am unable to attend the events because the stadium is non-inclusive, there are no ramps for wheelchair users therefore, it is difficult for me to access the stadium, The stadium also lacks paving for wheelchair movement so I cannot go there because it is not safe for me” (Participant 9).</i>
	Societal challenges towards participation	<i>“Bullying is one of the challenges that I encounter every day whereby people have normalized it to a point that they call me names. When it is time to play they only include me if there is no person without disability” (Participant 8).</i>
Theme 2 Recreation in action	Perception of recreational opportunities	<i>“Recreational opportunities refer to any activities that one can participate during leisure time” (Participant 7).</i>
	Preferred recreational activity	<i>“I have a passion for soccer and wheelchair basketball (Participant 12).</i>
Theme 3 Opportunities for recreational participation	Accessibility of recreational facilities	<i>“When it comes to accessibility it is also a problem to me because I love watching soccer and basketball, but I am unable to attend the events because the stadium is non-inclusive, there are no ramps for wheelchair users therefore, it is difficult for me to access the stadium, The stadium also lacks paving for wheelchair movement so I cannot go there because it is not safe for me “(Participant 9).</i>
	Availability of recreational activity	<i>“The activities provided includes, chess, table tennis, wheelchair basketball, goalball, para volley and soccer “(Participant 1).</i>
	Recommendations for recreational opportunities	<i>“Wellness campaign is the solution, people must be educated about recreational activities for us people with disabilities, educating them will reduce discrimination and promote inclusion. The facilities must be renovated to</i>

		<p><i>accommodate people with disabilities because most of them are not accessible” (Participant 1).</i></p>
--	--	--

THEME 1: CHALLENGES PEOPLE WITH DISABILITIES ENCOUNTER

People with disabilities encounter challenges which makes it difficult for them to recreation activities are not always accessible for these people with disabilities. Kachhwaha *et al.*(2018) argue that accessibility plays a crucial role in the daily activities because accessible recreation facilitates determine the participation level of people who are living with physical disabilities especially the wheelchair users. All young people are equal and have the same rights, it does not matter what they look like where they live or whether they are rich they have a normal life. This theme report based on the affected people who utilizes the recreational facilities. These challenges prevent them from participating in recreational activities or rob them of the opportunity to reach their highest potential, make the experience of people with disabilities much more emotionally draining.

SUB-THEME: CHALLENGES DURING RECREATIONAL PARTICIPATION

Lack of recreation programs for people with disabilities is a major concern which needs to be taken in to account because it is demotivating to go to training without a coach and tournaments. Additional challenges include, perceptual barriers, media, and equipment. This perception alone has a major negative impact on how successful a prospective disabled athlete may ever become. The participants shared the following experience:

“I experienced behavioural difficulties from my chess mates. These attitudes stem from the misinformation that has grown into a stigma in the community. There are days when I did not have a challenger to play chess with. These I can say are psychological barriers to participation in sport” (Participant 3).

“I have a challenge when it comes to recreational events because they are not accommodative to us people with physical disabilities including myself. So, most of the activities provided do not cater for me. I used to play soccer, but I had to quit because it is a contact sport which needs someone who can react fast, I always got discouraged because I was failing to keep up with the pace of other teammates and they were impatient with” (Participant 1).

“The challenge we face is that we are marginalized from these activities because of our disability and as such we feel left out, we only see people without disability participating. Most of them the community initiated them for themselves where they buy their own equipment. However, when local municipality makes recreational programs available for the community, they do not include people living with physical disabilities. They always overlooked the need to involve persons with disability in sport as we are deemed unfit to participate due to our physical ailments” (Participant 5).

Physical activity participation is important for optimal health outcomes for everyone, including young people and adults with lifelong physical disabilities. However, participation rates for individuals with disabilities are low for all age groups, particularly in adolescence. Most people with physical disabilities do not meet recreational activity recommendations and are subsequently at higher risk of developing secondary comorbidities such as cardiovascular disease and obesity. The results in this subtheme records that various challenges confront people with physical disabilities in their communities. This result in them being marginalized and side-lined because of the effects of marginalization. Participation of people with disabilities people in recreational activity is partly determined by environmental factors, including the physical and social environment.

SUB-THEME: SOCIETAL CHALLENGES TOWARDS PARTICIPATION

People with disabilities are at risk of developing chronic diseases linked to physical inactivity such as obesity and cardiovascular disease due to their low levels of engagement in recreational activities. Participants commented by saying:

“I have noticed that whenever I try to play with other people who don’t have disabilities, they are not considerate of my abilities and limitations. They expect me to move as they do and have the same speed and strength as they do. Sometimes I would tell them, but I wish there was a way people just understood and I didn’t have to explain anything to anyone because it is a bit embarrassing” (Participant 1).

“The environment where we live is not conducive for sport this occurs as there are no sporting grounds. The other challenge is that we do not have funding which is allocated to enable equipment as far as equipment are the main concerned because as people living with physical disabilities, we cannot use the same require adapted equipment’s with which are slightly different to people living without disabilities because of our abilities. Therefore, we are unable to participate in recreational activities like other people living without disabilities” (Participant 6).

The results demonstrate that people living with physical disabilities are not fully participating in recreational activities due to social stereotypes. These attitudinal barriers in communities contribute to lack of awareness of available programs and opportunities for people living with disabilities.

THEME 2: RECREATION IN ACTION

According to Marion *et al.* (2020) recreational activities refer to any physical activity that takes place during leisure time or regular basis and aim to improve physical fitness, socialization and provide people with enjoyment and fun, it promotes social cohesion between people. Recreational opportunities help to develop positive moods, improve social development and reduce high rate of

chronic diseases. It is believed that recreational opportunities promote communication and social well-being of people living with disabilities. The current theme report on various methods in which recreation is experienced by people with disabilities in this study.

SUB- THEMES: PERCEPTIONS OF RECREATIONAL OPPORTUNITIES

This sub-theme reports how people with physical disabilities perceive recreational opportunities. This is based on what is available to them in their areas of residence and other institutions where they spend their time. Participating in recreational activities has been viewed as an important factor for health and general well-being of every individual including individuals living with disabilities, Recreational opportunities help to develop positive moods, improve social development and reduce high rate of chronic diseases. Below is the comment shared by the participants:

“Recreational opportunities according to my understanding refer to any activities that are available for people living with physical disabilities. These activities should be accommodative to every person living with physical disabilities because being given these opportunities we are able to express ourselves in any recreational activities of our choice. Having physical disabilities does not mean that we cannot participate in sports the difference is that we do it differently since the abilities and capabilities are not the same”
(Participant 1).

“Recreational activities are any form of exercise which improve one’s physical fitness, psychological and social...” **(Participant 8).**

“Recreational opportunities refer to any sports given to disabled people or abled body in our community. Recreational opportunities mean offering adaptive programs, conducive recreational facilities, and assistive devices to people with special needs” **(Participant 12).**

The findings of this study indicate that recreational opportunities are a major component of an individual’s life. Meaning that there is a genuine need for recreation providers to assess and re-

evaluate how services and experiences are made available for people living with disabilities. Recreational activities and opportunities help to improve and maintain physical and psychological health.

SUB-THEME: PREFERRED RECREATIONAL ACTIVITY

Without opportunities to participate in recreation activities ‘people are unable to explore their social, intellectual, emotional, communicative, and physical potential and are less able to grow as individuals, that is why they end up not participating as expected. Participant commented saying:

“I used play wheelchair tennis but now I am not participating in any sporting code due to my health status and to think that I am not given attention it discourages me” (Participant 1).

“There is no activity that I am currently involved in although I wish to play basketball if ever the opportunity arises, I would really love to pursue the passion I have in basketball” (Participant 5).

“I am very keen in participating in soccer. If the opportunity a rise, I would love to take part. I am a big fan of soccer, as soccer formed part of our culture in the local community; it has unified people from all walks of life” (Participant 10).

Another participant reported a different perception stating that:

“Well, I am not aware if there are recreational activities available for people with physical disabilities, I only know of the people without disabilities. Therefore, those who want to play they participate with abled body which is soccer, netball, tennis and chess” (Participant 8).

“I am very keen in participating in soccer. If the opportunity a rise, I would love to take part. I am a big fan of soccer, as soccer formed part of our culture in the local community; it has unified people from all walks of life” (Participant 10).

Participants further commented:

“Due to the lack of recreational opportunities for people with disabilities, I have resolved to working on my hobby of singing and dancing because these do not really require a lot of equipment which we do not have. I really enjoy it and I feel like dancing is part of exercise because when I dance, I sweat, and I feel relieved after” (Participants 4).

The findings show that people living with physical disabilities have passion about recreational activities but due to limited programs and they are unable to satisfy the desire of their heart whereby they end up singing and dancing. The results revealed that participants have different preferences when it comes to recreational activities. This finding shows that people living with physical disabilities they have different preferences hence some are not participating. Therefore, those who are participating should be given an opportunity to choose the activity they want to participate in, and the activities should be accommodative so that they will enjoy themselves like other people without disability. This result shows that provision of recreational opportunities for people living with disabilities is given less attention.

THEME 3: OPPORTUNITIES FOR RECREATIONAL PARTICIPATION

Being physically active creates a wide range of benefits for individuals and the communities in which they live. Participation in recreational activities provide opportunities for social inclusion, enhances community identity, and promotes community integration. Through participation, individuals improve their health and well-being, develop relationships with others, learn and share community values and attitudes and can gain a better understanding of other groups in society. Physically communities are inclusive, healthier, and happier. The current theme is based on the exposure and experiences people with physical disabilities.

SUB-THEME: AVAILABILITY OF RECREATION ACTIVITIES

Taking part in recreational activities have become popular and provide various benefits for both people living with disabilities and community at large. Participants report that:

“There are a lot of recreational activities such as soccer, netball, wheelchair basketball and Para volley in previous years before Covid-19, the local government used to provide recreational opportunities specially for disabled people but for a while now, we have been feeling out of place in society as there has not been any program for people with physical disabilities (Participant 12).

“The activities that are available includes, netball, table tennis, goalball, para volley and soccer. I can say that this is the well-known and funded tournament because they give us t-shirts and provide us with transports (Participant 1).

One participant commented with a different experience stating that:

“We do not usually have events, the only tournament that we have is the one during Mandela day of which it is not enough for us because we need motivation to improve. I am saying this because during Mandela day all of us we are given an opportunity to participate” (Participant 1).

The following statement was made by the participants:

“We need to recognize the need for the community to be educated on how to interact with people living with disabilities. I am saying this because I experienced behavioural difficulties from my chess mates. These attitudes stem from the misinformation that has grown into a stigma in the community” (Participant 3).

The results show that inclusive recreational programs and opportunities for young people living with disabilities are not available as compared to people without disabilities. Therefore, there is a need to design accessible recreation facilities and develop appropriate opportunities that will accommodate every individual. The social model of disability recognises the problem arising in sport that one size fits all. Therefore, access to public recreation and parks it is important for

physical, social, and mental health of all people because one of the reasons people participate in recreational activities is to socialize with others, improve their well-being and discover who they are as individuals living with disabilities.

SUB-THEME: ACCESSIBILITY OF RECREATIONAL FACILITIES

Accessibility of recreational facilities is still a challenge in rural communities, some of the recreational facilities do not have ramps for wheelchair users and as a result people who are using wheelchairs are not able to access the facilities. This shows that majority of people living with physical disabilities are not participating in recreational activities of their choice nor to access the facilities during tournaments. Dickson *et al.* (2020) assert that access means finding ways to ensure that fewer people are excluded. Poor access to recreational activities can affect the community and social life of people living with disabilities, creating barrier to independence and their enjoyment of leisure activities. The participants shared the following sentiments about their experiences with regards to accessibility.

“When it comes to accessibility it is also a problem to me because I love watching soccer and basketball, but I am unable to attend the events because the stadium is non-inclusive, there are no ramps for wheelchair users therefore, it is difficult for me to access the stadium. The stadium also lacks paving for wheelchair movement so I cannot go there because it is not safe for me. Our local municipality has not come forth to make efforts to promote physical disabled people participation” (Participant 9).

Another participant asserted that:

“I would not recommend it for anyone with physical disabilities because there were plenty staircases, and the tables and chairs were not adjustable or lowered so I get myself seated at the table. This became a problem because I loved playing chess, I would always find my way through. Another thing is that people are not always willing to help when they see you struggling. If you can't find your way through, you would often find yourself dishearten and discouraged from pursuing your passion” (Participant 3).

“I can’t really say the facilities are accommodative to everyone since I could not access some of the facilities the time, I was playing soccer” (Participant 1).

From the above-mentioned statements, young people living with disabilities are not given equal opportunities compared to people living without disabilities. Lack of accessibility is the main reason why people living with disabilities are not fully participating, they feel discouraged and demotivated to participate in recreation activities.

SUB-THEME: RECOMMENDATIONS FOR RECREATIONAL OPPORTUNITIES

Provision of access for people with disabilities to quality physical activity and sporting opportunities must be addressed equally with those of their non-disabled peers. Participation in community life is important for health and well-being, promoting sense of belonging, networks of social support and opportunities for physical activity. The participants share the following comment:

“Wellness campaign is the solution, people must be educated about recreational activities for us people with disabilities, educating them will reduce discrimination and promote inclusion. The facilities must be renovated to accommodate people with disabilities because most of them are not accessible. I can say that our centers are trying their level best, but they do not have funds” (Participant 1).

“The department of sports or local municipalities must allocate funds to our centers to help them with recreation programs. Most of the people have got potential, and they are willing to participate in sports but there are no equipment and the facility. People need to be taught and they need to have knowledge about people living with disabilities that would be my recommendation” (Participant 1).

“I can say that there is a need to design or develop appropriate opportunities for us people with physical disabilities which includes access to recreational facilities because our facilities are not accommodative to us wheelchair users” (Participant 2).

“To the community I can say that they should be educated about the benefits of recreational opportunities for people with disability so that they will treat us with respect and love” (Participant 2).

The indicate that to improve accessibility and find the suitable recreational activities, people with disabilities must be aware of suitable facilities or available opportunities. This information should be made available to everyone and be easy to find because majority of people who are not participation, they do not have information. Therefore, to promote information about barrier-free sport facilities and recreational activities is important to create activity opportunities or events, where people can come and try out activities without difficulties. Access to physical exercise by persons with disabilities in competitive sports and physical education curricula should be planned and included in all structures, strategies, and programs.

4.6 DISCUSSION

The aim of this study was to explore and describe recreational opportunities for young people between the ages of 18-35 living with physical disabilities in Phalaborwa, Limpopo province, South Africa. Semi-structured interviews were used to collect data from key informants and young people with physical disabilities. A total number of twelve young people, both female and males, and five recreation providers were interviewed face-to-face and online for those who could not attend face-to face due to covid-19 regulations until data saturation were reached. Verbatim quotations were also used in presentation of results to strengthen the qualitative results. Qualitative data collected were analysed using themes emanated from the three research questions that guided the study. The data collected from the interviews were transcribed verbatim for analysis purposes.

This study was guided by the following objectives:

- To explore and describe availability of recreational opportunities for young people living with physical disabilities in Phalaborwa.
- To explore and describe recreational preferences for young people living with physical disabilities
- To explore and describe the barriers encountered for by young with physical disabilities to participate in recreation opportunities

4.6.1 RECREATIONAL OPPORTUNITIES

The findings of this study revealed that young people with physical disabilities are not fully involved in recreational opportunities due to the societal barriers, challenges during participation, limited recreation programs and inaccessible recreational facilities. These challenges hinder them from engaging in recreational activities of their choice and as a result they feel discriminated. This shows that needs analysis should be taken into consideration as it forms the basis of developing a strategic plan for recreation participation. The participants further indicate that they often face the difficulties in finding desired recreational activities due to lack of suitably trained coaches and volunteers. This finding is similar to the study conducted by Arral (2022) which highlights that people with disabilities encounter societal barriers and no amount of positivity will be able to eradicate these barriers down without educating people about inclusive programs and accessibility. Therefore, to become an all-inclusive and accessible society we need to change the way we see people living with disabilities and collaborate with them in our community, by doing this we will be breaking down these barriers.

The findings revealed that recreation providers plan the events and ensure that they recruit athletes to the team or the programs that they must implement and ensure that the activities are accessible to everyone. Hadley and Goggin (2019) assert that recreational providers organise and plan recreational projects and campaign to get more people with disabilities involved. They work towards making recreational activities more accessible to everyone and aim to get people living a healthier lifestyle to avoid chronic diseases. Fuller (2018) indicates that physical access is a significant aspect of inclusion and participation. The frequency needs to be high enough to maintain momentum and participants' commitment; inclusive recreation allows for various levels of participation (Dickson *et al.*, 2020). When recreational activities are designed for inclusion, people with disabilities begin to recognize their full potential and have desire to participate (Edwards *et al.*, 2022).

The findings of this study revealed that people with physical disabilities should be encouraged to participate in recreational activities and the Department of Sport, Arts and Culture should provide inclusive recreational activities that meet the needs of the participants. These findings are similar to the study conducted by Milićević (2020) which emphasis that inclusive recreation takes place when individuals of all abilities participate in various recreational activity together with people without disabilities in an attempt to reduce barriers faced by people with physical disabilities. The study conducted by Woodgate *et al.* (2020) also revealed that inclusive recreational participation is crucial, it does not necessarily mean competitive sports but recreational activities in general. This shows that recreational opportunities should be carried out as it improves quality of life and independency. Therefore, centers for people with disabilities and recreation providers should open to all with universal design and a high degree of accessibility Mohammadi (2019) also indicates that being active and involved in freely chosen recreation activities are essential for the

development of skill competencies, socializing with peers, exploring personal interests, and enjoying life.

The findings of the study revealed that being active and involved in freely chosen activities are essential for the development of skill competencies, exploring personal interests, and enjoying life. It also revealed that due to limited recreation programs, people with physical disabilities are unable to explore their social, intellectual, emotional, communicative, and physical potential and are less able to grow as individuals. Woodgate *et al.* (2020) indicate that lack of experience about the benefits of physical activity towards people living with disabilities lead to exclusion and low participation. Moreover, the stereotyping, stigma and discrimination are challenges people living with disability face on their daily basis. Toptaş-Demirci (2019) also highlight that children and youth people with physical disabilities participate less in recreation activities than their able-bodied peers and as a result their recreation activities tend to be more home-based and organized by adults. This study revealed that limited recreational opportunities and lack of information are the most challenges people living with physical disabilities experience when attempting to engage in daily activities, including leisure. Therefore, provision of recreational opportunities should be accessible to every individual irrespective of gender, age, race, or any kind of disabilities.

4.6.2 RECREATION IN ACTION

Barber (2021) also assert that recreational activity is a uniting and transformative tool. The findings revealed that being active in recreational activities create a wide range of benefits for individuals and the communities in which they live. Participation in recreational activities provide opportunities for social inclusion, enhances community identity, and promotes community integration. Through participation, individuals improve their health and well-being, develop

relationships with others, learn and share community values and attitudes and can gain a better understanding of other groups in society. Devine (2021) assert that availability and accessibility of recreational activity is important for physical, social, and mental health of all people because one of the reasons people participate in recreational activities is to socialize with others, improve their well-being and discover who they are as individuals living with disabilities.

The findings revealed that recreational activities promote teamwork, socialisation and social cohesion because during participation, participations share new skills and ideas. The study conducted which can be used to empower and improve the level of participation among people living with disabilities. Therefore, it is important to give them an opportunity to embrace new skills, social networking and leadership experience. Mckenzie *et al.* (2021) argue that many people with physical disabilities can still take part in physical activities because there are different types of recreational activities based on existing abled bodied which have been modified to meet the needs of persons with disabilities. The findings revealed that different activities are provided for people with disabilities. These activities include wheelchair tennis, wheelchair basketball and goal ball. These are adaptive activities to accommodate people living with disabilities.

Inclusive recreational activities acknowledge a diversity of skills and abilities, recognising sports can be modified to accommodate players. For example, tee ball evolved as a modified version of baseball) with different levels of understanding and ability. Lack of inclusive activities or the provision of one-on- one training is a structural constraint. Muthivhi (2021) argues that inaccessibility of facilities is the main reasons why people living with disabilities do not participate in recreational activity in rural based communities. The participants indicated that there still a gap when it comes to the opportunities for participation among people living with disabilities. The results show that there still a need to provide recreational opportunities that will accommodate

everyone. According to the ADA, people with disabilities have the right to participate in recreational activities and gain benefits like other people living without disability (Devine, 2021). Copestake *et al.* (2014) argue that people living with disabilities reported that the places and spaces they wish to visit are often inaccessible to them, with some of the barriers identified such as lack of clean and adequate disabled toilet and changing facilities.

4.6.3 CHALLENGES YOUNG PEOPLE WITH DISABILITIES ENCOUNTER AND RECREATION PROVIDERS

The findings revealed that young people with physical disabilities face difficulties in recreational participation which could increase the chance of developing secondary health conditions. Milgramm *et al.* (2021) assert that through recreation, people with disabilities discover who they are as individuals and who they are as members of the community. Steele *et al.* (2019) indicate that recreation facilities are an important issue for people with disabilities. Although policy and legislations have helped to eradicate various environmental barriers, there remain a lot of inaccessible features in fitness and recreation facilities. Hooi and Yaacob (2019) argue that recreation providers need to make reasonable adjustments to their policies and practices and to the physical features such as putting in ramps at the entrance to a building as well as steps and giving disability awareness training to staff who have contact with the public because a lot of people do not have information about recreational programs for people with disabilities.

The findings revealed that limited recreation programs are a major concern which needs to be taken into account because it is demotivating them and they feel excluded from the society. The participants further indicate that they experience different barriers and facilitators for recreational participation. These findings support the study conducted by Martin *et al.* (2020) indicate that

society perceives people with physical disabilities as people who are not capable of participating in recreational activities due to their condition. This perception alone has a major negative impact on how successful a prospective disabled athlete may ever become. Kim *et al.* (2019) also support that most people living with physical disabilities get discouraged from participating in recreational activities due to limited recreational facilities, accessibility of recreational facilities motivates people living with physical disabilities to participate in recreational activities.

The findings revealed that accessibility is still a challenge for people with physical disabilities because some of the facilities do not have ramps for wheelchair users. Therefore, wheelchair users find it hard to attend the tournaments and events. Dickson *et al.* (2020) support this finding by outlining that accessibility and inclusivity for people with physical disabilities is a worldwide issue, the only people who fully enjoy themselves are those that do not have physical disabilities. Edward (2022), Martin *et al.* (2020) also indicate that society view a person with some form of disability as someone who is incapable of doing things for themselves. The study conducted by Bonnell *et al.* (2021) shows that recreational activities for people living with disabilities are more important than for those people living without disability because people living with disabilities are at risk of developing chronic diseases linked to physical inactivity such as obesity and cardiovascular disease.

Arral (2022) states that people living with disabilities encounter societal barriers and no amount of positivity will be able to eradicate these barriers down without educating people about inclusive programs and accessibility. Therefore, to become an all-inclusive and accessible society we need to change the way we see people living with disabilities and collaborate with them in our community, by doing this we will be breaking down these barriers. According to Social model of disability, everyone can play a role in educating themselves about these barriers and learn how to

create positive environment to ensure that the society is as accessible and accommodative as possible.

The findings of this study outline that young people living with physical disabilities experience different barriers and facilitators for recreational participation which could increase the chance of developing secondary health conditions. Therefore, Diaz *et al.* (2019) claim that knowledge about barriers to facilitators of recreational participation is needed because people are not knowledgeable about what it means to provide recreational activities for people with physical disabilities.

4.7 SUMMARY

This chapter discussed the findings from interviews that were conducted with young people with physical disabilities registered in one of the centers in Phalaborwa and recreational providers. Demographic information of the participants was also included in this chapter. Main themes and sub-themes were also highlighted. The findings revealed that recreational opportunities for people with physical disabilities is a challenge which lead to high rate of chronic diseases among people with physical disabilities. These challenges include: limited adaptive programs, accessibility, recreational barriers and limited recreational programs are the major problem faced by people with disabilities. The participants indicated that discrimination and exclusion contribute to their low level of participation themselves like other people without disabilities.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The previous chapter focused on data presentation, analysis and discussion of the findings from people with physical disabilities and recreational providers. Therefore, this chapter presents the summary, conclusions, recommendations and limitations about exploring recreational opportunities for people with physical disabilities based on the findings discussed in chapter four. It provides the recommendations that centers for people living with disabilities and Department of Sport, Arts and Culture can implement to improve recreational opportunities. This study was conducted in Phalaborwa, twelve young people with physical disabilities both males and females who are registered in one of the centers for people with disabilities were purposefully selected and five recreational providers as key informants.

5.2 SUMMARY OF CHAPTERS

The previous chapters outlined the background of the study, literature review, research methodology, data presentation, analysis and discussions of the findings obtained from young people with physical disabilities and recreation providers in Phalaborwa. The summary, conclusions, study limitations and recommendations were made based on the findings presented in chapter four. Below is the summary of all chapters of the study.

Chapter one dealt with the background of the study. It provides the research question, significance of the study and research objectives. The s of the study was to explore recreational opportunities

for young people between the ages of 18-35 living with physical disabilities in Phalaborwa, Limpopo province, South Africa.

Chapter two outlined the literature review regarding recreational opportunities for young people with physical disabilities. Social model framework was used in this study. The importance of recreational opportunities, Impact of Covid-19 on recreational participation, benefits of recreational opportunities and types of recreational activities were discussed using different literatures.

Chapter three discussed the research design, study setting, ethical issues and data analysis. A qualitative descriptive exploratory design was used in this study. Purposive sampling was used in this study to select participants. Twelve participants both female and male (six male and six female) were purposefully selected. Five recreational providers as key informants were also part of the study. Semi-structured questions using face-to-face interviews were the primary source for data collection in this study. Thematic analysis using ATLAS.ti 9 were used to analyse data.

Chapter four outlined the findings of the study, data presentation and analysis of the research data obtained from both recreational providers and young people with physical disabilities. The presentation focused on the main themes and sub-themes.

Chapter five gave an overview of the whole study and draw conclusions that obtained from the findings of the study. The recommendations were made based of the results of the study to help key informants, Department of Sports, Arts and Culture as well as the community to improve the level of participation among people with physical disabilities.

The results revealed that inclusive recreational programs and recreational opportunities for young people with physical disabilities are not available as compared to people without disabilities. Lack

of knowledge and understanding of disability issues by caregivers, able-bodied members of society members of society can create social barriers to access and participation at centers for people with disabilities. The study findings showed that majority of young people with disabilities are still, to a large extent, socially segregated and experience negative societal stereotypes. These challenges they encounter in their communities contribute to lack of awareness regarding current programs and opportunities for participation.

The key informants indicated that they are trying their level best to improve the participation for people with disabilities even though they do not have enough funds to finance their events and to buy the equipment. They try to work on the budget they have to make sure that the people with disabilities enjoy themselves like other people without disabilities. Recreation provider are working towards making recreation more accessible to everyone and aim to get people living a healthier lifestyle. Moreover, to make real change happen we all need to stay committed to eradicating the stigma that exist for people with disabilities in recreational activities. When recreational activities become more inclusive, more people with disabilities will participate and become active. This means that people with disabilities should be given equal access to different recreational activities.

5.3 STUDY LIMITATION

The study mainly focused on young people with physical disabilities, who are registered with one of the centers for people with disabilities in Phalaborwa. This study was also delimited to recreation providers at Phalaborwa who are regarded as key experts. Moreover, this study did not include people with additional disabilities and those who have physical disabilities but not registered in one of the centers.

5.4 RECOMMENDATIONS FOR RESEARCH RESULTS AND RECOMMENDATIONS FOR PRACTISE

Based on the findings in chapter four and the conclusions, the following recommendations were made:

- Local Municipality have to formulate a team whereby each local municipality or ward has representatives of people living with physical disabilities including those who do not have disability because having a team with disability only will look like people with disabilities are being isolated
- The government should raise awareness about the rights and dignity of people with disabilities and combat stereotypes, prejudices and lack of information about the availability of recreation programs. Training recreational people with physical disabilities and caregivers should be the central goal of recreational providers. This can lead to better socialization and acknowledge of how recreational activities can be made accessible and inclusive
- The Department of Sports, Arts and Culture should create a budget for people with disabilities and make sure that they host events that will be accommodative to every individual with disabilities.
- The local municipalities should improve their facilities and maintain their old facilities such as stadiums and community halls to ensure accessibility and to promote inclusion
- There should be a sports unit for people with disabilities in our communities where people with disabilities will get information about the upcoming tournaments and report if they need equipment and training

- Centers for people with disabilities and Department of Sports, Arts and Culture should organise a wellness campaign and display all sporting codes for people with disabilities so that they become aware of the available recreational activities.
- Recreational providers should first do need assessment so that they know the types activities that can be suitable for people with physical disabilities. There should be a collaboration between centers for people with disabilities, local municipalities and Department of Sports, Arts and Culture. Centers for people with disabilities should look for sponsorship to finance their tournaments such as sportswear, and adaptive equipment, so that people will be motivated.

The findings of the study revealed that recreational participation change and empower people with disabilities to realize their full potential and advocate for changes in society to eliminate attitudinal barriers. Through recreational activities, people with physical disabilities acquire vital social skills and develop independence. The results show that availability of recreational opportunities plays a huge role in attracting people to be more physically active and eager to participate in various recreational activities of their choice. Barber (2021) indicates that being active not only keeps people fit and healthy, but provides all kinds of emotional, intellectual and social benefits. Regular recreational activity reduces anti-social behaviour and encourages healthy growth and development as well as self-concept. Adaptive recreation programs and equipment offer people with disabilities a wealth of benefits including exercise and improve health, crease self-esteem and opportunities to experience new and exciting activities. Moreover, participation of people with physical disabilities with other people in the community activities can reduce these societal barriers.

The findings revealed that our local municipality or the Department of Sports, Arts and Culture should employ training officials who will assist to form teams for players with special needs. This will encourage and promote participation. The findings further revealed that people in the community are in the best position to undertake these roles and responsibilities. The government should not neglect people with physical disabilities. In order for us to be well updated, local radio station should update us about the upcoming events because we are not aware of some of the activities or events.

Carbone *et al.* (2021) assert that to make real change happen in the field of recreational opportunities for people living with disabilities the local government and Department of Sport, Arts and Culture need to stay committed and work together to remove the stereotypes that exist for disabled people in sport and physical activity. The existence of accessible recreational facilities within rural communities promote the level of participation among people living with disabilities. The findings show that local municipalities and recreational providers must have in place strategies to improve the quality of life for people with disabilities.

These strategies should range from social support in the community wherein the health department is incorporated as well as training people around the community in order to have effective participation. The findings indicate that these efforts will promote participation and build up confidence in people with physical disabilities and also ensure independence. Hooi and Yaacob (2019) support the findings of this study by indicating that it is important to raise awareness and create role models that can inspire future athletes with physical disabilities to achieve their full potential and inspire others to dream big without looking at their conditions.

REFERENCE

- Ahn, B. W., & Song, W. I. (2021). A study of differences in leisure satisfaction of leisure activity patterns for South Korean adults. *International Journal of Environmental Research and Public Health*, 18(20), 10790. <https://doi.org/10.3390/ijerph182010790>
- Albert, B., & Hurst, R. (2012). Disability and a human rights approach to development. *Disability Knowledge and Research briefing paper*, viewed, 10. <http://www.hpod.org/pdf/human-rights-approach.pdf>
- Al-Jadid, M. S. (2013). Disability in Saudi Arabia. *Saudi medical journal*, 34(5), 453-460. <https://smj.org.sa/content/34/5/453>
- Allock, A. (2018, September 07). *Disability and access to leisure*. Iriss Esss. <https://www.iriss.org.uk/resources/esss-outlines/disability-access-leisure>
- Al-Mhanna, S. B., Ghazali, W. S. W., Mohamed, M., Rabaan, A. A., Santali, E. Y., Alestad, J. H., & Afolabi, H. A. (2022). Effectiveness of physical activity on immunity markers and quality of life in cancer patient: a systematic review. *PeerJ* 10:e13664. <https://doi.org/10.7717/peerj.13664>
- Anastasiou, D., & Kauffman, J. M. (2011). A social constructionist approach to disability: Implications for special education. *Exceptional Children*, 77(3), 367-384. <https://journals.sagepub.com/doi/10.1177/001440291107700307>
- Andkjær, S., & Arvidsen, J. (2015). Places for active outdoor recreation—a scoping review. *Journal of Outdoor Recreation and Tourism*, 12, 25-46. <https://doi.org/10.1016/j.jort.2015.10.001>

- Arbour-Nicitopoulos, K. P., Grassmann, V., Orr, K., McPherson, A. C., Faulkner, G. E., & Wright, F. V. (2018). A Scoping Review of Inclusive Out-of-School Time Physical Activity Programs for Children and Youth with Physical Disabilities. *Adapted Physical Activity Quarterly*, 35(1), 111–138. <https://doi.org/10.1123/apaq.2017-0012>
- Arral, M. (2022, August), 10 Tips to Make Your Course More Accessible and Inclusive to Disabled Students, Paper presented at 2022 ASEE Annual Conference & Exposition, Minneapolis, MN. <https://peer.asee.org/41768>
- Babalola, Y. T., & Haliso, Y. (2011). *Library and Information Services to the Visually Impaired- The Role of Academic Libraries*. Canadian Social Science.
- Bantham, A., Taverno Ross, S. E., Sebastião, E., & Hall, G. (2021). Overcoming barriers to physical activity in underserved populations. *Progress in Cardiovascular Diseases*, 64, 64–71. <https://doi.org/10.1016/j.pcad.2020.11.002>
- Barber, B. (2021). *Participation and mass apathy in associations. In constructing the social system*, (pp.67-95). Routledge.
- Barnes, C. (2012). Re-thinking disability, work and welfare. *Sociology Compass*, 6(6), 472-484. <https://doi.org/10.1111/j.1751-9020.2012.00464.x>
- Bennett, N. J., Roth, R., Klain, S. C., Chan, K., Christie, P., Clark, D. A., & Wyborn, C. (2017). Conservation social science: Understanding and integrating human dimensions to improve conservation. *Biological Conservation*, 205, 93-108. <https://doi.org/10.1016/j.biocon.2016.10.006>

- Berhe, M. W. (2021). Empirical analysis of urban youth unemployment in Ethiopia. *African Development Review*, 33(1), 104-116. <https://doi.org/10.1111/1467-8268.12514>
- Bezyak, J. L., Sabella, S., Hammel, J., McDonald, K., Jones, R. A., & Barton, D. (2020). Community participation and public transportation barriers experienced by people with disabilities. *Disability and Rehabilitation*, 42(23), 3275–3283. <https://doi.org/10.1080/09638288.2019.1590469>
- Bonnell, K., Michalovic, E., Koch, J., Pagé, V., Ramsay, J., Gainforth, H. L., ... & Sweet, S. N. (2021). Physical activity for individuals living with a physical disability in Quebec: Issues and opportunities of access. *Disability and Health Journal*, 14(3), 101089.
- Bull, F. C., Al-Ansari, S. S., Biddle, S., Borodulin, K., Buman, M. P., Cardon, G., ... & Willumsen, J. F. (2020). World Health Organization 2020 guidelines on physical activity and sedentary behaviour. *British Journal of Sports Medicine*, 54(24), 1451-1462. <https://doi.org/10.1136/bjsports-2020-102955>
- Callow, D. D., Arnold-Nedimala, N. A., Jordan, L. S., Pena, G. S., Won, J., Woodard, J. L., & Smith, J. C. (2020). The mental health benefits of physical activity in older adults survive the COVID-19 pandemic. *The American Journal of Geriatric Psychiatry*, 28(10), 1046-1057. <https://doi.org/10.1016/j.jagp.2020.06.024>
- Carbone, P. S., Smith, P. J., Lewis, C., & LeBlanc, C. (2021). Promoting the Participation of Children and Adolescents with Disabilities in Sports, Recreation, and Physical Activity. *Pediatrics*, 148(6), e2021054664. <https://doi.org/10.1542/peds.2021-054664>

- Carminati, L. (2018). Generalizability in qualitative research: A tale of two traditions. *Qualitative Health Research*, 28(13), 2094-2101. doi:[10.1177/1049732318788379](https://doi.org/10.1177/1049732318788379)
- Carmody, S., Murray, A., Borodina, M., Gouttebauge, V., & Massey, A. (2020). When can professional sport recommence safely during the COVID-19 pandemic? Risk assessment and factors to consider. *British Journal of Sports Medicine*, 54(16), 946-948. <https://doi.org/10.1136/bjsports-2020-102539>
- Carroll, D. D., Courtney-Long, E. A., Stevens, A. C., Sloan, M. L., Lullo, C., Visser, S. N., ... & Dorn, J. M. (2014). Vital signs: disability and physical activity—United States, 2009–2012. *Morbidity & Mortality Weekly Report*, 63(18), 407. <https://pubmed.ncbi.nlm.nih.gov/24807240/>
- Carter, B., Grey, J., McWilliams, E., Clair, Z., Blake, K., & Byatt, R. (2014). Just kids playing sport (in a chair)?: Experiences of children, families and stakeholders attending a wheelchair sports club. *Disability & Society*, 29(6), 938-952. <https://doi.org/10.1080/09687599.2014.880329>
- Carter, E.W., (2022). Research on disability and congregational inclusion: What we know and where we might go. *Journal of Disability & Religion*, pp.1-31.
- Carty, C., van der Ploeg, H. P., Biddle, S. J., Bull, F., Willumsen, J., Lee, L., ... & Milton, K. (2021). The first global physical activity and sedentary behavior guidelines for people living with disability. *Journal of Physical Activity and Health*, 18(1), 86-93. <https://doi.org/10.1123/jpah.2020-0629>

- Cooper, B., Jennen-Steinmetz, C., Lackus, B., & Ort, M. (2021). Patterns of Impairment and Disability in Mentally Retarded Children: A study in Manhwim. *In psychiatric epidemiology* (pp.267-284). Routledge
- Copestake, P., Sheikh, S., Johnston, S., & Bollen, A. (2014). *Removing barriers, raising disabled people's living standards*. OPM & Ipsos MORI. <https://silo.tips/download/removing-barriers-raising-disabled-people-s-living-standards>
- Cordts, P., Cotten, S. R., Qu, T., & Bush, T. R. (2021). Mobility challenges and perceptions of autonomous vehicles for individuals with physical disabilities. *Disability and Health Journal*, 14(4), 101131. <https://doi.org/10.1016/j.dhjo.2021.101131>
- COVID-19 on the Sport Industry. *International Journal of Academic Research in Business and Social*
- Croft, A. (2010). *Including Disabled Children in Learning: Challenges in Developing Countries. CREATE Pathways to Access. Research Monograph No. 36.*
- Cunningham, C., O'Donoghue, G., Cosgrave, S., Sands, T., Leacy, B., Markievicz, I., Monaghan, A., & Shields, N. (2022). Gym staff perspectives on disability inclusion: A qualitative study. *Disability & Rehabilitation*, pp.1-8. *Dance*, 19(42), 1146-1157.
- Dare, J., Wilkinson, C., Marquis, R., & Donovan, R. J. (2018). "The people make it fun, the activities we do just make sure we turn up on time." Factors influencing older adults' participation in community-Based group programmes in Perth, Western Australia. *Health & Social Care in the Community*, 26(6), 871-881. <https://doi.org/10.1111/hsc.12600>

- Devine, M. A. (2021). Inclusive leisure for individuals with disabilities: Consideration of the case for social justice. *Loisir et Société/Society and Leisure*, 44(2), 171-181.
<https://doi.org/10.1080/07053436.2021.1935414>
- Devine, M. A. (2016). Leisure-time physical activity: Experiences of college students with disabilities. *Adapted Physical Activity Quarterly*, 33(2), 176-194.
doi: <https://doi.org/10.1123/APAQ.2014-0241>
- Diazal, R., Miller, E. K., Kraus, E., & Fredericson, M. (2019). Impact of Adaptive Sports Participation on Quality of Life. *Sports Medicine and Arthroscopy Review*, 27(2), 73-82.
<https://doi.org/10.1097/JSA.0000000000000242>
- Dickson, T. J., Darcy, S. & Walker, C. (2020). A case of leveraging a mega-sport event for a sport participation and sport tourism legacy: a prospective longitudinal case study of whistler adaptive sports. *Sustainability*, 13(1), 170. DOI:[10.3390/su13010170](https://doi.org/10.3390/su13010170)
- Dorn, J. M. (2014). Vital signs: disability and physical activity. United States, 2009- 2012. *MMWR. Morbidity and mortality weekly report*, 63(18), 407. Retrieved October 3, 2022, from <https://www.cdc.gov/mmwr/preview/mmwrhtml/mm6318a5.htm>
- Durdová, I., & Sekot, A. (2021). Covid-19 versus Physical Activity in the Context of University Students. *Studia sportiva*, 15(2), pp.27-36. ISSN 1802-7679. doi:10.5817/StS2021-2-3.
- Dwivedi, Y.K. Ismagilova, E., Hughes, D. L., Carlos, J., Filieri, R., Jacobson, J., & Wang, Y. (2021). Setting the future of digital and social media marketing research: Perspectives and research propositions. *International Journal of Information Management*, 59,102168.
<http://hdl.handle.net/10454/18041>

- Edwards, B., Cameron, D., King, G., & McPherson, A. C. (2022). The potential impact of experiencing social inclusion in recreation for children with and without disabilities. *Disability & Rehabilitation*, *44*(14), 3469-3478.
- Eisenberg, Y., Rimmer, J. H., Mehta, T., & Fox, M. H. (2015). Development of a community health inclusion index: an evaluation tool for improving inclusion of people with disabilities in community health initiatives. *BMC Public Health*, *15*(1), 1-11. <https://doi.org/10.1186/s12889-015-2381-2>
- Elcessor, E. (2010). Bridging disability divide: A critical history of web content accessibility through 2001, *Information Communication & Society*, *13*(3), pp. 289–308. doi: [10.1080/13691180903456546](https://doi.org/10.1080/13691180903456546)
- Elliot, S., Drummond, M.J., Prichard, I., Eime, R., Drummond, C., & Mason, R. (2021). Understanding the impact of COVID-19 on youth sport in Australia and consequences for future participation and retention. *BMC Public Health*. *21*(1), 1-6. <https://doi.org/10.1186/s12889-021-10505-5>
- Eneya, D., & Mostert, B.J. (2019). The application of the social model of disability and Wilson's model of information behaviour towards effective service delivery for students with disabilities within an academic library context. *Inkanyiso*, *11*(1), pp.69-79.
- Fancourt, D., Aughterson, H., Finn, S., Walker, E., & Steptoe, A. (2021). How leisure activities affect health: A narrative review and multi-level theoretical framework of mechanisms of action. *The Lancet Psychiatry*, *8*(4), 329–339. [https://doi.org/10.1016/S2215-0366\(20\)30384-9](https://doi.org/10.1016/S2215-0366(20)30384-9)

- Fasczewski, K. S., Gill, D. L., & Rothberger, S. M. (2018). Physical activity motivation and benefits in people with multiple sclerosis. *Disability & Rehabilitation*, 40(13), 1517–1523. <https://doi.org/10.1080/09638288.2017.1300946>
- Fennell, D. (2022). Pole sports: considering stigma. *Sport, Ethics & Philosophy*, 16(1), 96-110. <https://doi.org/10.1080/17511321.2020.1856914>
- Fitzgerald, H. (2018). *Disability and barriers to inclusion. In the Palgrave handbook of Paralympics studies* (pp. 55-70). Palgrave Macmillian, London
- Fitzgerald, H. T., Rubin, S. T., Fitzgerald, D. A., & Rubin, B. K. (2021). Covid-19 and the impact on young athletes. *Paediatric Respiratory Reviews*, 39, 9–15. <https://doi.org/10.1016/j.prrv.2021.04.005>
- Fougeyrollas, P., Boucher, N., Edwards, G., Grenier, Y., & Noreau, L. (2019). The Disability Creation Process Model: A Comprehensive Explanation of Disabling Situations as a Guide to Developing Policy and Service Programs. *Scandinavian Journal of Disability Research*, 21(1), 25–37. DOI: <http://doi.org/10.16993/sjdr.62>
- Freeman, S. & Eykelbosh, A. (2020). COVID-19 and outdoor safety: Considerations for use of outdoor recreation spaces. *National Collaborating Centre for Environmental Health* 829, 1-15. <https://nceh.ca/documents/guide/covid-19-and-outdoor-safety-considerations-use-outdoor-recreational-spaces>
- Friese, S. (2019). Qualitative data analysis with ATLAS.ti. Sage. <https://atlasti.com/research-hub/s-friese-qualitative-data-analysis-with-atlas-ti-third-edition>

- Fuller, L. K. (2018). Summer Events. In *Female Olympian and Paralympian Events* (pp. 25-195). Palgrave Macmillan, Cham.
- Garg, H., Bush, S., & Gappmaier, E. (2016). Associations between Fatigue and Disability, Functional Mobility, Depression, and Quality of Life in People with Multiple Sclerosis. *International Journal of MS care*, 18(2), 71–77. <https://doi.org/10.7224/1537-2073.2015-013>
- Hadley, B., & Goggin, G. (2019). The NDIS and disability arts in Australia: Opportunities and challenges. *Australasian Drama Studies*, (74), 9-38.
- Herbert, C., Meixner, F., Wiebking, C., & Gilg, V. (2020). Regular Physical Activity, Short-Term Exercise, Mental Health, and Well-Being Among University Students: The Results of an Online and a Laboratory Study. *Frontiers in Psychology*, 11, 509. <https://doi.org/10.3389/fpsyg.2020.00509>
- Hooi, P. M., & Yaacob, N. M. (2019). Accessibility for physically challenged persons in heritage buildings. *Journal of Design and Built Environment*, 19(1), 24-39. <https://doi.org/10.22452/jdbe.vol19no1.3>
- Houtenville, A., & Boege, S. (2019). *Annual report on people with disabilities in America: 2018*. Durham, NH: University of New Hampshire, Institute on Disability.
- Howe, P. D. & Silva, C. F. (2018). The fiddle of using the Paralympic Games as a vehicle for expanding [dis] ability sport participation. *Sport in Society*, 21(1), 125-136. <https://doi.org/10.1080/17430437.2016.1225885>

- Iverson, M., Ng, A. V., Yan, A. F., Zvara, K., Bonk, M., Falk-Palec, D., Sylla, C., Strickland, M., Preston, R., & Braza, D. W. (2021). Navigator Role for Promoting Adaptive Sports and Recreation Participation in Individuals with Disabilities. *American Journal of Physical Medicine & Rehabilitation*, 100(6), 592–598. <https://doi.org/10.1097/PHM.0000000000001533>
- Joffe, H. (2012). Thematic analysis. *Qualitative research methods in mental health and psychotherapy*, 1,210-223. DOI:[10.1002/9781119973249](https://doi.org/10.1002/9781119973249)
- Jones, D., Switzer, A., Rawnsley, P. & Bridge, T. (2021). Understanding the impact of COVID19 on the sports industry .<https://www2.deloitte.com/uk/en/pages/sports-businessgroup/articles/understanding-the-impact-of-covid-19-on-the-sports-industry.html>
- Kachhwaha, R., Sriraghunath, S. & Vyas, I. (2018). Role of physiotherapy in adaptive sports in people with spinal cord injury. *European Journal of Physical Education & Sport Science*. <http://dx.doi.org/10.46827/ejpe.v0i0.1616>
- Kamberidou, I., Bonias, A. & Patsantaras, N. (2019). Sport as a means of inclusion and integration for " those of us with disabilities". *European Journal of Physical Education & Sport Science*. <http://dx.doi.org/10.46827/ejpe.v0i0.2658>
- Kamyuka D, Carlin L, McPherson G., & Misener L (2020) Access to Physical Activity and Sport and the Effects of Isolation and Cordon Sanitaire During COVID-19 for People with Disabilities in Scotland and Canada. *Front. Sports Act. Living* 2:594501. [doi: 10.3389/fspor.2020.594501](https://doi.org/10.3389/fspor.2020.594501)

- Kang, S., Lee, K., & Kwon, S. (2020). Basic psychological needs, exercise intention and sport commitment as predictors of recreational sport participants' exercise adherence. *Psychology & Health, 35*(8), 916-932. <https://doi.org/10.1080/08870446.2019.1699089>
- Kantartzi, I.M. & Karlis, G. (2020). COVID-19 and Leisure: Directions for Policy Makers. *HAPSc Policy Briefs Series, 1*(1), pp.115-122. <https://ejournals.epublishing.ekt.gr/index.php/hapscpbs/article/view/24956/20730>
- Karos, K., McParland, J. L., Bunzli, S., Devan, H., Hirsh, A., Kapos, F. P., ... & Ashton-James, C. E. (2020). The social threats of COVID-19 for people with chronic pain. *Pain, 161*(10), 2229. <https://doi.org/10.1097/j.pain.0000000000002004>
- Khan, K. S., Mamun, M. A., Griffiths, M. D., & Ullah, I. (2022). The Mental Health Impact of the COVID-19 Pandemic Across Different Cohorts. *International Journal of Mental Health & Addiction, 20*(1), 380–386. <https://doi.org/10.1007/s11469-020-00367-0>
- Khasnabis, C., Motsch, K. H., Achu, K., Jubah, K. A., Brodtkorb, S., Chervin, P., ... & Lander, T. (2010). Recreation, leisure and sports. *Community-Based Rehabilitation: CBR Guidelines*, 6. Available from: <https://www.ncbi.nlm.nih.gov/books/NBK310922/>
- Khayat-zadeh-Mahani, A., Wittevrongel, K., Nicholas, D. B., & Zwicker, J. D. (2020). Prioritizing barriers and solutions to improve employment for persons with developmental disabilities. *Disability & rehabilitation, 42*(19), 2696–2706. <https://doi.org/10.1080/09638288.2019.1570356>
- Kim, J., Kim, J., Kim, Y., Han, A., & Nguyen, M. C. (2021). The contribution of physical and social activity participation to social support and happiness among people with physical

disabilities. *Disability & Health Journal*, 14(1), 100974.
<https://doi.org/10.1016/j.dhjo.2020.100974>

Kim, J., Kim, M., & Han, A. (2018). Exploring the Relationship between Types of Leisure Activities and Life Satisfaction, Health Perception, and Social Support among Korean Individuals with Physical Disabilities. *American Journal of Health Behavior*, 42(4), 34–44.
<https://doi.org/10.5993/AJHB.42.4.4>

Kim, J., Park, S. H., Kim, M., Chow, H. W., & Han, S. (2021). Leisure and health benefits associated with acculturation among Western international students living in South Korea. *International Journal of Qualitative studies on Health & Well-being*, 16(1), 1945725.
<https://doi.org/10.1080/17482631.2021.1945725>

Kissow, A.-M. (2015). Participation in physical activity and the everyday life of people with physical disabilities: a review of the literature. *Scandinavian Journal of Disability Research*, 17(2), 144–166. DOI: <http://doi.org/10.1080/15017419.2013.787369>

Krystn Orr, M. Blair Evans, Katherine A. Tamminen & Kelly P. Arbour-Nicitopoulos (2020) A Scoping Review of Recreational Sport Programs for Disabled Emerging Adults, *Research Quarterly for Exercise and Sport*, 91:1, 142-157, DOI: [10.1080/02701367.2019.1653432](https://doi.org/10.1080/02701367.2019.1653432)

Labbé, D., Miller, W. C., & Ng, R. (2019). Participating more, participating better: Health benefits of adaptive leisure for people with disabilities. *Disability & Health Journal*, 12(2), 287–295.
<https://doi.org/10.1016/j.dhjo.2018.11.007>

- Lawson, A., & Beckett, A. E. (2021). The social and human rights models of disability: towards a complementarity thesis. *The International Journal of Human Rights*, 25(2), 348-379. <https://doi.org/10.1080/13642987.2020.1783533>
- Lawson, A., & Priestley, M. (2016). *The social model of disability: Question for Law and legal scholarship*. [Ph.D.'s thesis, University of Malta]. The University of Malta, Law and legal scholarship. <https://www.um.edu.mt/library/oar/bitstream/123456789/70148/1/18PHDED004.pdf>
- Lee, H. E., & Cho, J. (2019). Social Media Use and Well-Being in People with Physical Disabilities: Influence of SNS and Online Community Uses on Social Support, Depression, and Psychological Disposition. *Health Communication*, 34(9), 1043–1052. <https://doi.org/10.1080/10410236.2018.1455138>
- Lee, K.K., & Uihlein, M.J. (2019). Adaptive sports in the rehabilitation of disabled veterans. *Physical Medicine and Rehabilitation Clinics*, 30 (1), 289-299. DOI: [10.1016/j.pmr.2018.08.001](https://doi.org/10.1016/j.pmr.2018.08.001)
- Leffel, L. (2022). Sensory Overload: Creating Autism-Friendly Areas. In *Theme Parks Through Universal Design Principles*. <https://purls.library.ucf.edu/go/DP0026817>
- Lundberg, N. R., Taniguchi, S., McCormick, B. P., & Tibbs, C. (2011). Identity negotiating: Redefining stigmatized identities through adaptive sports and recreation participation among individuals with a disability. *Journal of Leisure Research*, 43(2), 205-225. <https://www.nrpa.org/globalassets/journals/jlr/2011/volume-43/jlr-volume-43-number-2-pp-205-225.pdf>

- Malm, C., Jakobsson, J., & Isaksson, A. (2019). Physical activity and sports—real health benefits: a review with insight into the public health of Sweden. *Sports*, 7(5), 127. <https://doi.org/10.3390/sports7050127>
- Malm, C., Jakobsson, J., & Isaksson, A. (2019). Physical activity and sports—real health benefits: a review with insight into the public health of Sweden. *Sports*, 7(5), 127. <https://doi.org/10.3390/sports7050127>
- Marion, S., Davies, A., Demšar, U., Irvine, R. J., Stephens, P. A., & Long, J. (2020). A systematic review of methods for studying the impacts of outdoor recreation on terrestrial wildlife. *Global Ecology & Conservation*, 22, e00917. <https://doi.org/10.1016/j.gecco.2020.e00917>
- Martin Ginis, K. A., van der Ploeg, H. P., Foster, C., Lai, B., McBride, C. B., Ng, K., Pratt, M., Shirazipour, C. H., Smith, B., Vásquez, P. M., & Heath, G. W. (2021). Participation of people living with disabilities in physical activity: a global perspective. *Lancet*, 398(10298), 443–455. [https://doi.org/10.1016/S0140-6736\(21\)01164-8](https://doi.org/10.1016/S0140-6736(21)01164-8)
- Masanovic, B. (2019). The effects of sports- recreational activities on the inclusion of young Montenegrins in society. *Journal of Anthropology of Sport & Physical Education*, 3 (3), 21-24. DOI:[10.26773/jaspe.190704](https://doi.org/10.26773/jaspe.190704)
- McKenzie, G., Shields, N., & Willis, C. (2021). ‘Finding what works for me’—a qualitative study of factors influencing community gym participation for young adults with cerebral palsy. *Disability & Rehabilitation*, 1-8. <https://doi.org/10.1080/09638288.2022.2083243>

- McIntosh, M.J., & Morse, J.M. (2015). Situating and constructing diversity in semi-structured interviews. *Global Qualitative Nursing Research*. [doi:10.1177/2333393615597674](https://doi.org/10.1177/2333393615597674)
- Meredith, S.J., Witcher, C.S. & Wagstaff, C.R., (2022). We are all in this together’: a creative non-fiction story of older adults participating in power-assisted exercise. *Qualitative Research in Sport, Exercise & Health*, pp.1-20.
- Milgramm, A., Wilkinson, E., & Christodulu, K. (2021). Brief report: Family recreation for individuals with autism spectrum disorder. *International Journal of Disability, Development & Education*, 1-9. <https://doi.org/10.1080/1034912X.2021.1925879>
- Milićević, M. (2020). Community participation of children with cerebral palsy in Serbia: Conceptual considerations and evaluation. DOI:[10.47152/127442](https://doi.org/10.47152/127442)
- Miller, E. K., Kraus, E., & Fredericson, M. (2019). Impact of adaptive sports participation on quality of life. *Sports Medicine & Arthroscopy Review*, 27(2), 73-82. DOI: [10.1097/JSA.0000000000000242](https://doi.org/10.1097/JSA.0000000000000242)
- Miyahara, M., & Piek, J. (2006). Self-esteem of children and adolescents with physical disabilities: Quantitative evidence from meta-analysis. *Journal of Developmental & Physical Disabilities*, 18, 219-234. <https://doi.org/10.1007/s10882-006-9014-8>
- Mnguni, S. (2018). *The role of public participation in facilitating integrated development planning for improvement of services in uMhlathuze Local Municipality* (Doctoral dissertation, University of Zululand). <http://uzspace.unizulu.ac.za/handle/10530/1770>
- Moccozet, L., Benkacem, O., Ndiaye, B., Ahmeti, V., Roth, P., & Burgi, P. (2011). *An exploratory study for the deployment of a techno-pedagogical staff learning environment*. (Doctoral

dissertation, University of Geneva) University of Geneva, Switzerland. <https://ciel.unige.ch/wp-content/uploads/2011/07/pleconf2011.pdf>

Mohammadi, S. (2019). Social inclusion of newly arrived female asylum seekers and refugees through a community sport initiative: The case of Bike Bridge. *Sport in Society*, 22(6), pp.1082-1099. <https://doi.org/10.1080/17430437.2019.1565391>

Mohammadi, S. (2022). Social inclusion of newly arrived female asylum seekers and refugees through a community sport initiative: the case of Bike Bridge. In *The Potential of Community Sport for Social Inclusion* (pp. 205-222). Routledge.

Moretti, F., van Vliet, L., Bensing, J., Deledda, G., Mazzi, M., Rimondini, M., Zimmermann, C., & Fletcher, I. (2011). A standardized approach to qualitative content analysis of focus group discussions from different countries. *Patient Education & Counseling*, 82(3), 420–428. <https://doi.org/10.1016/j.pec.2011.01.005>

Muhamed, M.F.A.A., Azudin, M.Z.M., Azemi, M.A., Abd Jabar, F.H., Nadzalan, A.M., Manap, N.A. and Sulaiman, M.A., 2022. A Thematic Analysis Investigating the effect of Pandemic Covid-19 and Implementation of MCO Towards Taekwondo Activities and Programs in Malaysia. *Central Asia & the Caucasus*, 23(1). <https://www.cac.org/submissions/index.php/cac/article/view/264>

Mulcahey, M. K., Gianakos, A. L., Mercurio, A., Rodeo, S., & Sutton, K. M. (2021). Sports medicine considerations during the COVID-19 pandemic. *American Journal of Sports Medicine*, 49(2), 512–521. <https://doi.org/10.1177/0363546520975186>

- Muthivhi, Z. T. (2021). *Perceptions of the students regarding campus-based recreational sports participation*. (Doctoral thesis, University of Venda). University of Venda. South Africa.
- Mweshi, G. K., & Sakyi, K. (2020). Application of Sampling Methods For The Research Design. *Archives of Business Review–Vol*, 8(11). <https://doi.org/10.14738/abr.811.9042>
- Ngcobo, N. R. (1998). *A socio-spatial perspective: The provision of recreation facilities for the youth in Umlazi Township*. (Masters thesis, University of Zululand). University of Zululand. South Africa. Faculty of Arts Conference. <http://uzspace.unizulu.ac.za/handle/10530/829>
- Oliver, M. (2013) The social model of disability: Thirty years on, *Disability & Society*. 28:7, 1024-1026, DOI: [10.1080/09687599.2013.818773](https://doi.org/10.1080/09687599.2013.818773)
- Opdenakker, R. (2006). Advantages and disadvantages of four interview techniques in qualitative research. In *Forum qualitative social forschung/forum: Qualitative social research* (Vol.7, No.4) DOI: <https://doi.org/10.17169/fqs-7.4.175>
- Park, J. H., Moon, J. H., Kim, H. J., Kong, M. H., & Oh, Y. H. (2020). Sedentary Lifestyle: Overview of Updated Evidence of Potential Health Risks. *Korean Journal of Family Medicine*, 41(6), 365–373. <https://doi.org/10.4082/kjfm.20.0165>
- Parmenter, T. R. (2021). An analysis of the dimensions of quality of life for people with physical disabilities. In *Quality of life for handicapped people* (pp. 7-36). Routledge. <https://doi.org/10.4324/9781003127338>
- Piatt, J., Bell, S. A., Rothwell, E., & Wells, M. S. (2014). Want Sport but Can't Find a Team. *Palaestra*, 28(4). <https://js.sagamorepub.com/palaestra/article/view/6139>

- Picton, C., Fernandez, R., Moxham, L., & Patterson, C. F. (2020). Experiences of outdoor nature-based therapeutic recreation programs for persons with a mental illness: a qualitative systematic review. *JBIS evidence synthesis*, 18(9), 1820-1869. September 2020. | DOI: [10.11124/JBISRIR-D-19-00263](https://doi.org/10.11124/JBISRIR-D-19-00263)
- Powrie, B., Kolehmainen, N., Turpin, M., Ziviani, J., & Copley, J. (2015). The meaning of leisure for children and young people with physical disabilities: a systematic evidence synthesis. *Developmental Medicine & Child Neurology*, 57(11), 993–1010. <https://doi.org/10.1111/dmcn.12788>
- Pryor, N., 2019. *Quantitative evidence from meta-analysis: Understanding motivations for participation in adaptive sports* (Doctoral dissertation, Arizona State University). Arizona State University. Arizona. Journal of Developmental and Physical. https://keep.lib.asu.edu/flysystem/fedora/c7/211836/Pryor_asu_0010N_18998.pdf
- Randler, C., Tryjanowski, P., Jokimäki, J., Kaisanlahti-Jokimäki, M. L., & Staller, N. (2020). SARS-CoV2 (COVID-19) Pandemic lockdown influences nature-based recreational activity: The case of birders. *International Journal of Environmental Research & Public Health*, 17(19), 7310. <https://doi.org/10.3390/ijerph17197310>
- Raplye, T. (2011). Some pragmatics of data analysis. In D. Silverman (Ed.), *Qualitative Research* (3rd ed., pp. 271-290). London: SAGE Publishers.
- Recreation Sport and Recreation South Africa. (2012). White paper on sport and recreation administrator, 24 (2), 102124.)

- Rimmer, J. H., & Marques, A. C. (2012). Physical activity for people with disabilities. *Lancet*, 380(9838), 193–195. [https://doi.org/10.1016/S0140-6736\(12\)61028-9](https://doi.org/10.1016/S0140-6736(12)61028-9)
- Rosenberg, D. E., Bombardier, C. H., Hoffman, J. M., & Belza, B. (2011). Physical activity among persons aging with mobility disabilities: shaping a research agenda. *Journal of Aging Research*, 2011, 708510. <https://doi.org/10.4061/2011/708510>
- Ryan, J. B., Katsiyannis, A., Cadorette, D., Hodge, J., & Markham, M. (2014). Establishing adaptive sports programs for youth with moderate to severe disabilities. [Master's thesis, St. Cloud State University]. Department of Children and Family Studies. https://repository.stcloudstate.edu/cgi/viewcontent.cgi?referer=&httpsredir=1&article=1010&context=cfs_etds
- Saebu, M. (2010). Physical disability and physical activity: A review of the literature on correlates and associations. *European Journal of Adapted Physical Activity*, 3(2). DOI:[10.5507/euj.2010.008](https://doi.org/10.5507/euj.2010.008)
- Salzer M. S. (2021). Community Inclusion and Social Determinants: From Opportunity to Health. *Psychiatric services (Washington, D.C.)*, 72(7), 836–839. <https://doi.org/10.1176/appi.ps.202000394>
- Scholl, K. G., Glanz, A., & Davison, A. (2006). Importance-Performance Analysis of Supportive Recreation Inclusion Services: Community Agency Perspective. *Journal of Park & Recreation Administration*, 24(2) Sciences, 11(10), 397–411. <http://dx.doi.org/10.6007/IJARBSS/v11-i10/11335>

- Shields, N., & Synnot, A. (2016). Perceived barriers and facilitators to participation in physical activity for children with disability: a qualitative study. *BMC Pediatrics*, 16, 9. <https://doi.org/10.1186/s12887-016-0544-7>
- Shields, N., Synnot, A. J., & Barr, M. (2012). Perceived barriers and facilitators to physical activity for children with disability: a systematic review. *British Journal of Sports Medicine*, 46(14), 989–997. <https://doi.org/10.1136/bjsports-2011-090236>
- Siddall, P. J., McIndoe, L., Austin, P., & Wrigley, P. J. (2017). The impact of pain on spiritual well-being in people with a spinal cord injury. *Spinal Cord*, 55(1), 105–111. <https://doi.org/10.1038/sc.2016.75>
- Siegfried, N. (2022). *The role of organizational culture and relationship marketing in disability sport sponsorship: An exemplar case study*. (Doctoral dissertation, [University of Louisville](#)). [University of Louisville](#). Arizona. Educational Leadership and Organizational Development. <https://doi.org/10.18297/etd/3818>
- Singh, C., & Burnett, C. (2003). The Tshwane metropolitan municipality and strategic partnerships in sport and recreation. *African Journal for Physical Activity and Health Sciences*, 9(3), 78-88. <https://www.ajol.info/index.php/ajpherd/article/view/24640>
- Sivan, A. & Veal, A.J., 2021. Leisure and human rights: The World Leisure Organization Charter for Leisure: past, present and future. *World Leisure Journal*, 63(2), pp.133-140. <https://doi.org/10.1080/16078055.2021.1918755>
- Sivaratnam, C., Howells, K., Stefanac, N., Reynolds, K., & Rinehart, N. (2020). Parent and clinician perspectives on the participation of children with cerebral palsy in community-

based football: a qualitative exploration in a regional setting. *International Journal of Environmental Research & Public Health*, 17(3), 1102.

<https://doi.org/10.3390/ijerph17031102>

Sivasubramaniam, S., Dlabolova, D, H., Kralikova, V., & Khan, Z.R. (2021). Assisting you to advance with ethics in research: an introduction to ethical governance and application procedures. *International Journal for Educational Integrity*, 17 (1),1-18.

<https://doi.org/10.1007/s40979-021-00078-6>

Skinner, J and Smith, ACT. (2021). Sport and COVID-19: Impacts and challenges for the future.

European Sport Management Quarterly. <https://researchfeatures.com/wp-content/uploads/2021/12/James-Skinner-1.pdf>

Slee, R. (2018). *Inclusive education isn't dead, it just smells funny*. Routledge.

Smith, B., & Bundon, A. (2018). Disability models: Explaining and understanding disability sport in different ways. In *The Palgrave handbook of paralympic studies* (pp. 15-34). Palgrave Macmillan, London.

Son, J.S., Nimrod, G., West, S.T., Janke, M.C., Liechty, T., & Naar, J.J. (2021). Promoting older adults' physical activity and social well-being during COVID-19. *Leisure Sciences*, 43 (1-2), 287-294. <https://doi.org/10.1080/01490400.2020.1774015>

Sport and Recreation African (2012). *Norms and standards for sport and recreation infrastructure provision and management*. Pretoria: National Department of Sport and Recreation

Sport and Recreation South Africa. (1998). White paper on sport and recreation South Africa.

Sport and Recreation South Africa. (2010). Norms and Standard for Sport and Recreation infrastructure provision and management. Pretoria: National Department of Sport and Recreation.

Sport and Recreation South Africa. (2012). Norms and Standards for Sport and Recreation Infrastructure Provision and Management.

Steele, L., Swaffer, K., Phillipson, L., & Fleming, R. (2019). Questioning segregation of people living with dementia in Australia: an international human rights approach to care homes. *Laws*, 8(3), 18. <https://doi.org/10.3390/laws8030018>

The Role of Academic Libraries, *Canadian Social Science*, 7(1), pp. 140–147. doi: <http://dx.doi.org/10.3968/j.css.1923669720110701.015>

Thomas, H.G. (2018). *Exploring factors related to Physical Activity and Adaptive Recreation for Youth with Physical Disabilities* (Doctoral thesis, Texas A & M University). Taxis. State Texas A&M University. Recreation, Park, and Tourism Sciences. <https://hdl.handle.net/1969.1/174135>

Tison, G. H., Avram, R., Kuhar, P., Abreau, S., Marcus, G. M., Pletcher, M. J., & Olgin, J. E. (2020). Worldwide Effect of COVID-19 on Physical Activity: A Descriptive Study. *Annals of Internal Medicine*, 173(9), 767–770. <https://doi.org/10.7326/M20-2665>

Tolley, E. E., Ulin, P. R., Mack, N., Robinson, E. T., & Succop, S. M. (2016). *Qualitative methods in public health: a field guide for applied research*. John Wiley & Sons.

- Toptaş- Demirci, P. (2019). Recreational Activities for with Disability: School-Aged Children and Adolescents. *International Journal of Recreation & Sports Science*, 3 (1), 46-57. DOI: [10.46463/ijrss.533037](https://doi.org/10.46463/ijrss.533037)
- Townsend, J., Stoe, G.A., Murphy, E., Crowe, B.m., Hawkins, B.L., & Duffy, L. (2020). Examining attitude change following participation in an international adaptive sports training. *Therapeutic Recreation Journal*, 54 (3), 276-290. <https://doi.org/10.18666/TRJ-2020-V54-I3-10112>
- Tzonichaki, L., & Kleftaras, G. (2002). Paraplegia from spinal cord injury: Self-esteem, loneliness, and life satisfaction. *OTJR: Occupation, Participation & Health*, 22(3), 96-103.
- Vasudevan, V. (2016). Exploration of how people with mobility disabilities rate community barriers to physical activity. *Californian Journal of Health Promotion*, 14(1), 37-43. <https://doi.org/10.32398/cjhp.v14i1.1863>
- Virginia, B., & Victoria, C. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2006), 77-101. <https://doi.org/10.1191/1478088706qp06oa>
- Wilkins. O. (2010). CBR and mental health. In *Community-Based Rehabilitation: CBR Guidelines*. World Health Organization. 1024-1926.10.1080/09687599.2013.818773
- Woodgate, R. L., Gonzalez, M., Demczuk, L., Snow, W. M., Barriage, S., & Kirk, S. (2020). How do peers promote social inclusion of children with disabilities? A mixed-methods systematic review. *Disability & Rehabilitation*, 42(18), 2553–2579. <https://doi.org/10.1080/09638288.2018.1561955>

World Health Organization. (2021). *Guidance on community mental health services: promoting person-centred and rights-based approaches*. World Health Organization.

Wright, S. A., & Titus, S. (2013). Experiences and perceptions of students with disabilities concerning factors influencing participation in recreational sports at a University in the Western Cape Province, South Africa. *African Journal for Physical Health Education, Recreation & Dance*, 19(42), 1146-1157.

<https://www.ajol.info/index.php/ajpherd/article/view/9843>



ANNEXURE A: INFORMATION SHEET

Project Title: Exploring the recreational opportunities for young people living with physical disabilities in Phalaborwa.

Introduction

This is an invitation for you to participate in the study. This information sheet will help you to decide whether you would like to participate in this study or not. Before you decide to be part of this study it is required of you to fully understand the purpose of this study. If there are questions regarding this study that this sheet cannot explain to you, you are welcome to ask questions.

What is this study about?

My name is Ngobeni Tintswalo Basani. I am a Master's student at University of Western Cape under Department of Sport, Recreation and Exercise Science. I wish to conduct research for my master's dissertation on Exploring the Recreational Opportunities for Young People Living with Physical Disabilities in Phalaborwa. This study will be conducted under the supervision of Mr M. J Malema and Dr M. Young

What will I be asked to do if I agree to participate?

The researcher will use semi-structured interview to collect data as it allows the researcher to collect open-ended data, to explore participant's thoughts, feelings, experience and believes related to the topic of interest. This method of data collection will help you respond to the questions in your own words based on the experience you have regarding recreational opportunities for young people living with physical disabilities. The interview will be audio recorded.

Would my participation in this study be kept confidential?

The anonymity of the participants will be maintained at all times by not using participant's real names to protect their identity. Transcripts and audio tapes will be kept safe and stored in an encrypted file that is password protected at the University of the Western Cape in the supervisor's office, and only the researcher and supervisors will have access.

The information will not be shared with anyone. The data will be deleted after five years of completion of the study. If the study were to be published, your confidentiality and anonymity will be protected at all times.

What are the risks of this research?

There may be some risks from participating in this research study. Some of the known risks that may result from participating in the research are psychological, social and emotional. If participants are embarrassed, fatigued or uncomfortable with answering questions, they will be allowed to withdraw from participating. The researcher will minimize such risks and act promptly to assist where necessary and appropriate referral will be made to a suitable professional, for further assistance or intervention. The Covid-19 measures will be maintained at all times, a researcher will make sure that all participants put on their masks, maintain social distance and sanitizing.

What are the benefits of this research?

The primary purpose of this study is to create awareness for people living with physical disabilities about recreational opportunities available for them in Phalaborwa. It is believed that recreational providers have a better understanding and are knowledgeable about recreational opportunities to ensure accessibility of recreational opportunities. The findings of this study will promote inclusive

practices, a good attitude towards sport and recreation, forge a friendship, development independence empower them to make a change in the world of participation and eradicate barriers faced by young people living with physical disabilities.

Do I have to be in this research and may I stop participating at any time?

Your participation in this research is completely voluntary. You may choose not to take part at all. If you decided not to continue with the study you are allowed to stop from participating at any time without prejudice.

What if I have questions?

This research is being conducted by Tintswalo Basani Ngobeni from the Department of Sport, Recreation and Exercise Science at the University of the Western Cape. If you have any questions about the research study, please contact: Miss Ngobeni T.B

Cell: 0783251067/0766665193

Email: 4109330@myuwc.ac.za/ nwangobeni1@gmail.com

Should you have any questions regarding this study and your rights as a research participant or if you wish to report any challenges you have experienced related to the study, please contact:

Head of Department: Prof Andre Travill

Department of Sport, Recreation & Exercise Science, University of the Western Cape, Private

Bag X17, Bellville, 7535

atravill@uwc.ac.za

Dean CHS: Prof Anthea Rhoda

Faculty of Community and Health Sciences, University of the Western Cape, Private Bag X17,
Bellville, 7535

chs-deansoffice@uwc.ac.za

This research will be approved by the University of the Western Cape's Humanities and Social Sciences Research Ethics Committee)

(REFERENCE NUMBER: _____)

University of the Western Cape

Private Bag X17

Bellville

7535

Tel: 021 959 4111

E-mail: research-ethics@uwc.ac.za



ANNEXURE B: CONSENT FORM

Project Title: Exploring the recreational opportunities for people living with physical disabilities at Phalaborwa

The study has been explained to me in language that I understand, and I freely and voluntarily agree to participate in the study. My questions about the study have been answered clearly. I understand that my identity will not be disclosed to anyone and that I may withdraw from participating at any time I want without giving a reason and this will not have any negative consequences.

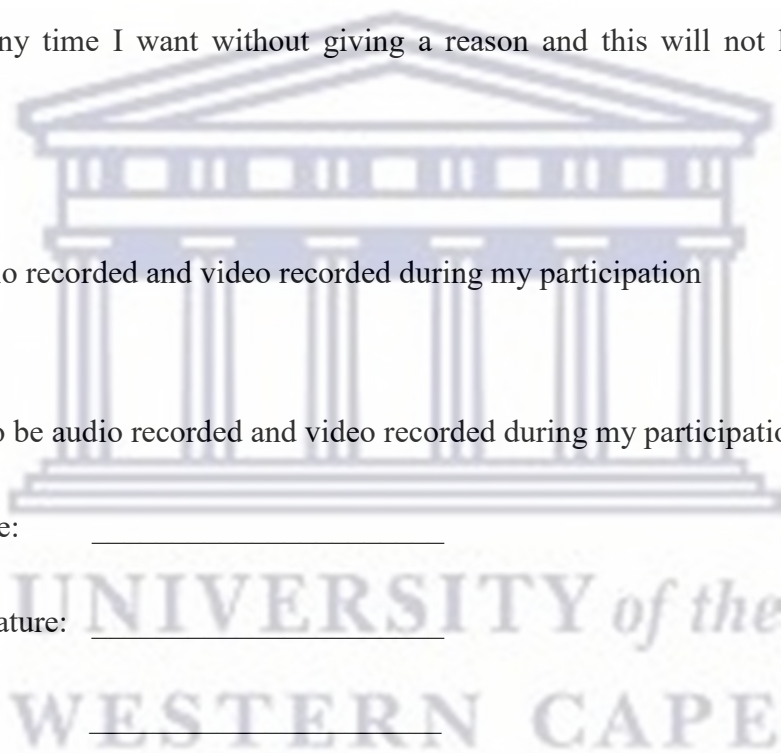
I agree to be audio recorded and video recorded during my participation

I do not agree to be audio recorded and video recorded during my participation in this study

Participant's name: _____

Participant's signature: _____

Date: _____



ANNEXURE C: PERMISSION LETTER

Sport, arts and culture

Phalaborwa

1390

Ba-Phalaborwa Municipality

Dear Sir/Madam

Request for permission to conduct research at the Recreational facilities in the Ba-Phalaborwa municipality

I Ngobeni Tintswalo Basani. I am currently a registered student with the University of Western Cape, doing my Masters in Sport Recreation and Exercise Sciences. My research topic is: *“Exploring the recreational opportunities for young people living with physical disabilities in Phalaborwa”*. This research project will be conducted under the supervision of Dr M.J Malema and Prof M. Young M.

I request to interview five recreation practitioners as key informants at the recreational facilities under Ba-Phalaborwa municipalities for my study. The findings of this study will be kept confidential and the anonymity of the participants will be protected by not assigning pseudonyms to protect their identity. The data will be used only for the study. If this study is published, names of facilities and participants will not be included for any queries about the study you are welcome to contact the researcher, Ms. Ngobeni Tintswalo Basani either telephonically on Cell: 0783251067 or by Email: nwangobeni1@gmail.com.

Yours sincerely

Ms. Ngobeni Tintswalo Basani

ANNEXURE D: INTERVIEW SCHEDULE

Interview schedule Key informants

1. Tell me about your role as a recreational service provider
2. Tell me about the recreational opportunities provided for young people living with physical disabilities?

Probe:

- Types of recreational activities are being offered?
 - Recreational facilities available for people living with physical disabilities?
3. Tell me how youth with physical disabilities access the recreational facilities in Ba-Phalaborwa?

Probe:

- Do they have ramps for wheelchair users?
 - Are the facilities wheelchairs user-friendly?
4. Tell me how you decide on recreational programmes for young with physical disabilities?
 5. Tell me what can be done to improve recreational opportunities for young people living with physical disabilities in Phalaborwa

Interview schedule for young people with physical disabilities

1. Tell me what recreational opportunities mean to you?

Probe:

- Recreational opportunities available for you in the area?

2. Tell me about the recreational opportunities provided by the district/municipality in your area?

3. Tell me about your recreational activity preferences

Probe:

- Current activities you participate in and how often do you participate?

4. Tell me about the barriers you encounter during your participation

Probe: Internal barriers

External barriers

5. What recommendations do you have to overcome these barriers?



UNIVERSITY *of the*
WESTERN CAPE

ANNEXURE E: EXAMPLE OF A TRANSCRIBED INTERVIEW

SPEAKERS

Basani (Interviewer) and Expect 4 (Interviewee)

Expect 4

Interviewer: what do you understand recreational opportunities for people living with physical disability?

Expect: To me recreation opportunities are more of a not limited to activities but any platform that can allow an individual to express him or herself physically, emotionally and have more of a benefit to that individual either through socially or physiological benefits. Social as part of integration to the communities and physically as a way of improving the health and well-being more importantly the psychological part and the physiological part.

Interviewer: thank you so much, as a recreation provider what are your responsibility/ duty

Expect: Well, my main responsibility is to deliver programmes such as activities wherein different population groups come together and play for fun, for enjoyment as a way of formulating meaningful lifestyle and social relationships

Interviewer: What kind of recreation activities do you offer for people with physical disability?

Expect: well, one is goal ball, which is mainly for individual living with disabilities, we also wheelchair tennis and wheelchair basketball. Those are the more of adaptive programs or Para-recreational sports for people living with disabilities.

Interviewer: Owk, when you provide these activities, are the recreational facilities accessible to everyone including the wheelchair users?

Expect: Yes, the facilities are more adaptable for these groups, for wheelchair tennis and basketball they are making use of wheelchair, so the facilities are more conducive. So, for goal ball it is a smooth surface it does not refer the wheelchairs it is just a matter of having more of adaptable playing facility. So, all of them are conducive.

Interviewer: Is goalball not meant for people who are partially impaired?

Expect: Yes, it is a goal ball, what happen is that it is being played by four players at a time, two on the other goal post and two on another one goal post. Therefore, we make use of a ball which is a 5-size ball, but it is having a ring inside, so the way is being played is a matter of rolling it on the surface that is going to the other goal post, so when it gets inside the post, we count it as a goal. So, the way the players are able to identify the ball coming to them it is through that chain that is inside the ball, so they listen to the sound. Normally goal ball is played in a very quiet environment no noise is allowed in the playing space so that the players can be able to listen to the sound of the ball when they are playing.

Interviewer: Looking at the state of people living with physical disabilities, do you include them when you offer goal ball?

Expect: yes, we do include them, it does include them because we can also adapt those who are on wheelchair for example, they can also play goalball

Interviewer: thank you, how many recreation facilities available in Phalaborwa?

Expect: I would say, a multi-purpose center consists of four court for wheelchair tennis and wheelchair basketball and also one indoor play space is used for gaol ball

Interviewer: **So to what extent to recreation facilities are accessible to people living with physical disabilities?**

Expect: well, because of the nature of the programs, these activities are offered at a particular time or space and these time and space should be known that it is meant for people with physical disability.

Interviewer: Do the facilities have ramps for wheelchair users?

Expect: yes, the ramps are there so that people living with physical disabilities can easily push themselves and access the playing space without any assistance.

Interviewer: that is great, so looking at the participation level of people living with physical disabilities, Are you happy with the level of participation?

Expect: So far, I will say yes though there is still a room for improvement because it will be good to see almost each and individual living with disabilities being actively involved in different recreational sports so to say, but there is a room for improvement I am happy with the involvement

Interviewer: **what can be done to improve the level of participation?**

Expect: it is more of taking the activities to individuals living with physical activities, offer them what they want. As a recreation provider you do not just deliver programs to them. First do some needs analysis with them in terms of what types of recreational activities do they want and then provide them with necessary equipment and facilities so that they can enjoy.

Interviewer: so, looking at the community what can you do in order to promote the level of participate because you might find that the community is not supportive towards people with disabilities?

Expert: it is good that as a recreation provider, when you are in a planning stage you involve all stakeholders, starting with people in the community be it people in businesses so that they will help funding the programs for people living with disabilities. And also, stakeholders like SANCO, call social committees and clubs or centers in the community so that they will be able to know and advocate it for the needs for the individual living with disabilities to be catered for. In case they know individuals living with disabilities who are not actively involved in the recreational sports they will be the one to recruit them and tell them that there is this type of recreation activities going on and taking time in this place so they will be able to bring them. By doing so the level of participation among people living with disability will also increase together with the number

Interviewer: **Do you think there is a need to educate the caregivers of people living with physical disability?**

Expert: yeah, it is very important to educate the caregivers because caregiving does not necessarily starting at the play facility, it starts at home where these people are staying, so this education needs to start from households level where these players are staying up until it goes to the play space or the court because they need to be well integrated in the community and in the household so that they are respected and well taken care of and they treated fairly and equally so.

Interviewer: Alright thank you, do you have anything to say or to comment regarding the interview?

Expert: nothing much, once would be excited to know that at the end of your studies, the outcomes be shared with all people including the policy makers so that when policies are being reviewed or established more inclusion of individual living with disabilities is takes care of at a community level, particularly in our rural communities.

Interviewer: thank you so much, if you do not have anything to say, we are done, the interview was interesting and successful. Thank you for your time and the information that you have provided. I would like to emphasise that the information will be kept safe no one will have access except me and my supervisor. We will always protect your identity.



UNIVERSITY *of the*
WESTERN CAPE

ANNEXURE F: ETHICS CERTIFICATE



UNIVERSITY of the
WESTERN CAPE



17 September 2021

Ms TB Ngobeni
Sport Recreation and Exercise Science
Faculty of Community and Health Sciences

HSSREC Reference Number: HS21/7/38

Project Title: Exploring the recreational opportunities for young people living with physical disabilities in Phalaborwa

Approval Period: 16 September 2021 – 16 September 2024

I hereby certify that the Humanities and Social Science Research Ethics Committee of the University of the Western Cape approved the methodology and ethics of the above mentioned research project.

Any amendments, extension or other modifications to the protocol must be submitted to the Ethics Committee for approval.

Please remember to submit a progress report by 30 November each year for the duration of the project.

The permission to conduct the study must be submitted to HSSREC for record keeping purposes.

The Committee must be informed of any serious adverse events and/or termination of the study.

Ms Patricia Josias
Research Ethics Committee Officer
University of the Western Cape

NHREC Registration Number: HSSREC-130416-049

Director: Research Development
University of the Western Cape
Private Bag X 17
Bellville 7535
Republic of South Africa
Tel: +27 21 959 4111
Email: research-ethics@uwc.ac.za

FROM HOPE TO ACTION THROUGH KNOWLEDGE.