

**Guidelines for leadership development using leisure education as
a tool for youth with physical disabilities in South Africa**

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**Dissertation submitted in fulfilment of the requirements for the degree
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ABSTRACT

Introduction

Youth need to build their resilience, feel empowered, take the initiative and become independent for their leadership development. The application and use of leisure education amongst youth with disabilities for developing leadership appears feasible, although it has never previously been researched. It is noted that leisure plays a significant role in the lives of all persons, and people with disabilities should also embrace opportunities to obtain the positive benefits of leisure. It is important to develop guidelines for youth with physical disabilities to empower, build resilience, and develop capacity and other related skills. There are no existing guidelines for leadership development for youth with disabilities dedicated to achieving this objective in South Africa, hence, the reason for conducting the current study.

Aim of the study

This study aims to gain an understanding of leisure education as a tool for leadership development amongst youth with physical disabilities to develop guidelines for use in the South African context.

Methodology

Using a sequential explanatory mixed-methods approach, this study consisted of phase I: scoping review; phase II: quantitative cross-sectional study; phase III: qualitative descriptive study; and phase IV: Delphi study.

Phase I

The scoping review study aimed to explore and describe leisure programmes that promote leadership amongst youth with, and without, disabilities. The scoping review entailed a rigorous screening of studies based upon inclusion and exclusion criteria. Seven articles met the inclusion criteria. Interventions in the studies focused on promoting leadership skills and other soft skills that complement one another. Interventions included activities of daily living such as education,

work, and play; leisure and social participation; residential and day camps; youth-led conferences; and leisure, recreation, sport and physical activities. For youth with disabilities, the studies focused on developing the soft skills needed in everyday situations, such as social skills and empowerment. These can enable youth to deal with day-to-day challenges. This study concludes that there is a need for leisure programmes that promote leadership skills for youth with, and without, disabilities to build capacity, empower and nurture them to tackle daily situations.

Phase II

The quantitative cross-section study investigated how youth with physical disabilities perceived leisure education and leadership development. A convenience sampling method was used to recruit participants from eight centres for people with physical disabilities in the Western Cape, South Africa. Using Slovin's formula, 109 participants participated in the study. The findings showed that youth with physical disabilities positively perceived leisure education and leadership development. The findings revealed that although participants had a strong sense of social duties and were motivated to develop themselves, there was a need for leadership development, particularly personal development, building networks and relationships, and decision-making skills.

Phase III

The qualitative descriptive study aimed to explore how leisure education can be used to develop leadership based on the experiences and perspectives of youth with physical disabilities. Ten youth with physical disabilities were purposefully sampled and interviewed as participants. Data were collected using online and face-to-face interviews with semi-structured, open-ended questions. The themes identified included leisure for youth with physical disabilities, the nature of leisure education, leisure education learning areas, and leadership opportunities. The study showed that participants recognised leisure's importance

Phase IV

The last phase of this study was the development of guidelines for leadership development, which was undertaken through a Delphi study. This phase aimed to develop guidelines to equip and allow youth with physical disabilities to be developed as leaders amongst their peers, take the initiative, and plan their leisure programmes. A three-round Delphi method was used to design and develop guidelines for youth with physical disabilities using leisure education as a tool for leadership development. Eight overarching themes comprising 43 guidelines were developed together with the input of the experts.

Discussion

The current study's findings provide evidence that it is feasible that youth with physical disabilities can be empowered to develop their leadership through leisure education as a tool. The guidelines are intended to benefit youth with physical disabilities to develop and build their leadership capacities. They are purposed to promote and facilitate leadership development through leisure education. The guidelines developed in this study can be implemented in various settings to use leisure education as a tool to develop leadership skills amongst youth with physical disabilities. Future research could evaluate how these guidelines are implemented for use in various settings.

Conclusion

For these guidelines to be practical, youth with physical disabilities must be active in the planning and implementing of programmes in their communities. Leisure education is a valuable tool that can be implemented to develop and build capacity for leadership skills amongst youth with physical disabilities. The guidelines developed in this study are a step toward ending the inequalities and promoting leadership initiative skills through leisure education for youth with disabilities.

Keywords: Guidelines, leadership development, leadership skills, leisure, leisure education, youth development, youth with physical disabilities.



DECLARATION

I, Makhaya Johannes Malema, hereby declare that “Guidelines for leadership development using leisure education as a tool for youth with physical disabilities in South Africa” is my work. This work has not been submitted for any other degree or examination at any other university. All the sources I have used have been duly acknowledged and fully referenced.

Student:

Makhaya Johannes Malema

Date:

August 2022

Signature:



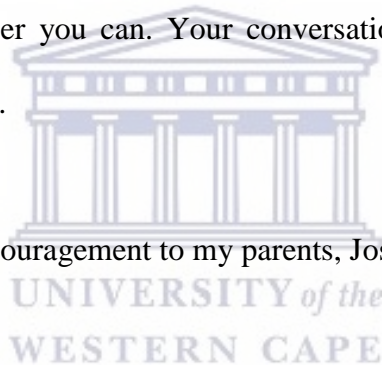
DEDICATIONS

I dedicate this thesis to my wife, Malema Maphoko Phindile, who has been my source and pillar of strength. Thank you for your unending support, patience, and understanding, having walked this journey alongside me until completion.

To my daughter Lesedi Malema, I love you, my angel. Every time we spoke, I drew strength from our conversations, which enabled me to give everything on this journey.

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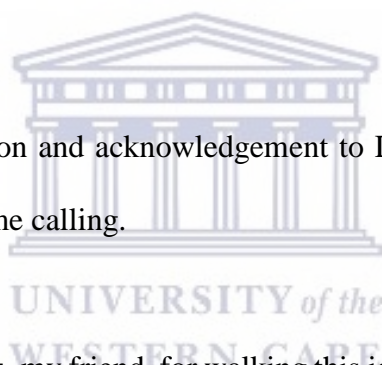
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Lastly, I would like to acknowledge and appreciate my wife, daughter and family for your love and support throughout this study. Your support means the world to me, and I appreciate you being with me, physically and emotionally, on this journey.

PREFACE

This research study received ethical approval through the University of the Western Cape Senate Higher Degrees Committee and the Biomedical Research Ethics Committee (BM20/2/1) (Appendix F).

This PhD thesis is presented in a publications format. PhD by publication refers to a dissertation submitted for examination through which research paper/s have been peer-reviewed and published, and some accepted for publication (Asongu & Nwachukwu, 2016; Jackson, 2013). The University of the Western Cape's policy guideline recognises this format as having various advantages, which creates the opportunity to develop research identity early in the careers of young academic professionals (The University of the Western Cape, n.d). This study demonstrates an original and significant contribution to existing knowledge in the focus area of leisure for young people with disability. Written consent was sought from the journals concerned to include the published articles in the full thesis. Asongu and Nwachukwu (2016) argue that a PhD dissertation benefits society when harmonising with scientific publications.

Additionally, a PhD by publication promotes knowledge to a broad spectrum than a traditional thesis (Asongu & Nwachukwu, 2016). This thesis by publication aims to share knowledge through research about leisure education being used as a tool for leadership development amongst youth with physical disabilities within the South African context. According to Jackson (2013), doing a PhD by publication offers candidates an opportunity to demonstrate their systematic and scientific rigour and abilities. Furthermore, doing a PhD by publication allows the candidate to be established and recognised by experts in their field, which is regarded as a critical component of academia (Flick, 2019; Guerin, 2016; Jackson, 2013).

This study produced five manuscripts in this thesis and was reported in the chapters. The thesis comprises the following chapters: Chapter 1 (introduction and problem statement), Chapter 2 (Theoretical framework review article study), Chapter 3 (methodology), Chapters 4, 5, 6 and 7 (articles of the various studies conducted), and Chapter 8 (integrative summary, conclusions and recommendations). All the manuscripts (chapters 2, 4, 5, 6 and 7) are presented according to the journals' guidelines. This thesis incorporates a collection of published journal articles and manuscripts under review. An introduction and summary accompany each chapter, which guides and adds quality control for a PhD by publication.

The following section forms part of the quality control for this thesis, as described by Sharmini (2016).



Journal articles- Published/Under review

Malema, M. J., Young, M.E.M., & Wegner, L. (2022). Leisure programmes that promote leadership amongst youth with, and without disabilities: A scoping review. *African Journal for Physical Activity and Health Sciences*, 28(1), 47-62.
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Malema, M.J., Onagbiye, S.O., Young, M.E.M. & Wegner, L., (Under review), Perspectives of youth with physical disabilities and leisure education as a tool for leadership development. *Leisure Studies Journal*.

Malema, M.J., Young, M.E.M. & Wegner, L., (Under review), Perceptions about leisure education as a tool for leadership development among youth with physical disabilities in the Western Cape, South Africa. *World Leisure Journal*.

Malema, M.J., Africa, L., Caldwell, L.L., Young, M.E.M., & Wegner, L. (Accepted for publication). Guidelines for leadership development of youth with physical disabilities through leisure education programmes: A Delphi Study. *African Journal for Disabilities*.

In addition, the studies conducted in this thesis were/will be presented at national and international conferences (see the list below).

National and International conferences (Already presented)

Malema, M.J., Ongabiye, S.O., Young, M.E.M., & Wegner, L. (2022). A quantitative investigation of the perspectives of youth with physical disabilities on the use of leisure education as a tool for leadership development in the Western Cape, South Africa, *International Recreation and Sport Management Congress*, (16-19 May 2022. Turkey, Ankara).

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Malema Makhaya, Lisa Wegner & Marie Young (2019). Guidelines for leadership development using leisure education as a tool for youth with disabilities in South Africa. *Joint South African Sports Medicine Association BRICS Council of Sport and Exercise Science 2019 Congress.*

National and International conferences (To be presented in 2022)

Malema MJ., Young, MEM., & Wegner, L. (2022). Youth with physical disabilities' perspectives about leisure education as a tool for leadership development in the Western Cape, South Africa: a qualitative study, *International Festival of Sports, Exercise & Medicine Conference*, (Abstract accepted; to be presented: 29 September- 02 October, Pretoria, South Africa).



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TABLE OF CONTENTS

ABSTRACT.....	ii
DECLARATION	vi
DEDICATIONS.....	vii
FUNDING.....	viii
ACKNOWLEDGEMENTS	ix
PREFACE.....	xi
Journal articles- Published/Under review	xii
National and International conferences (Already presented).....	xiii
National and International conferences (To be presented in 2022)	xiv
REFERENCES	xv
TABLE OF CONTENTS.....	xvi
LIST OF TABLES	xxi
LIST OF ABBREVIATIONS.....	xxiii
DEFINITION OF TERMS	xxiv
CHAPTER 1	1
INTRODUCTION AND PROBLEM STATEMENT	1
1. OVERVIEW	1
1.1 INTRODUCTION	1
1.1.1 Status of people with disabilities in South Africa.....	3
1.1.2 Promotion of leisure amongst people with disabilities in South Africa	5
1.1.3 Benefits of leisure for youth with, and without, disabilities	6
1.1.4 Youth with disabilities and leisure education programme opportunities.....	8
1.1.5 Facilitating youth leadership through leisure programmes.....	9
1.1.6 The role of leisure education in developing leadership amongst youth with disabilities .	10
1.2 Problem Statement	11
1.3 Research Questions	13
1.4 Aim of the study.....	13
1.5 Objectives of the study.....	13
1.6 Significance of the study.....	14
1.7 Outline of the methodology	15
1.8 Outline of the Thesis	16
1.9 REFERENCES	19
CHAPTER 2	24
A theoretical understanding of promoting leadership skills through leisure education amongst	

youth with physical disabilities.....	24
2.1 Overview.....	24
Abstract.....	27
Introduction.....	28
Leisure education as a framework.....	29
Leisure education and the role it plays in fostering leadership skills.....	30
Origin of leisure education.....	30
Leisure education scope.....	32
Community-based rehabilitation approach.....	34
Community-based rehabilitation matrix.....	36
International Classification of Functioning, Disability, and Health (ICF).....	37
Disability.....	39
Disability models.....	41
The Medical Model of Disability.....	43
The Social Model of Disability.....	44
Summary and Conclusion.....	46
References.....	47
CHAPTER 3.....	53
Methodology.....	53
3.1 Overview.....	53
3.2 Philosophical worldviews.....	53
3.2.1 Pragmatic worldview.....	54
3.3 Research Methodology.....	55
3.3.1 Research Approach: Mixed Methods.....	55
3.3.2 Explanatory Sequential Design.....	56
3.4 Sequential phases of the methodology.....	56
3.4.1 Phase I Scoping review methodology.....	57
3.4.2 Phase II: Quantitative methodology.....	60
3.4.3 Phase III: Qualitative methodology.....	62
3.4.4 Phase IV: Delphi methodology.....	65
Participants.....	65
Data collection.....	66
Data analysis.....	66
3.5 Ethics.....	67
3.6 REFERENCES.....	70
CHAPTER 4.....	73
Leisure programmes that promote leadership amongst youth with, and without, disabilities: A	



scoping review	73
4.1 Overview.....	73
CHAPTER 5	91
Perspectives of youth with physical disabilities and leisure education as a tool for leadership development.....	91
5.1 Overview.....	91
CHAPTER 6	118
Perceptions about leisure education as a tool for leadership development among youth with physical disabilities in the Western Cape, South Africa.....	118
6.1 Overview.....	118
CHAPTER 7	153
Guidelines for youth with physical disabilities using leisure education as a tool for leadership development: A Delphi study	153
7.1 Overview.....	153
Guidelines for leadership development of youth with physical disabilities through leisure education: A Delphi study	155
The role of leisure education.....	159
Leisure education as means to develop leadership	160
How leisure education can develop leadership skills	160
Design	161
Participants.....	162
Data collection	162
Data analysis	164
CHAPTER 8	181
Synthesis, Conclusion and Recommendations	181
8. Overview.....	181
8.1 Synthesis of Phases	181
8.2 Recommendations.....	184
8.2.1 Recommendation for leisure service providers.....	184
8.2.2 Recommendations for governmental organisations and NGOs.....	185
8.2.3 Recommendations for policy development	186
8.2.4 Recommendations for future studies	187
8.3 Conclusion	188
8.4 REFERENCES	189
APPENDIX A: Leisure education and leadership development questionnaire.....	190
APPENDIX B: Interview schedule for participants	201
APPENDIX C: Information sheet.....	202
APPENDIX D: Consent form for participants.....	209

APPENDIX E: Permission letter to access associations of persons with disabilities.....212
APPENDIX F: Ethics certificate213
APPENDIX G: Example of a transcription214
APPENDIX H: Invitation to participate in the study.....224



LIST OF FIGURES

Figure 1: Outline of the study.....	15
Figure 2: Community Based Rehabilitation Matrix.....	38
Figure 3: International Classification of Functioning, Disability and Health Model.....	39
Figure 4: Three ways of knowing the world.....	55
Figure 5: Study selection process (PRISMA).....	80
Figure 6: Conceptual framework for using leisure education as a tool for leadership development for youth with physical disabilities	184
Figure 5: Leadership outcome through leisure education for youth with physical disabilities.....	185



LIST OF TABLES

Table 1: Dimension of disability.....	41
Table 2: Review of models of disability.....	43
Table 3: Four worldviews.....	54
Table 4: Objectives of the study.....	58
Table 5: Extracted data.....	82
Table 6: Demographic information of participants.....	105
Table 7: Perceptions of leisure education amongst youth with physical disabilities.....	106
Table 8: Perceptions of leadership development amongst youth with physical disabilities.....	108
Table 9: Demographic information.....	130
Table 10: Themes and sub-themes based on youth with physical disabilities.....	130
Table 11: Demographic information for panel experts.....	167
Table 12: Guidelines for leadership development through leisure, recreation, sports, physical activities and activities of daily living.....	168
Table 13: Guidelines for an out-of-school approach for leisure education programmes.....	169
Table 14: Guidelines for youth with physical disabilities to realise their leadership skills.....	169
Table 15: Guidelines for how leadership skills can be developed during leisure education programmes.....	170
Table 16: Guidelines for the implications for allowing youth to take the lead in facilitating their leisure activities.....	171
Table 17: Guidelines on role modelling and peer support amongst youth with disabilities	

within their communities..... 171

Table 18: Guidelines on balancing leisure education programmes to promote holistic development amongst youth with physical disabilities..... 172

Table 19: Guidelines for the benefits of knowledge sharing for leadership development amongst youth with physical disabilities..... 173



LIST OF ABBREVIATIONS

APD- Association for People with Disabilities

CBR- Community-Based Rehabilitation

DoH- Department of Health

ICF- International Classification of Impairment, Disability and Handicap

LTPA- Leisure Time Physical Activities

MOU- Memorandum of Understanding

NGO- Non-Governmental Organisations

UNCRPD- The United Nations Convention on the Rights of Persons with Disabilities

UPIAS- The Union of the Physically Impaired Against Segregation and the Disability

Alliance

YwPD- Youth with Physical Disabilities



DEFINITION OF TERMS

Guidelines are statements about a course of action or how and what should be done to advise people about something (Cambridge Dictionary). The current study developed guidelines to advise youth with disabilities and other relevant stakeholders on leadership development through leisure education.

Leadership development refers to listening, persuading, suggesting, and influencing others to achieve leisure goals (Edginton *et al.*, 2004).

Leadership skills refer to characteristics that an individual possesses, which allow them to undertake roles and responsibilities to build themselves and others up to become proactive to reach their goals (Sousa & Rocha, 2018).

Leisure refers to a personal experience that enhances and promotes satisfaction, enjoyment and well-being for all human beings to live in dignity (Arruti, 2010), which takes place during a time that is free from work or other obligations (Stebbins, 2018).

Leisure education refers to the imperative opportunity to promote leisure activities, provide information and knowledge about leisure activities, and allow opportunities for leisure participation amongst individuals in society (Fukushima & Schwartz, 2019; Sivan, 2014).

Youth development means having awareness and the ability to interact while influencing peers ethically and socially responsibly (Edginton *et al.*, 2004; Ricketts & Rudd, 2002).

Youth with physical disabilities for this study refers to both males and females (between 18- and 34 years of age) confronted by physical disability.

CHAPTER 1

INTRODUCTION AND PROBLEM STATEMENT

1. OVERVIEW

In this chapter, the researcher introduces the topic and conceptualises the argument that leisure education can be used as a tool to develop leadership amongst youth with physical disabilities. The current chapter presents an introduction and problem statement for this study. The aim and objectives, along with the research question, are presented. This chapter further presents the study objectives, significance, and outline.

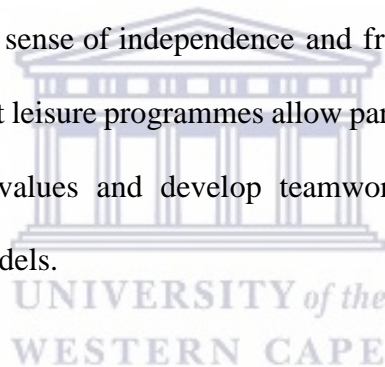
1.1 INTRODUCTION

Leisure education can be a developmental process whereby people increase their understanding of leisure and the relationships between leisure, lifestyle and society (Edginton *et al.*, 2004). Through leisure education, it is possible that leadership can be developed and nurtured along with the other skills one acquires through leisure participation. According to Edginton *et al.* (2004), leisure education lays a foundation for individuals to engage fully in leisure programmes. Through recreational and leisure programmes, opportunities to facilitate skills development can include sports, gardening, and meeting with friends (Pressman *et al.*, 2009).

Edginton and Edginton (1994) emphasise that youth participation in leisure programmes can yield benefits that impact their lives. One example is a study by Labbé *et al.* (2019) conducted in Canada on people with disabilities that assessed the benefits of adaptive recreational leisure activities offered in communities. Labbé *et al.* (2019) reported that various programmes and interventions had been implemented to promote participation in recreational and leisure activities for people with disabilities. In this thesis, recognising the importance of leisure and

recreational activities, the researcher argues that youth with physical disabilities can develop skills such as leadership through leisure education.

The benefits of leisure programmes include personal development through improved self-concept, sense of achievement, spiritual growth, enhanced creativity, learning and self-reliance (Edginton & Edginton, 1994). According to Edginton and Edginton (1994), physical development as a benefit of leisure programmes includes enhanced physical fitness and wellness, motor skills, better energy levels, more stamina, improved self-image and better coordination. Additionally, leisure programmes can improve psychological health by enhancing well-being since leisure activities are structured to produce positive outcomes and opportunities for experiencing a sense of independence and freedom. Furthermore, Edginton and Edginton (1994) suggest that leisure programmes allow participants to obtain new positive values or strengthen existing values and develop teamwork, cooperation, learning, and interacting with positive role models.



Additionally, participants are presented with an opportunity for self-expression by promoting creativity, fantasy, progression toward personal potential, learning and growth presented by opportunities for learning and growth, exploration and exposure to new facts and ideas (Edginton & Edginton, 1994). Although leisure research has been conducted worldwide, this study argues that the challenges of youth with physical disabilities are not reported sufficiently, specifically within the South African context. Youth without disabilities seem ahead in resource allocations, mainly in leisure and recreation, compared to their counterpart youth with disabilities. The situation in other countries is similar. A study in Spain stressed that most people with disabilities globally do not have access to health, rehabilitation, social support,

income programmes, education, leisure, and employment (Pagán-Rodríguez, 2014). Youth with disabilities in South Africa are not exempt from the reported factors in Pagán-Rodríguez's (2014).

1.1.1 Status of people with disabilities in South Africa

The South African population was recorded at 51.7 million in 2011, 55.6 million in 2016, 57.73 million in 2018, with the latest statistics showing 60.14 million during the 2021 mid-year estimate (Statistics South Africa, 2016; Statistics South Africa, 2018; Statistics South Africa, 2021). Youth aged 15 to 34 years accounted for 20.6 million – around one-third – of South Africa's total population (Statistics South Africa, 2021).

The national disability prevalence in the country increased from 7.5% in 2011 to 7.7% in 2016 (Statistics South Africa, 2016). People with disabilities are reported under various categories according to their conditions; for example, people with visual impairment constitute 1.7%, people with hearing impairment 0.6% and those with physical disabilities 1.5% of the entire population (Statistics South Africa, 2016). These statistics indicate that people with disabilities constitute a minority of the overall population in South Africa. Youth aged 15 to 34 years constitute 35.9% of the total general population, thus indicating that they make up a fair majority of the South African population. Furthermore, youth with disabilities from ages 15-19 years make up 2.6%, ages 20-24 years make up 2.4%, ages 25-29 years make up 2.7%, and ages 30-34 years make up 3.4% of the overall youth population in South Africa. Unfortunately, there is limited information and statistics available about the health, well-being, and quality of life of people with disabilities in South Africa.

Policies and official documents advocate for, and promote, the development of people with disabilities in South Africa (Gauteng Provincial Government of South Africa, 2015; Human Rights Commission of South Africa, 2020, The White Paper on the Rights of People with Disabilities). It is essential to have guidelines for leadership development for youth with disabilities to empower them, build resilience, and develop capacity. This becomes necessary as the youth in the country, especially with disabilities, are seen as marginalised and not having equal opportunities with their peers. Planning for services in society requires that people with disabilities be accounted for and considered to avoid exclusion. Such planning includes planning for their leisure and skills development.

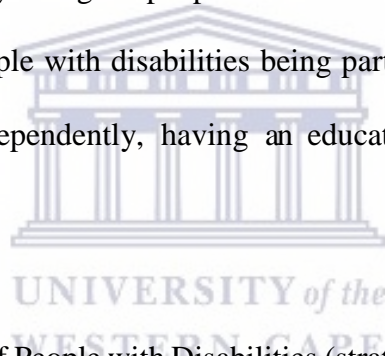
The National Development Plan Vision 2030 warns that if demographic trends are not monitored, this can negatively affect the allocation of resources and result in unsuitable interventions (National Planning Commission of South Africa, 2011). Health awareness, adequate person-power and resources are needed to complement the rise in imbalanced services and resources in our society. The guidelines developed in the present study can assist youth in becoming empowered and providing inclusiveness. Youth with physical disabilities in this study can contribute to the growth of the South African country and alleviate the constrained resources reported in the National Development Plan.

It seems unrealistic to expect community members to be inclusive towards people with disabilities without proper training, knowledge, awareness, and skills. Hajjar and McCarthy (2022) expanded this notion, noting limited access to leisure and recreation programmes for individuals who use augmentative and alternative communication. The authors observed a lack of necessary support and adaptations to facilitate safe and enjoyable engagement in leisure and recreational programmes (Hajjaar & McCarthy, 2022). Notably, young people's leisure

activities are influenced by the social context and physical environment (Graham *et al.*, 2019). It is, therefore, necessary to develop guidelines for youth with physical disabilities to enable them to build the essential skills required to take the initiative for their leisure engagement.

1.1.2 Promotion of leisure amongst people with disabilities in South Africa

South Africa has a functional constitution and policies that protect all citizens (Gauteng Provincial Government of South Africa, 2015; Human Rights Commission of South Africa, 2020). The Gauteng provincial government, for example, put in place a disability policy that would improve the lives of people with disabilities (Dube, 2005). This policy advocates for full participation in activities of daily living for people with disabilities and encourages a national intervention that would see people with disabilities being part of mainstream society, having equal opportunities, living independently, having an education, employment, and social integration.



The White Paper on the Rights of People with Disabilities (strategy 7) stresses that all policies, programmes, and campaigns to promote social cohesion must prioritise educating society about the rights of persons with disabilities (Department of Social Development South Africa, 2015). Furthermore, to empower persons with disabilities, strategy 8 of the White Paper stresses access to a minimum, affordable services to support independent living in their communities (Department of Social Development South Africa, 2015). This includes the right of people with disabilities to participate in leisure programmes, including sports and recreation.

Malema (2017) noted the leisure needs and the constraints experienced in service provision, opportunity to participate, and a lack of resources, knowledge and information among deaf adults compared to the mainstream hearing population in South Africa in North West Province.

According to Malema (2017), participants in the study desired to engage in leisure activities; however, they could not satisfy their leisure needs due to constraints, including the lack of knowledge, resources and information about leisure spaces and activities (Browne *et al.*, 2011; Malema, 2017). Leisure activities are an essential part of health and contribute to developing lifelong skills such as leadership, adventure, quality of life and much more. Young people with disabilities can equally achieve health, well-being, and life benefits from engaging in leisure programmes if given the opportunities to access the necessary resources.

1.1.3 Benefits of leisure for youth with, and without, disabilities

Leisure opportunities and experiences provide people with positive health outcomes whilst simultaneously reducing adverse health outcomes (Weybright *et al.*, 2019). In the current study, leisure refers to a personal experience that enhances and promotes satisfaction, enjoyment, and well-being for human beings to live in dignity (Arruti, 2010) during time free from work or other obligations (Stebbins, 2018). It is, therefore, noted that leisure has a significant role in the lives of all persons, and people with disabilities should equally embrace such opportunities to obtain the positive benefits of leisure. Through the National Sport and Recreation Plan, the White Paper on Sports and Recreation in South Africa advocates for equality, club development, mass participation and promotion of modified sport, social cohesion, and grassroots sport for all people (Department of Sport and Recreation South Africa, 2012).

Furthermore, the Department of Sport and Recreation condemns the marginalisation of disadvantaged communities (Department of Sport and Recreation South Africa, 2012). However, participation in leisure activities amongst children with disabilities is affected by factors in the environment, such as lack of equipment, information, peer support, and

dependence on adults (Bult *et al.*, 2011). Arguably, the same situation applies to youth and adults with disabilities. It is an injustice to identify and report on the gaps and challenges faced by people with disabilities without offering feasible solutions to address the identified challenges, hence the need for the current study. It is known that youth can benefit from participating in leisure, recreation and sports within their communities if better access and support are available.

Youth involved in leisure activities are likely to develop positive outcomes that could promote psychological benefits (Patterson & Pegg, 2009). Leisure has the potential to enhance learning skills, self-efficacy, and self-identity (Schreuer *et al.*, 2014). Youth can learn to become future leaders by developing these skills. The word leadership has different meanings and applications depending on the context. In the leisure context of the current study, leadership refers to the ability to listen, persuade, suggest and exert influence on others to achieve leisure goals (Edginton *et al.*, 2004). Edginton *et al.* (2004) further express that it is essential for a leader in leisure programmes, services and activities to possess specific leadership skills. These skills include working effectively with others, insight into leisure trends, developing interest and appreciation in others, a cooperative attitude, and a strong sense of dedication, creativity, value, and common sense.

Furthermore, leadership development enhances the ability to foresee and navigate real-world complexities to confront personal life challenges. Our society needs young people with unique skills to address the social, economic and ecological problems they face daily (Larson & Lampkins-Uthando, 2014). The need to transform our society is vital in the current study context to enable, empower and help shape the future of youth with physical disabilities through leisure. For this study, the focus will only be on youth with physical disabilities, as the

needs of youth with mental or intellectual disabilities may differ.

1.1.4 Youth with disabilities and leisure education programme opportunities

In South Africa, there are noticeable discrepancies in society. Public recreation caters to all people in the community, including in-school youth, out-of-school youth, and working-class and non-working class citizens; however, community leisure activities are frequently limited. Wegner and Caldwell (2008) note the violence youth in South Africa face during out-of-school time. The authors highlight that youth are confronted by violence as perpetrators or victims of violence in their communities and suggest that young people should be given opportunities for greater involvement in positive or healthy leisure activities (Wegner *et al.*, 2008).

Wegner *et al.* (2008) suggest that when people, especially young people, perceive leisure activities as not being sufficiently challenging and not offering opportunities to display their skills, this may lead to leisure boredom. Leisure boredom is regarded as a lack of awareness of the psychological rewards of leisure, having a negative attitude towards leisure, being less self-motivated and constrained to participate in leisure activities (Wegner & Flisher, 2009). It is anticipated that youth with disabilities experience leisure boredom caused by unchallenging leisure activities. Bult *et al.* (2011) stress that youth with disabilities participate less in leisure activities than their able-bodied peers. Considering leisure boredom and passive leisure participation as negative factors among youth with disabilities, leisure engagement for people with disabilities is challenging. However, youth must be given opportunities and allowed to prosper regardless of the circumstances in their current lives.

1.1.5 Facilitating youth leadership through leisure programmes

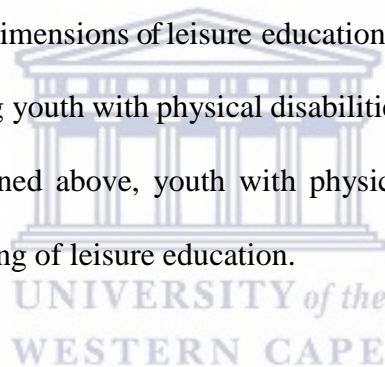
Youth are considered future human and social capital, whereby society depends on them for a brighter tomorrow (Caldwell, 2000). Caldwell (2000) reports that research concerns the prospects for the future, focusing on how youth can best be equipped to assume future challenges. Young people must be skilled and equipped to lead the dreams and realities of today into the future, and the one essential skill required is leadership. Boyd (2001) defines leadership as an essential skill for young people to feel satisfaction and contribute to a demanding society.

Leadership can be promoted in different ways, and through leisure, leaders can be nurtured and developed. Edginton *et al.* (2004) maintain that people engage in leisure programmes to enrich, enhance and nourish their lives. It follows that through leisure programmes, leadership can be supported and advanced. Leadership is recognised as a process engaged by the leader to assist one or more people in identifying and achieving their goals (Edginton *et al.*, 2004). Due to the variety of leisure activities available for individuals and groups, it is essential to identify common leadership qualities. To be an effective leader, one needs to assume multiple roles simultaneously, including being a communicator, enabler, innovator, dreamer, teacher, coordinator, motivator, problem solver and decision-maker (Russell, 2001).

Boyd (2001) notes that opportunities to equip youth with leadership skills may not be immediately available. The South African government introduced the National Development Plan 2030 (NDP) to create opportunities for all citizens to become active in their development. The NDP aims to close the gap between the economic and social strategies and develop leadership from all in our society (National Planning Commission of South Africa, 2011). In mediating available resources, leisure education can be used to bridge the inequality gap and develop leadership amongst youth with physical disabilities.

1.1.6 The role of leisure education in developing leadership amongst youth with disabilities

Leisure education can be used to promote inclusion and knowledge about leisure. The role of leisure education becomes meaningful as it allows for space to learn and develop valuable skills from leisure. Leisure education provides an opportunity to promote leisure activities, provide information and knowledge about leisure activities, and allow leisure participation among individuals (Sivan, 2014). Leisure and education link the everyday function of grooming and nurturing personality, and education is perceived as a life-long process (Sivan & Stebbins, 2011). Leisure education includes three dimensions: the notion of education for optimising free and discretionary time, education about leisure, and lastly, education through leisure (Sivan & Stebbins, 2011). Using the three dimensions of leisure education in this study can be beneficial for developing leadership among youth with physical disabilities. It is argued in this study that through the dimensions mentioned above, youth with physical disabilities would have the capacity and deeper understanding of leisure education.



According to Cohen-Gewerc (2012), leisure education aims to teach with an emphasis on training people to differentiate among the factors that build up their capacities to check how far their potential can lead them. It is, therefore, envisioned that youth with physical disabilities would take the initiative to build their capacities to become leaders through leisure education programmes. The education part of leisure should encompass the youth's ability to sense, discern, catch, learn, and comprehend, intending to apply the skills acquired in life situations (Cohen-Gewerc, 2012). This would allow youth to realise how their leadership skills can help to develop their community and peers in leisure education programmes.

Being a leader in a minority group can be seen as an inspiration for other young people and may positively influence leisure engagement. In this study, youth with physical disabilities can develop leadership as a lifelong skill used in daily activities among peers in a community or society. Libby *et al.* (2005; 2006) submit that a servant leader prioritises the decisions that advance the group's objectives and mandate. Such leaders hold high esteem and value fairness, integrity and dependability (Libby *et al.*, 2005; 2006). The submission by Libby *et al.* (2006) is deemed relevant in this study, as youth with physical disabilities can learn from the different leadership philosophies and apply the one suitable for their members. There is no evidence of previous studies focusing on developing youth leadership for people with physical disabilities using leisure education as a tool, thus the need to conduct this study.

1.2 Problem Statement

In South Africa, there is a lack of programmes that promote and develop leadership and learning for people with disability. Developing relevant and informative guidelines for South African youth, specifically with disabilities, is desirable to enable leadership development through leisure education. There is, however, little understanding of how to support leadership development through leisure education amongst youth with disabilities. In addition, there is a lack of equality in leisure programmes, especially those offering access to youth with disabilities.

Through leisure education, youth with physical disabilities can likely increase and sustain their leisure knowledge, make opportunities for leisure and become independent of their social needs (Cohen-Gewerc, 2012). Bult *et al.* (2011) suggest that without the opportunity to participate in leisure activities, people cannot learn new skills, explore their social, intellectual, emotional, communicative and physical potential, and cannot progress to the next level of growth as

individuals. There is a need to offer all people (youth with physical disabilities included) an equal and fair opportunity to develop themselves through leisure education programmes.

However, providing equal opportunities for people with disabilities is challenging compared to able-bodied people (WHO, 2011). Youth do not just develop skills by participating in physical or recreational activities (Shaikh *et al.*, 2019). Hence, Caldwell (2000) recommends that leisure and recreational programmes go beyond fun and games. Thus, in this study, it is argued that youth with disabilities be part of programmes that can build their capacity and develop valuable skills. Leisure education can be used as a bridge to connect youth with physical disabilities skills development, specifically within the context of leadership.

It is paramount to equip youth with leadership skills. According to Ekpoh *et al.* (2013), there is a desperate need to build capacity in youth leaders of the current society to tackle the demanding challenges of the future. Through leisure education, the capacity of youth with physical disabilities may be developed (Cohen-Gewerc, 2012, Sivan 2008), allowing them to take on leadership roles within their community, society, and amongst their peers (Libby *et al.*, 2006). It is important to acknowledge the need to guide leadership development, especially amongst youth with physical disabilities.

There are no guidelines for leadership development for youth with disabilities using leisure education globally, or specifically within the context of South Africa; hence, the reason for conducting the current study. The guidelines developed in this study will be a step toward ending the inequalities and promoting leadership initiative skills through leisure education for people with disabilities. Hawking (WHO, 2011) stresses that living with a disability is not a constraint to one's success. The current study, as a result of this, asserts that youth with physical

disabilities can lead and become successful leaders amongst their peers. Recognising the standpoint of leisure education as a process offers a lifelong and developmental opportunity for people to understand the role of leisure within their lives (Sivan, 2008). Thus, the application and use of leisure education amongst youth with disabilities to develop leadership appears feasible, although it has never been researched.

1.3 Research Questions

The main research question addressed in the current study is “how can leisure education be used as a tool for leadership development amongst youth with physical disabilities, and what guidelines would support this in the South African context?”

1.4 Aim of the study

The aim of the study is to gain an understanding of leisure education as a tool for leadership development amongst youth with physical disabilities to develop guidelines for use in the South African context.

1.5 Objectives of the study

- 1) Explore and describe leisure programmes that promote leadership amongst youth with, or without, disabilities globally.
- 2) Investigate how youth with physical disabilities perceive leisure education and leadership development.
- 3) Explore how leisure education can be used as a tool to develop leadership amongst youth with physical disabilities.
- 4) Develop guidelines for leadership development amongst youth with physical disabilities using leisure education as a tool.

1.6 Significance of the study

The current study offers an understanding of how leisure education can be used to develop leadership amongst youth with physical disabilities to become independent and initiate their leisure programmes. The study draws its importance from the disability rights policy to promote inclusive environments to drive advocacy for equality and dignity amongst persons with disabilities (Gauteng Provincial Government of South Africa, 2015). Furthermore, the study supports the strategic objective of the White Paper for Special Education: empowering persons with a disability, strengthening the representative voice of persons with disabilities and breaking access and participation barriers (Department of Education of South Africa, 2001).

This study adds to the advocacy and empowerment established by the global, national and local policies that fight for equal access for people with disabilities. The study adopts and incorporates the Integrated National Disability Strategy of 1997's vision statement that disability issues must be integrated into all government initiatives (Office on the Status of Disabled Persons, 2000). This notion is embraced such that the current study recommended enhancing access for youth with disabilities in inclusive programmes. The current study focuses on youth with physical disabilities to offer opportunities for transformation, building resilience and capacity. In so doing, Ekpoh *et al.* (2013) suggest the need to invest in upskilling young people's skills and capacities to act as advocates and agents of change and promote social transformation to help communities overcome their challenges. Therefore, the current study offers an opportunity for youth with physical disabilities to develop through the guidelines.

1.7 Outline of the methodology

This study was conducted via publication and comprised four phases to collect data and report the findings. The phases include: a scoping review, a quantitative design, a qualitative design and a Delphi study, reported as follows:

Phase 1 in this study is a scoping review which addresses objective 1, which is to explore and describe leisure programmes that promote leadership amongst youth globally. Phase 2 in this study addresses objective 2: describe how youth with physical disabilities perceive leisure education and leadership development. Phase 3 in the current study addresses objective 3, which seeks to explore how leisure education can be used as a tool to develop leadership amongst youth with physical disabilities. Phase 4 integrates finding from phases 1-3 using a Delphi technique to develop guidelines for leadership development among youth with physical disabilities using leisure education.

Figure 1 below shows the phases in which this study was conducted. The Figure shows the studies conducted in the different phases and indicates the progress of each manuscript (i.e. published/under review).

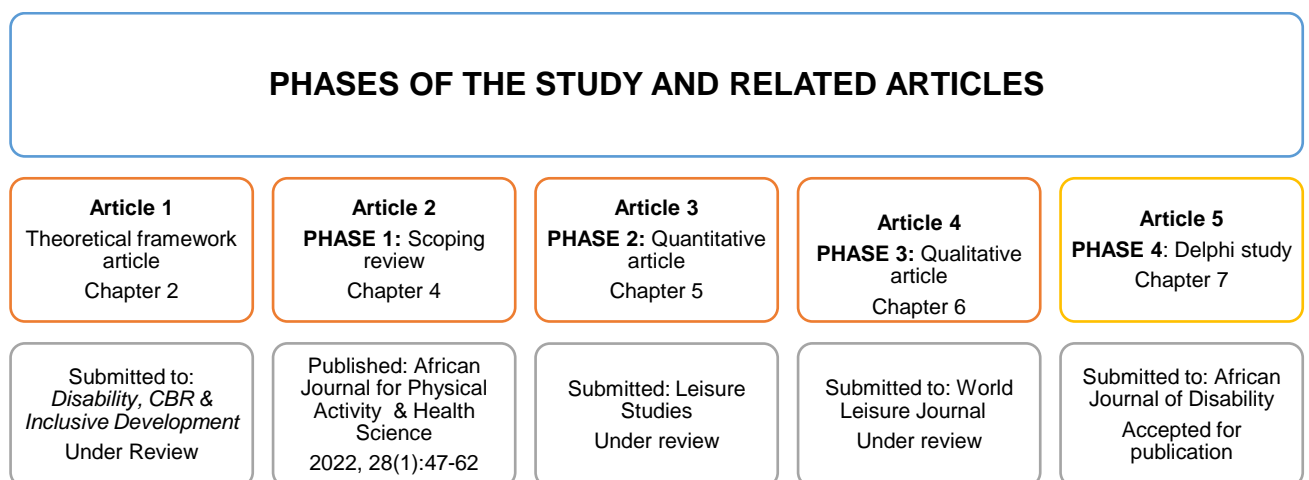


Figure 1: Outline of the study

1.8 Outline of the Thesis

Chapter 1 Introduction and problem statement: This chapter contextualises the study by presenting the introduction and problem statement along with the research question, study aim, objectives, and significance.

Chapter 2: A theoretical understanding of promoting leadership skills through leisure education among youth with physical disabilities. This chapter presents the theoretical framework underpinning this study. The theoretical framework includes leisure education, community-based rehabilitation, the International Classification of Functioning, Disability, and Health (ICF), and the social model of disability.



Malema, M.J., Mthembu, T.G., Young, M.E.M., & Wegner, L. (Under review). A theoretical understanding of promoting leadership skills through leisure education among youth with physical disabilities. *Disability, CBR & Inclusive Development*.

WESTERN CAPE

Chapter 3: Methodology: This chapter presents an overview of the methodology used in this study. It includes the research approach, design, methods, and followed the ethical process.

Chapter 4: Leisure programmes that promote leadership amongst youth with, and without, disabilities: A scoping review. This chapter presents the phase I of this thesis. A scoping review was conducted to map the extent and range of research studies around leisure programmes that develop leadership amongst the youth with, and without disabilities.

Malema, M. J., Young, M.E.M., & Wegner, L. (2022). Leisure programmes that promote leadership amongst youth with, and without disabilities: A scoping review. *African Journal for Physical Activity and Health Sciences*, 28(1), 47-62. <https://doi.org/10.37597/ajphes.2022.28.1.4>

Chapter 5: Perspectives of youth with physical disabilities and leisure education as a tool for leadership development. This chapter presents the phase II of the thesis. A quantitative cross-sectional method was used to investigate the perceptions of youth with physical disabilities regarding leisure education and leadership development.

Malema, M.J., Onagbiye, S.O., Young, M.E.M. & Wegner, L., (Under review), ‘Perspectives of youth with physical disabilities and leisure education as a tool for leadership development. *Leisure Studies*.

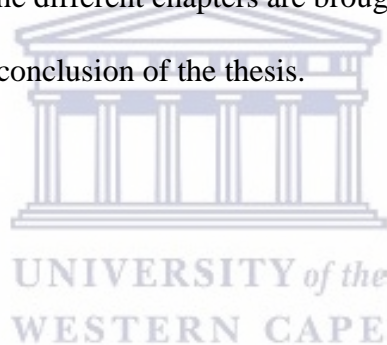
Chapter 6: Perceptions about leisure education as a tool for leadership development among youth with physical disabilities in the Western Cape, South Africa. This chapter presents the phase III of the thesis. A descriptive qualitative research design was used to explore how leisure education can be used to develop leadership based on the experiences and perspectives of youth with physical disabilities.

Malema, M.J., Young, M.E.M. & Wegner, L., (Under review), ‘Perceptions about leisure education as a tool for leadership development among youth with physical disabilities in the Western Cape, South Africa. *World Leisure Journal*

Chapter 7: Guidelines for youth with physical disabilities using leisure education as a tool for leadership development: A Delphi study. This chapter presents the phase IV of the thesis. A Delphi study was used to design and develop guidelines for youth with physical disabilities using leisure education as a tool for leadership development.

Malema, M.J Africa, L., Caldwell, L.L., Young, M.E.M., & Wegner, L. (Accepted for publication). Guidelines for leadership development of youth with physical disabilities through leisure education: A Delphi study. *African Journal for Disabilities*.

Chapter 8: Synthesis, Conclusion and Recommendations. This chapter presents an integrative section in which all the different chapters are brought together to give an overview summary, recommendation and conclusion of the thesis.



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CHAPTER 2

A theoretical understanding of promoting leadership skills through leisure education amongst youth with physical disabilities

Citation: Malema, M.J., Mthembu, T.G., Young, M.E.M., & Wegner, L. (Under review). A theoretical understanding of promoting leadership skills through leisure education among youth with physical disabilities. *Disability, CBR & Inclusive Development*.

2.1 Overview

The previous chapter presented an introduction and problem statement of the overall study. The current chapter provides the theoretical framework guiding this thesis. This chapter is presented as a publication, and the manuscript was submitted to the *Disability, CBR & Inclusive Development Journal* and is currently under review. The aim of this chapter is to make a theoretical link between leisure education, community-based rehabilitation, the International Classification of Functioning, Disability, and Health, and the social disability model. This chapter sets the theoretical foundation for this study and explains how the various theories were applied during data analysis.

In this chapter, the researcher presents the article without modification, as per the authors' guidelines for the journal. *Disability, CBR & Inclusive Development* is a multi-disciplinary peer-reviewed journal with an international focus. The journal aims to enhance knowledge in disability and inclusive development, addressing the needs of practitioners in the field (particularly those from developing countries), policymakers, disabled persons' organisations, and the scientific community. The researcher considered this journal to reach an international readership and audience.

The authors' contributions to this manuscript are as follows: Makhaya Malema was the main author; his contribution was conceptualising the manuscript, writing up and putting everything together. Dr Thuli Mthembu was invited to co-author the paper due to his expertise in theoretical frameworks regarding disability. His contribution included mapping the relevant frameworks and how they link up to the main study. Prof Marie Young contributed her expertise in leisure education and reviewed the draft manuscripts. Prof Lisa Wegner contributed her leisure and vulnerable youth expertise and reviewed manuscript drafts. Makhaya Malema, Marie Young and Lisa Wegner were influential in conceptualising the study methodology, refining and making the links with the relevant frameworks and literature.



**A theoretical understanding of promoting leadership skills through leisure education
among youth with physical disabilities**

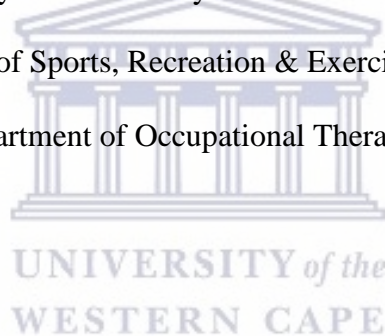
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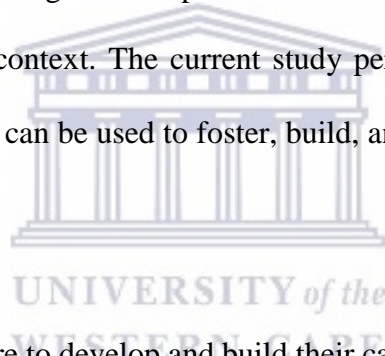
Abstract

In the context of this paper, youth with physical disabilities could benefit from leisure education. In that motivation, self-development, values and attitudes, education, and active engagement play a role in skills development. There is no evidence on how these leisure skills develop leadership; hence, the justification of the current paper. This paper presents the theoretical understanding of how leisure education can promote leadership skills among youth with physical disabilities. Leisure education programmes can embrace the holistic community-based rehabilitation (CBR) approach to develop and promote leadership skills among youth with physical disabilities in a more unbiased, representative, applicable, and sustainable way. In this paper, youth with physical disabilities are perceived in line with the International Classification of Functioning, Disability, and Health (ICF), which provides an acceptable and universal language and framework for describing health and health-related conditions. People with disabilities recognise the inequalities in society that leaves them marginalised. This paper aligns with the social model of disability, where youth with disabilities empower themselves with skills relevant to, and accommodated by, the society around them. We argue that leisure education, CBR, ICF, and the social model of disability provide a holistic theoretical understanding of how leisure education can promote leadership skills, growth and development among youth with physical disabilities.

Keywords: Community-Based Rehabilitation, International Classification of Functioning, Disability, and Health, leadership skills, leisure, leisure education, social model of disability.

Introduction

Participation in leisure activities enables people with disabilities to challenge their abilities and achieve their goals related to health, wellbeing, and quality of life (Lord & Patterson, 2008; Weber, 2010). Weber's (2010) study underscores that people with disabilities tend to gain skills and knowledge through leisure education and therapeutic recreation. The South African Department of Social Development (2016, pp.82-83) further highlights that "education provides knowledge and skills that people with disabilities can use to exercise a range of other human rights". The rights include political participation, work, independent living, community participation, cultural life, and raising a family (Department of Social Development, 2016). However, there is little understanding of the importance of leisure education among youth with disabilities in a South African context. The current study perceives and argues that leisure education can be an enabler that can be used to foster, build, and develop leadership skills for youth with physical disabilities.



Youth must have access to leisure to develop and build their capacity during leisure education programmes. The Department of Social Development (2016) and the Constitution of the Republic of South Africa (1997) stipulates that people with disabilities have a right to engage in leisure activities irrespective of race, gender, religion, culture, socio-economic status and colour. The strategic pillars on the rights of people with disability emphasise promotion and support for the empowerment of children, women, youth and persons with disabilities (Department of Social Development, 2016). This suggests aligned and focused attention to people with disabilities to promote capacity building and empowerment.

The central focus of this paper is to present the theoretical understanding of how leisure education can promote leadership skills among youth with physical disabilities. The paper is underpinned by the International Classification of Functioning, Disability, and Health (ICF) and disability, the Community-Based Rehabilitation matrix (CBR matrix), and leisure education (WHO, 2001; CBR Africa Network, 2021). This paper is significant because it aligns with the social model of disability that addresses the systematic barriers, derogatory attitudes, and social exclusion which restrict people with disabilities from engaging in meaningful activities like leisure (Tugli, Klu, & Morwe, 2014).

Leisure education as a framework

Leisure education facilitates learning through various platforms, including motivation, self-development, values and attitudes, ends and means, education, and active engagement (Sivan, 2014; Sivan, 2017; Sivan & Chan, 2012). Learning areas are defined as follows: motivation is considered a feature of education that helps people establish their leisure preferences and ensures their enjoyment of leisure. Self-development in leisure education aims to inspire people to participate in activities that meet their needs and promote skills and abilities for their leisure activities (Sivan, 2014; Sivan, 2017; Sivan & Chan, 2012). Values and attitudes aim to encourage people to appreciate the significance of leisure, discover its meaning, and think positively about it. The ends and means aim to provide relevant resources (e.g., leisure programmes, facilities/leisure spaces, equipment) for leisure participation. Education focuses on participation in leisure activities through which people can grow and develop their knowledge and expand their prospects. Active engagement promotes the values of participation in active forms of leisure to promote personal well-being and serves as a preventative measure against misuse or abuse of leisure in society (Sivan, 2014; Sivan, 2017; Sivan & Chan, 2012).

Leisure education and the role it plays in fostering leadership skills

Munusturlar and Bayrak (2017) reflect on the benefits of leisure in our lives to create awareness of leisure, become motivated, transform knowledge into behaviours, and adopt these as a lifestyle. Leadership brings success, and the benefits of leisure education include promoting positive values and attitudes toward leisure domains, appreciating leisure time, exploring leisure preferences, and acknowledging relevant resources for leisure participation (Sivan, 2014). Furthermore, according to Sivan (2017), leisure education promotes and develops individuals' abilities, skills, talents, interests, freedom of expression, self-worth, self-confidence, self-esteem, determination, initiative, reliance, time management, and capacity for contemplation.

Wegner et al. (2008) state that participating in leisure activities offers young people an opportunity for identity development, motivation, autonomy, and self-regulated behaviour. Additionally, leisure offers an opportunity for personal enrichment and socialisation, and allows young people to develop significant skills such as planning and decision-making (Wegner et al., 2008). Leisure activities can be designed to promote social factors and promote pre-determined values of leisure, perceived attitudes, and behaviours based on individual perception (Sivan & Chan, 2012). However, there seems to be a gap in exploring how leisure education can contribute to leadership development in any population. This paper explores this gap in using leisure education to develop guidelines for youth with disabilities.

Origin of leisure education

The American philosopher Mortimer Adler, started writing scholarly articles about leisure and liberal education as far back as 1951 (Adler, 1951), arguing that the primary aim of education is to improve people's lives and societal livelihoods. According to Adler (1951), improving

people and society's lives can take place in two ways: a vocational and liberal education. Vocational education relates to training for work/labour with a strong focus on external motivation. Liberal education focuses on the well-being of people without considering their differences, rather than embracing their similarities. Arnold considered "leisure as a successful outcome of a good education and suggested that people must be able to engage in essential and beneficial activities, which have intrinsic value and the character of leisure". There is a paradox when linking education with schooling (Sivan, 2008). Schools are social institutions that provide an opportunity to develop academic competencies, transmit specialised knowledge and prepare for the workplace, while education is perceived from the structured, formal, time-bound and content-orientated with an intended goal (Sivan, 2008).

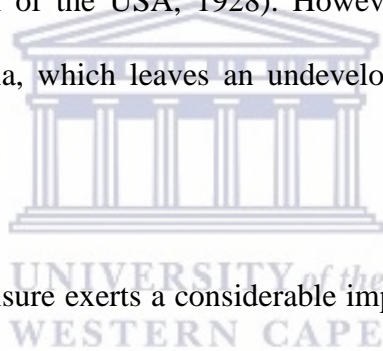
The values of leisure can be achieved if we consider 'education for leisure' and 'education as leisure'. Advocates of 'education for leisure' stress that the challenge of leisure is that there is a need for an organised effort to prepare people for the future use of their free time (Arnold, 1989). Arnold (1989) argues that education relates to intrinsic value activities, whereas happiness resides in leisure. This process involves a scheduled programme whereby people are conscious of leisure and recreational activities and services in their society and are advised about getting involved in various activities. Education as leisure rests on developing the nature of education to help people participate in activities that promote their freedom and lead to their growth as individuals (Sivan, 2019). It is, therefore, perceived that through engagement in leisure education programmes, people will develop a sense of freedom, developing skills to advance their capabilities.

Leisure education scope

Leisure education includes elements of education and leisure originating from a content, context, and process perspective (Sivan, 2017). As content, leisure education looks comprehensively at the subject matter that includes providing information and knowledge related to leisure, teaching skills, and providing opportunities for recreational activities (Sivan, 2017). Furthermore, as context, leisure education involves using leisure spaces or settings and situations for education. As a process, leisure education can be used as an intervention for transition development over the lifetime, e.g., a leisure education programme to develop leadership skills (Sivan, 2017). Sivan (2017) suggests that knowledge, skills, values, and attitudes related to leisure are fundamental to education and can guide educational activities, programmes, and curricula to achieve learning outcomes.

When advocating for leisure education, the notion of leisure as a human right becomes significant (Sivan, 2008; Sivan & Ruskin, 2000). This suggests that leisure should be available to everyone, regardless of their abilities, function, age, and ethnic groups. The concept of leisure education encompasses two powerful concepts, 'leisure' and 'education'. To avoid the contradiction mentioned above, 'education does not have to take place in school'; it is not a name of a certain activity or process. Rather it should be perceived as a 'name applied generically to different activities and processes' (Sivan, 2008, p50). Sivan and Ruskin (2000) argue that the drive of education is to advance critical principles and attitudes. Further, prepare youth through knowledge and skills that will empower them to be secure and satisfied. Consequently, Corijn (1987) argues that in whatever practical form education for leisure takes, it is feasible that the beginning of this phase is at a school for freedom and independence to be experienced in leisure.

The emphasis of education for leisure should be on the significance of content and context of discussions on educational goals and priorities within the country's current political, social, and economic situations (Corijn, 1987). Sivan and Ruskin (2000) share the same sentiments as Corijn (1987), as they stress that the impact of leisure education is much greater than work and economic advances and is vital for the development of the participant's affiliation to a particular society and to enhance the overall quality of life. The National Education Association of the USA (1928) advocates an objective for education, which include 'worthy use of leisure'. The objective calls for the skill to utilise the mutual means of enjoyment together with the development in each individual of one or more special vocations (The National Education Association of the USA, 1928). However, observantly, schools focus primarily on structured curricula, which leaves an undeveloped area of leisure usage and awareness.



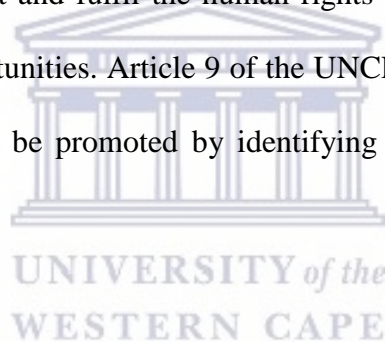
According to Shivers (2000), leisure exerts a considerable impact on the development of the individual; therefore, leisure should be perceived as an educational concern. The author reports that 'personal growth and development during leisure should not be left to chance, accident or the impulses of momentary temptations' (Shivers, 2000, p. 17). Sivan (2000) notes the increasing awareness and benefits of leisure and the need to promote people's quality of life, linking leisure with education. The notion of recognising and observing human rights and the commitment to the idea that people can take control of their lives serves as the foundation for community development (Sivan, 2000). It is, therefore, important that suitable leisure education programmes be developed for the personal growth and development of all individuals, specifically for youth with physical disabilities.

Community-based rehabilitation approach

Community-based rehabilitation (CBR) is a community development approach that aims to enhance the lives of people with disabilities within their communities (CBR Africa Network, 2021). CBR is relevant for many communities here; environmental challenges, economic restrictions, resources and service limitations restrict opportunities for participation in community activities, education, employment and other areas of life (Lukersmith et al., 2013). Community-based rehabilitation applies a multi-disciplinary, human rights-based approach for comprehensive development (Deepak et al., 2011; Motsch, 2013; Rule et al., 2019). Motsch (2013) emphasises that change can be more unbiased, representative, applicable to the people involved, and sustainable when implementing the CBR approach.

Community-based rehabilitation matrix provides a framework in which we can understand the CBR programme in a systematic manner (Deepak et al., 2011). The current study suggests that leisure education programmes present an opportunity to embrace a holistic CBR matrix strategy to develop and promote leadership skills amongst youth with physical disabilities. CBR aims to promote inclusion and meaningful participation and engagement of people with disabilities in communities by a) removing barriers to development that people with disabilities face, b) delivering quality services and programmes, c) addressing the causes of disability, and d) bringing people with, and without, disabilities together on an equal basis (Motsch, 2013; Rule et al., 2019). According to Geiser and Boersma (2013), partnerships are critical to ensure that a coordinated, comprehensive, and inclusive approach is provided to respond to the needs of communities, including the needs of people with disabilities.

According to Geiser and Boersma (2013), CBR is not only an intervention brought from the outside, taking place in the community, but also an approach that unreservedly involves the community, its members, and resources in development. Deepak et al. (2011) argue that CBR promotes collaboration amongst community leaders, people with disabilities, their families, and other stakeholders to provide equal opportunities for all people with disabilities in the community. Through leisure education programmes, an opportunity for community involvement is presented through CBR in which youth with physical disabilities would be able to use their leadership skills. The current study presents leisure education programmes as agents that can drive the CBR matrix, impacting the greater society. The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) obliges all government stakeholders to promote, protect and fulfil the human rights of people with disabilities and ensure equal access to all opportunities. Article 9 of the UNCRPD suggests that accessibility for people with disabilities can be promoted by identifying and eliminating obstacles and barriers.



Community-based rehabilitation programmes need to focus on: a) 'strengthening the capacities of people with disabilities, their families and communities to take part in community decision-making and engage in strategic advocacy at a local level, b) strengthening the capacities of community authorities/local governments to manage their community and address key issues of exclusion efficiently, and c) strengthening local development actors' capacities to welcome and include people with disabilities on an equal basis with others' (Geiser & Boersma, 2013, p28). In the South African context, the Department of Health (DoH) (2016) recognises CBR as vital to the DoH vision of providing 'accessible, affordable, appropriate and quality disability and rehabilitation service' to people with disabilities.

Community-based rehabilitation matrix

The current study reports and links the five domains (health, education, livelihood, social & empowerment) of the CBR matrix (see figure 2). Under the health domain, the study aligns with promotion as a key element: leisure activities and education programmes promote health-related outcomes. The benefits of leisure in this domain are well documented. For education, this aligns with lifelong, non-formal learning. Lifelong learning in leisure education programmes offers opportunities for learning throughout an individual's life and takes place in a non-formal setting. In this study, we argue that leadership as a skill acquired through non-formal settings can be a useful tool to advance lifelong learning. Under livelihood, the study aligns with skills development and social protection. Skills development is promoted during leisure education programmes, which offer participants various skill-sets and develop them holistically.

Social protection can be advanced when youth with physical disabilities engage in leisure activities and are respected and protected against discrimination and marginalisation. Under the social domain of the CBR matrix, this study envisions that youth can form part of the community through recreation, leisure, and sports and promote equal justice (Depaak et al., 2011, Geiser & Boersma, 2013). This is achieved by participants in this study being allowed to engage in recreational, leisure, and sports activities according to their needs. Justice is achieved by recognising leisure as a human right. Lastly, the study aligns with self-help groups and disabled people's organisations under empowerment. This is achieved when participants unite and use the leadership skills developed through leisure education programmes to advance disability communities and their peers. The figure below details the CBR matrix domains and each respective element.

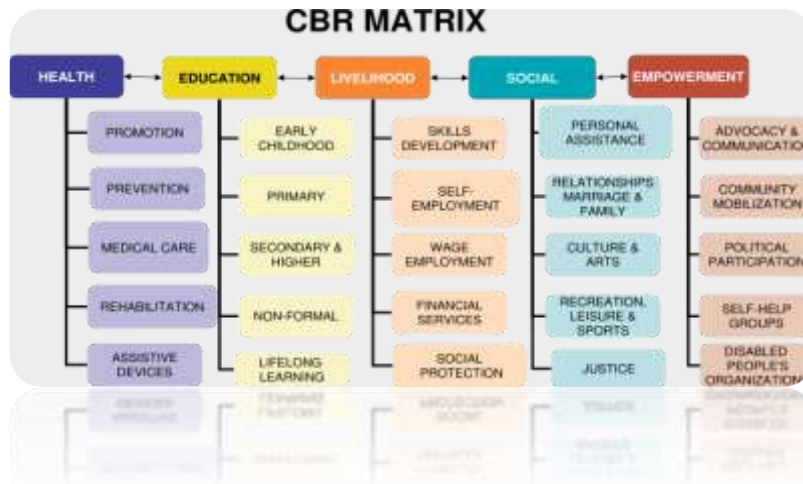


Figure 2: Community Based Rehabilitation Matrix (Motsch, 2013)

International Classification of Functioning, Disability, and Health (ICF)

The ICF provides an acceptable and universal language and framework for describing health and health-related conditions (WHO, 2002). The International Classification of Functioning, Disability, and Health can be regarded as a classification of health and health-related domains, in which these domains help us to describe the change in body function and structure, what a person with a health condition can do in a standard environment (their level of capacity), as well as what they do in their usual environment (their level of performance). ICF recognises that human beings can experience a decrement in health and thereby experience some disability. Therefore, for the current study, it is a desire and an argument that society should consider the implications of the ICF framework to recognise youth with physical disabilities abilities.

The ICF takes a fundamental shift from emphasising people’s disabilities to focusing on their level of health. This shift aligns with the context presented, as it shows that all people (people with disabilities included) can achieve optimal functioning if given equal opportunities to develop the necessary skills, for example, leadership skills. According to WHO (2002, p. 9), ‘disability is a complex phenomenon that is both a challenge at the personal level within the

human body and primarily social phenomena’. The following figure 2, represents an International Classification of Functioning, Disability and Health Model (WHO 2002), a model of disability that is the basis of ICF:

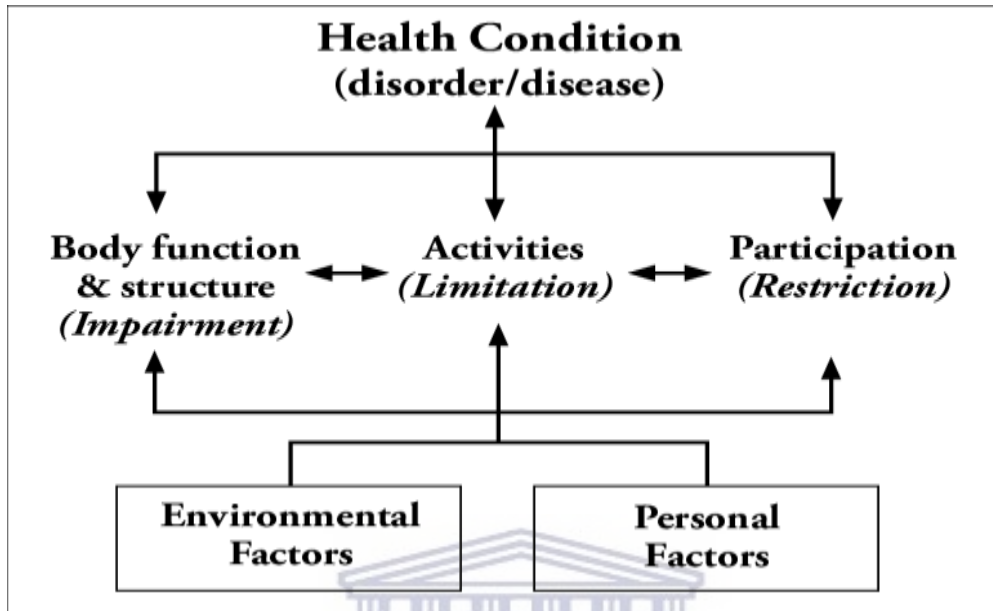


Figure 3: International Classification of Functioning, Disability and Health Model (WHO, 2002)

There are three levels of human functioning classified by the ICF: functioning at the level of body or body part, the whole person, and the whole person in a social context. Disability, therefore, includes dysfunction at one or more of these same levels: impairment, activity limitations, and participation restrictions. This paper aligns with the ICF framework in that body function and structure refer to youth with physical disabilities and mobility challenges. With regards to activities, youth with physical disabilities are capable of participating in various activities, which include leisure activities.

Activities become restricted when there is limited access and opportunities for young people with disabilities to engage equally in their preferred activities. Participation within the ICF model is advocated in the current study because youth get involved in activities that involve

their daily lives and surroundings. Participation becomes restricted when youth with physical disabilities are not given equal opportunities. Environmental factors affecting youth with physical disabilities include societal engagement, building facilities and structures, and attitudes towards them (WHO, 2002). Lastly, personal factors can include their abilities, skills, and preferences. This ICF model illustrates how youth in this study can be perceived, become recognised by mainstream society, and be empowered to take charge of their own lives. The ICF provides the conceptual model and classification required to evaluate the social and structural environment of people with disabilities in different regions to ensure that their rights and dignity are not violated.

Disability

People with disabilities desire to have their social background and experiences valued and acknowledged as part of society (Smart & Smart, 2006). This suggests that people with disabilities recognise societal inequalities that marginalise them. According to Badley (1995), disability emphasises attention at the person's level and is concerned with the performance of activities. The International Classification of Impairments, Disability, and Handicap recognises that disabilities reflect failures in achievements so that a progression in performance is to be estimated, with provisions made to record the degree of a disability and future possibility (WHO, 2016). Grue (2011) and Marks (1997) consider disability as any limitation or lack of ability (resulting from an impairment) to complete an activity in the way or within the range measured 'normal' for others. Furthermore, disability is seen as the shortcoming and/or constraint of activity caused by a contemporary social organisation that takes no account of people with physical impairments and thus excludes them from conventional social activity programmes (Goodley, 2001).

The term ‘disabled’ is often used as a blanket term, which includes a diverse population of people who share nothing in common, except that they do not function in the same manner as people who are considered ‘normal’ (Barnes, 2013; Brisenden, 1986; Oliver, 2009). According to the International Classification of Diseases, there are six linked concepts when categorising disability: (A) disease disorder or damage, (B) loss or abnormality of psychological or physiological or anatomical function due to A, (C) restriction or lack of ability in expected human activity due to A or B, the (D) disadvantage that limits or prevents the fulfilment of expected social roles due to B or C, (E) disadvantage that limits or prevents the fulfilment of expected social roles due to F, and (F) social structure, attitudes and resources related to A (Hutchison, 1995; Oliver, 2009).

Disability has always been challenging as no condition of disability was generally recognised, and physical or mental ineffectiveness could always be artificial for the minor gain of welfare (Barnes, 2013; Sullivan, 1991, p. 255). Hutchison (1995) acknowledges that the problem is not the concept, but the connotations people attach to the concept. According to Sullivan (1991), disability is perceived mainly as a medical condition of functional impairment, and the experience of disability depends upon psychological adjustments. Table 1, describes the dimensions of disability (Darcy & Buhalis, 2011).

Table 1: Dimensions of disability (Darcy & Buhalis, 2011)

Type of disabilities	Description	Difficulties in one or more of the following areas:
Mobility	Varying levels of physical mobility	Physical and motor tasks
	restrictions, affecting legs, feet, back, neck, arms, or hands	Independent movements
		Performing basic life functions
Sensory	The capacity to see is limited or absent	Reduced performance in tasks requiring clear vision
	Completely deaf or hard of hearing	Difficulties with written communication
		Difficulties with understanding information presented visually

		Reduced performance in tasks requiring sharp hearing
		Difficulties with oral communication
		Difficulties in understanding auditorily-presented information
Communication	Limited, impaired, or delayed capacities to use expressive and/or receptive language.	General speech capabilities, such as articulation
		Problems with conveying, understanding, or using spoken, written, or symbolic language
Intellectual/Mental health	Lifelong illnesses with multiple aetiologies that result in a behavioural disorder	The slower rate of learning
		Disorganised patterns of learning
		Difficulties with adaptive behaviour
		Difficulties understanding abstract concepts
		Limited control of cognitive functioning
		Problems with sensory, motor, and speech skills
		Restricted basic life functions
Hidden	Variety of illness	Heart problems
		Blood pressure or circulation problems
		Breathing difficulties
		Problems with stomach, liver, or kidneys
		Problems to control the level of sugar in the blood (diabetes)
		Disorder of the central nervous systems (epilepsy)

Disability models

The advantage of using a model is to enable a representation of information in a way that may provide a clear understanding (Llewellyn & Hogan, 2000). This means that the use of a model offers a different way of probing the world; in this case, of young people with physical disabilities and, as such, may serve as a generator of a new testable hypothesis (Llewellyn & Hogan, 2000). In essence, models may assist in assessing the impact of a situation beyond our scope of influence (Llewellyn & Hogan, 2000). The models, paradigms, and conceptualisations of disability have been reviewed by several writers. A summary of these seminal reviews and the basic features they attribute to the various models is provided in Table 2.

Table 2: Reviews of models of disability (Darcy & Buhalis, 2011)

Source	Models	Basic understanding
Hahn (1986)	Medical	Disability as functional loss
	Economic	Disability as a socioeconomic issue (work)
	Minority	Disability as an oppressed minority
Oliver (1990)	Individual (medical)	Disability as functional loss
Oliver (1996)	Social	Disability as a product of disabling environment
Bickenbach (1993)	Biomedical	Disability as functional loss
	Economic	Disability as a socioeconomic issue (work)
	Minority	Disability as an oppressed minority
Priestley (1998)	Individual materialist (medical)	Disability as functional loss
	Individual idealist	Disability as stigma (disabled/nondisabled)
	Social materialist	Disability as a product of disabling environment
	Social idealist (constructionist)	Disability as a cultural representation

Disability models have been developed to suggest a relationship between a health condition and outcomes for people at a personal and societal level (Wang et al., 2006). Models of disability go beyond a definition of disability and rather exist as an analytical frame from which to assess where disability comes from, what we should do about it, and what it means for society (Dirth & Branscombe, 2017; Smart, 2009). Dirth and Branscombe (2017) suggest that models of disability are important because they direct our attention to elements of disability and thus outline psychological, political, and economic outcomes linked with disability. According to Smart (2009), models of disability can determine the everyday lives of people with disabilities, if and how they are educated, if and where they work, and their social and familial life.

Models of disability include the medical model and the social model. In this context, it is important to differentiate between the two models and stress which model is positioned with the study. The relevance of the social model of disability is to influence public perception about

disability and how society responds to people with disabilities (Smart, 2009). Simultaneous the models of disability can impact positively and or negatively the self-identity of people with disabilities (Conrad, 2004; Davis, 1997; Smart, 2009). This theoretical perspective gives an overview and explanation of the two key models of disability. Thereafter, the study will confirm the model that aligns best with this study.

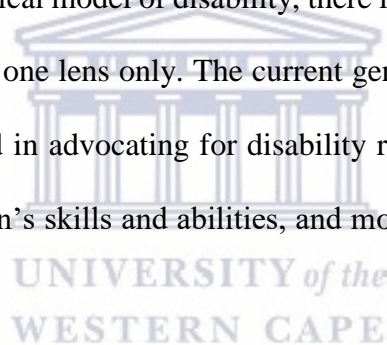
The Medical Model of Disability

The medical model views all disabilities as the result of some physiological impairment due to damage or to a disease process (Llewellyn & Hogan, 2000). The basis of the medical model stems from the disease model used in medical fields, which influences practitioners to think of a condition that needs proper treatment (Brisenden, 1986; Humpage, 2007; Llewellyn & Hogan, 2000; Marks, 1997). According to Areheart (2008), the medical model views the physiological state as a problem, meaning the individual is the locus of disability. Under the medical model, people with disabilities are often categorised as having individual traits of inability and dependency (Areheart, 2008). Furthermore, given the interpretation of disability as an individual problem, appropriate assistance is understood as rehabilitation efforts or finding treatment for the concerned individual (Areheart, 2008).

Sullivan (1991) notes that medicine has linked disability with disease and pathology. Therefore, disability is considered to exist within biologically flawed people and thus negatively transformed both physically and psychologically (Fredman & Owen, 2017; Sullivan, 1991). As the medical model is individual-focused, there is a general concern about making an accurate diagnosis of each individual (Marks, 1997). A common notion perceives disability as a functional loss and impairment (Rothman, 2010). Rothman (2010) reports that the basic expectations in the medical model of disability are that some norms and standards

describe functioning in people. It is argued that people who diverge from the norm, who cannot function regardless of assistive devices, surgery, treatments, and any other means, are considered 'disabled' (Rothman, 2003; Rothman, 2010).

According to Rothman (2010), the medical model of disability is considered a gatekeeper, limiting access to services, facilities, and programmes to people who meet medically recognised measures for being considered to be outside the norm and are thus labelled disabled. Barnes et al. (1999) argue that this model warrants that people with disabilities depend on the skills and knowledge of specialists to have access to support services and then place medical professionals at the centre of the system of welfare and disability benefits. It is well-noted, and concerning that through the medical model of disability, there is no space/room for socialness, and disability is perceived from one lens only. The current generation worldwide is aware of disability, and people are united in advocating for disability rights. Having a disability does not place restrictions on a person's skills and abilities, and more importantly, soft skills such as leadership.



The Social Model of Disability

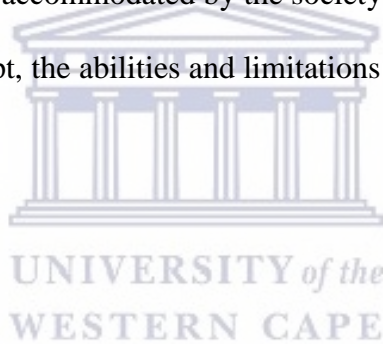
The idea behind the social model of disability came from the Fundamental Principles of Disability document, published first by The Union of the Physically Impaired Against Segregation and the Disability Alliance (UPIAS, 1976). The social model envisions people with disabilities as a minority group subjected to shared historical marginalisation based on being disabled (Hahn, 1985; Hahn, 1988). The social model presents disability as a phenomenon caused by social oppression and prejudice rather than by people's 'impairments' in the person (Beaudry, 2016; Goodley, 2001). The societal change to addressing disability requires reforming current structures and deconstruction through revolutionising direct action

(Goodley, 2001).

The social model describes impairments as defective limbs in the human body, whereas ‘disability’ is referred to as the exclusion from which impaired people suffer (Beaudry, 2016). According to Retief and Letšosa (2018), the social model of disability was established as a reaction to the boundaries of the medical model of disability. The fundamental emphasis in this context is that the social model shifts the analytical focus away from individual functional limitations to the barriers to social inclusion created by disabling barriers, attitudes, and cultures (Barnes & Mercer, 2005; Dirth & Branscombe, 2017; Palmer & Harley, 2012). According to Dirth and Branscombe (2017), disability should be recognised as a social issue, not a personal one. This perspective is important because it involves all stakeholders joining hands to deal with elements that would cause division in communities.

The social model argues that society is the main cause of disability for people living with disabilities, and therefore, any meaningful solution must be directed at societal change instead of individual adjustment and rehabilitation (Dirth & Branscombe, 2017; Retief & Letšosa, 2018; Rothman, 2010; UIPAS, 1976). It is argued in this context that disability is a condition caused by social circumstances, which requires its elimination, (a) that there is a holistic approach dealing with an aspect such as incomes, mobility, or institutions, (b) that people living with a disability be given an opportunity, with the support of stakeholders, to assume control over their own lives, and (c) that professional, experts and relevant stakeholders who seek to help people with disabilities must be committed to promoting/advocating for such control for people living with disabilities (Barnes, 2000; Retief & Letšosa, 2018).

The social model offers an opportunity for equality training within society (Oliver, 2009; Oliver, 2013). It is considered the vehicle for initiating a collective disability awareness and can further benefit developing and reinforcing the rights of people with disabilities and their movement (Oliver, 2013). Recognising that we need to identify and remove all the disabling barriers people with disabilities have in common, the disabled communities' movement forced the media to change their negative perceptions, transport providers opened their services, public buildings became more accessible, and the legal system adapted their policies and Acts (Oliver, 2013). It is noted that these barriers exist worldwide, and although some progress is reported, there is still a long way to go, to have a barrier-free society. This study takes a position and aligns with the social model, as it perceives youth with disabilities in this study to be able to achieve anything they wish if accommodated by the society around them. It is necessary to understand disability as a concept, the abilities and limitations of people with disabilities, and the classifications of disability.



Summary and Conclusion

The various frameworks presented in this current study offer elements that complement each other to facilitate and develop leadership skills through leisure education. Each model offers a unique element which it aligns with this study. The different models and frameworks are used to give a perspective that youth with disabilities can develop their skills despite the circumstances they find themselves in. Furthermore, leisure education is argued in this study to play an important role in developing leadership among youth with disabilities. Youth with physical disabilities can be enabled by celebrating their differences and practising inclusion. It is, therefore, concluded that the use of leisure education, CBR, ICF, and the social model of disability can facilitate growth and development among youth with physical disabilities. Furthermore, these frameworks offer holistic development to benefit people with disabilities.

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CHAPTER 3

Methodology

3.1 Overview

In the previous chapter, a theoretical framework guiding this study was presented, and the relevant theories were presented to make an argument for the current study. Chapter 3 presents the research design, research setting, study population, sampling, data collection procedure, data analysis, the study's rigour, and the ethical procedures followed.

3.2 Philosophical worldviews

The worldviews are regarded as a general understanding of the world and the nature of research held by the researcher (Creswell, 2009). Creswell (2009) further explains that past experiences within the field of study influence the researcher's views. Only the pragmatic paradigm is explained as it is relevant for this study. However, an overview table demonstrating the four worldviews is presented in table 3 below.

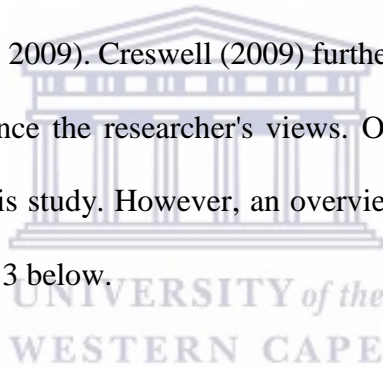


Table 3: Four worldviews (Creswell, 2009, p. 25)

Postpositivism	Constructivism
<ul style="list-style-type: none">• Determination• Reductionism• Empirical observation and measurement• Theory verification	<ul style="list-style-type: none">• Understanding• Multiple participant meanings• Social and historical construction• Theory generation
Advocacy/Participatory	Pragmatism
<ul style="list-style-type: none">• Political• Empowerment Issue-oriented• Collaborative• Change-oriented	<ul style="list-style-type: none">• Consequences of actions• Problem-centered• Pluralistic• Real-world practice oriented

3.2.1 Pragmatic worldview

The pragmatic worldview or approach is generally associated with the qualitative research approach. Social constructivists embrace the notion that people strive to explore the world they live in (Creswell, 2009). In this paradigm, the people develop a subjective meaning of their experiences towards a specific topic, so this approach relies on the participants' view of the situation. Because the nature of the world people live in differs, the researcher explores the complexities of these views instead of using a narrow approach (Creswell, 2009). Noteworthy for this assumption is that subjective meanings are formed through interactions with others, and through different experiences, including history, cultural opinions, and beliefs encountered through life (Creswell, 2009).

The pragmatic approach considers the importance of reality and the impact of the inner world of human experience action (Johnson *et al.*, 2007). A pragmatic worldview refers to a philosophy that addresses the practical nature of reality, exploring possible solutions to a problem and the impact thereof (Johnson *et al.*, 2007; Shaw *et al.*, 2010). Shaw *et al.* (2010) report that people advance their social world and means to grow from one level to the other as part of their development. This study acknowledges the three ways of knowing the world: ontology, epistemology, and methodology.

Ontology refers to the nature of reality (Goertz & Mahoney, 2012). In this study, to understand the nature of this topic, the researcher defined the concepts relating to the topic under study. Epistemology refers to the knowledge embedded in the theoretical frameworks and the methodology (Al-Ababneh, 2020; Goertz & Mahoney, 2012). Epistemology relates to offering a foundation of adequate and legitimate knowledge (Al-Ababneh, 2020; Crotty, 1998). In this study, the foundation of knowledge was based on the theoretical frameworks and literature reported on this topic. The methodology refers to the strategic plan of action, process or design

underpinning the choice and use of particular methods to achieve the desired outcomes (Al-Ababneh, 2020).

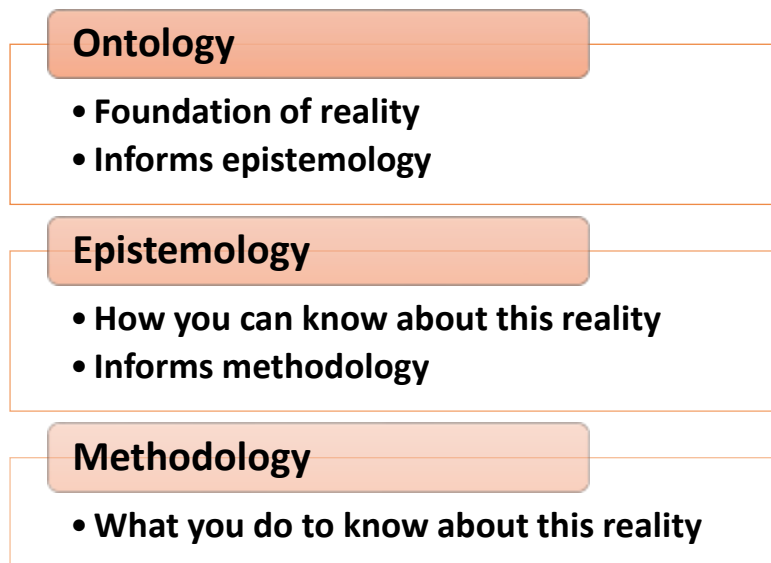


Figure 4: Three ways of knowing the world (Al-Ababneh, 2020 p. 8; Goertz & Mahoney, 2012)

3.3 Research Methodology

3.3.1 Research Approach: Mixed Methods

A mixed-method inquiry combines the use of both quantitative and qualitative approaches. This method combines the philosophical assumptions of both quantitative and qualitative approaches to promote the overall strength of the study, which is greater than quantitative and qualitative research on its own (Creswell, 2009, Ivankova *et al.*, 2006). Johnson *et al.* (2007) stress that mixed methods research is not just purely mixing methods but integrates the findings from both approaches used in a study to understand a topic of interest comprehensively. Furthermore, a mixed-method approach means combining strategies surrounding the method of data collection, research methods, and related philosophical issues (Ivankova *et al.*, 2006; Johnson *et al.*, 2007).

This study employed a mixed-methods approach that allowed the researcher to explore the two approaches and understand the findings relating to the topic studied. The researcher recognised that quantitative or qualitative alone would not be sufficient to undertake the study, thus using both. Using mixed methods in this study provided extensive evidence of leadership development using leisure education as a tool amongst youth with and without disabilities by combining quantitative and qualitative approaches.

3.3.2 Explanatory Sequential Design

An explanatory sequential design was used to conduct the current study. Explanatory sequential design is used in a study where the researcher is interested in quantitative and qualitative approaches (Creswell *et al.*, 2003). Creswell (2009) suggests that a sequential mixed-methods approach seeks to expand on the findings of one method with another. A quantitative cross-sectional approach was used to investigate how youth with disabilities perceive leisure education and leadership development for the current study. This approach was followed by a qualitative approach to explore how leisure education can be used to develop leadership based on the experiences and perspectives of youth with physical disabilities. The results gathered from quantitative and qualitative studies were integrated and used to develop guidelines explored through a Delphi technique involving experts.

3.4 Sequential phases of the methodology

As seen in Table 4 below, this thesis was divided into four phases or studies that linked with the four objectives and are reported as four articles: i) phase I - scoping review [chapter 4], ii) phase II - quantitative cross-sectional study [chapter 5], iii) phase III - qualitative descriptive study [chapter 6], and iv) phase IV - Delphi study [chapter 7]. Each phase and article reports

the research methodology used in the specific study. The weighting of the current study is distributed equally on the data collection and analysis of the quantitative and qualitative approaches (Creswell *et al.*, 2003).

Table 4: Objectives of the study and the aligned phases

Study objectives	Phase and design
1. Explore and describe leisure programmes that promote leadership among youth (with or without disability) globally	Phase I, using a Scoping review
2. Investigate how youth with physical disabilities perceive leisure education and leadership development.	Phase II, using a quantitative cross-sectional design
3. Explore how leisure education can be used as a tool to develop leadership among youth with physical disabilities	Phase III, using a qualitative descriptive design
4. Develop guidelines for leadership development among youth with physical disabilities using leisure education as a tool	Phase IV, using a Delphi technique

3.4.1 Phase I Scoping review methodology

This study adopted the steps by Arksey and O'Malley (2005), Aromataris and Munn (2020), Higgins *et al.* (2019), and The Joanna Briggs Institute (2015) which include: identifying the research question, study selection, and data extraction.

Step 1: Identifying the research question

This scoping review synthesised available research evidence by identifying and exploring the literature on leisure programmes that promote leadership amongst youth with, and without disabilities (Peters *et al.*, 2015). The criteria for this scoping review included a detailed

methodology process in which articles were defined against the inclusion protocol. The criteria were developed to guide the researchers in regulating the articles included in this study (The Joanna Briggs Institute, 2015). Significant characteristics of the studies were detailed, including participants' age, sample size, year of study, location, and other qualifying specifications.

Step 2: Study selection (Identifying relevant articles)

Search process

The researchers used a three-step strategy to consider both published and grey literature (research materials that were unpublished or published in non-commercial forms) between 2010 and 2020 using a three-step strategy. The first step was an initial limited search of online databases related to the topic using Google Scholar, Science Direct, Research Gate, Academic Search Complete and EBSCOhost. The second step involved searching these records based upon identified keywords. Terms and synonyms used during the database search included leisure, recreation, free-time, physical activity, leadership development, youth, young adults, adolescents, teens, disability, disabilities, special needs, special, impaired, impairment, and disabled. Research Gate was used to search for published grey literature. In the third step, the reference lists of all identified articles were searched for potential supplementary additions to the retrieved articles.

Inclusion and exclusion criteria

This review included research studies focusing on leisure programmes that promote leadership skills in the youth with, and without, disabilities. Studies were required to have at least three measurable outcomes related to the content area of the review (leisure programmes; leadership skills; youth with, or without, disabilities). The search terms recorded hits from Google Scholar

and Science Direct databases compared to the other databases reported in the search process. The inclusion criteria for the scoping review were all screened research articles written in English and full-text articles published between 2010 and 2020. Participants in the studies were youth with, or without, disabilities. Reviews were excluded from the study if they did not meet the inclusion criteria.

Screening

A total of 149 studies were identified from the search engines Google Scholar, Science Direct and Research Gate. Titles and abstracts were screened and reviewed against the inclusion and exclusion criteria during this phase. After the preliminary review process, 50 studies were duplicated; therefore, 99 papers remained. A further 76 studies were excluded for not satisfying the inclusion criteria. Of the remaining 23 full-text studies, a further sixteen were excluded because the aim and outcome did not include leisure programmes that promote leadership skills for the youth with or without disabilities. Subsequently, the remainder of the seven articles that satisfied the inclusion criteria were reviewed.

Step 3: Data extraction

A spreadsheet was designed for the current review to promote systematic and scientific data extraction. The data extraction is referred to as charting the results and offers a descriptive summary of the results that align with the current review's objectives (Peters *et al.*, 2015). Six categories of data were extracted from each article and entered into a spreadsheet. The categories comprised author, aim/objectives, study sample size, research design, intervention type, duration of intervention, and key outcomes. The extracted data and double-checked the process to ensure that rigour was maintained.

3.4.2 Phase II: Quantitative methodology

Research setting

The study was conducted during the COVID-19 pandemic, following the South African safety regulations per the government's advice in 2021. The study sample included youth with physical disabilities attending day-care centres from non-profit organisations (NPOs) recognised by the Association of Persons with Disabilities in the Western Cape, South Africa. Because of the unique demographics in this study, participants from different socio-economic statuses and ethnicity are represented in the Western Cape, South Africa. Participants in this study had mobility limitations and required wheelchairs, crutches, walkers or rollators as support. Their disabilities resulted either from accidents or were congenital. Some participants were attending clinical rehabilitation programmes. The NPOs were located in low-socio-economic township areas in the Western Cape, known as the Cape Flats, notorious for social issues, including unemployment and high crime rates. The day-care centres are considered a safe space for people with disabilities, offering protective learnership programmes and governmental work-skills related opportunities. The centre's staff comprises mainly social workers whose primary focus is counselling.

Sample and sampling technique

The combined population from the eight centres for youth with disabilities is 150; therefore, by applying the Slovin formula [$n = N \div (1 + Ne^2)$] (Tejada & Punzalan, 2012), the sample size for this study is 109. A staff member from the NPO that oversees the eight centres in the Western Cape assisted in identifying and connecting the researcher with potential participants. According to the National Youth Policy 2020-2030 of South Africa, youth are defined as people aged 15-34 years (National Youth Policy, 2020). Youth aged 18-34 years who had a physical disability and attended one of the eight centres were invited to participate in the study.

Inclusion and exclusion criteria

Only participants with physical disabilities were recruited as participants. In this phase, participants understood and spoke English and comprehended information independently. Only youth with physical disabilities aged 18-34 years formed part of this study. Participants with additional disabilities (i.e., intellectual, hearing, visual) were excluded from this study because the lack of the insufficient support available in the communities to allow equal representation in daily activities.

Research instrument

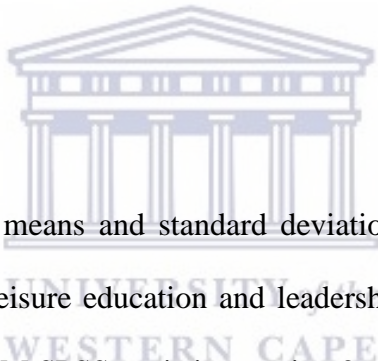
Participants completed a self-report survey. The survey comprised 42 questions in three sections: the first section collected demographic information, the second section focused on perceptions of leisure education (Sivan, 1991) and the third section collected data on leadership development perceptions (Jooste, 2019). Section A included six questions about the participants' demographic information. This included questions on gender, age, schooling level and previous or current level of studies, highest qualification obtained, and home language.

Section B included questions on 18 statements about the perceptions of leisure education (Sivan, 1991). The statements were grouped into six categories: active engagement, education, ends and means, motivation, self-development, and values and attitudes. These questions were developed in a previous study by Sivan (1991) with school children and teachers in Hong Kong. Participants rated the statements as follows: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree.

Section C included 18 statements by Jooste (2019), which focused on the participants' perceptions of leadership development. These statements were grouped into four categories: personal development, building networks and relationships, decision-making skills, and social

duties. Jooste (2019) developed these statements on leadership development for young people in rural areas of South Africa. Participants' rated the statements as follows: 1 = never, 2 = sometimes, 3 = often, and 4 = always.

A pilot study was conducted to test the instrument's reliability with 20 youth with physical disabilities attending rehabilitation programmes in private clinical institutions in the Western Cape, South Africa. Due to accidents, these young people became physically disabled and transitioned from being able-bodied to physically disabled individuals. Cronbach's alpha test was 0.78 for leisure education, indicating a good score, and 0.91 for leadership development, indicating an excellent score.



Data analysis

Descriptive statistics, including means and standard deviations, were used to describe the participants' perceptions about leisure education and leadership development. All statistical analysis was performed using IBM SPSS statistics version 26 (George & Mallery, 2019). An independent t-test was used to determine gender differences between male and female participants on their perceptions of leisure education and leadership development. The significance level was set at $p < 0.05$.

3.4.3 Phase III: Qualitative methodology

Participants

Ten youth with physical disabilities were sampled purposefully as participants for this study. Participants were recruited and interviewed until data saturation was reached, meaning that no new findings emerged from the interviews. Greeff (2011) suggested that purposeful sampling

could identify participants who demonstrate some qualities or processes critical to the study; however, that does not simply mean that any case can be chosen.

Data collection

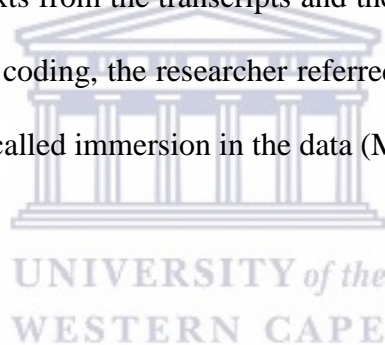
Due to COVID-19 regulations in place by the South African government, data were collected from face-to-face and online interviews with ten participants, using a semi-structured interview guide with open-ended questions. Only one interview was held online using google meet. This data collection method did not differ from the face-to-face method because the researcher could still read and pick up on body language. To strengthen the rigour of the current study, the researcher recognised the participants' cues and body language to probe further into the meanings of participants' responses during the interviews for a deeper understanding of the cues. The interview schedule for youth with physical disabilities consisted of open-ended semi-structured questions, which included the following questions: (a) Tell me what you think leisure is? (b) Tell me what you think leisure education is? (b) Tell me what you think leadership development is? (c) What components would you recommend for a programme to be in place to develop leadership amongst youth with physical disabilities? (d) how do you think leisure education can develop leadership? The minimum duration of the interviews was 45 minutes, and a maximum of 120 minutes in this study. Observations and field notes formed part of data collection throughout the interview sessions.

Data analysis

Data for the study were audio-recorded and then transcribed verbatim. Transcripts were imported into the Atlas ti. Software program for analysis. Thematic analysis was used to analyse the transcribed data. Braun and Clarke (2006) describe thematic analysis as a method for identifying, analysing, and reporting patterns within the data, organising and describing the

data set in a rich and detailed way and interpreting various aspects of the research topic. Rapley (2011) suggests noting initial themes and concepts, identifying sub-themes, applying a thematic framework to the themes and sub-themes (to avoid repetition), and interpreting the themes, for example, by creating thematic charts.

Furthermore, similar themes and sub-themes were merged to avoid repetition. During coding, the researcher referred back to the research question to check the purpose of coding, a process called immersion in the data (Matthews & Kostelis, 2011). An open-ended coding technique was used to analyse the data. Subsequently, the researcher and an independent co-coder reached a consensus on the themes and sub-themes which emerged from the data. The researchers started by coding texts from the transcripts and then grouped the texts to identify themes and sub-themes. During coding, the researcher referred back to the research question to check the purpose, a process called immersion in the data (Matthews & Kostelis, 2011).



Trustworthiness

The study applied Schurink *et al.*'s (2011) model of trustworthiness, including credibility, transferability, and dependability. Credibility in this study was ensured by allowing adequate engagement with participants during data collection, debriefing, and observations (Krefting, 1991; Merriam, 2009; Schurink *et al.*, 2011). This allowed the researcher to probe participants for more profound meaning and understanding of how leisure education can develop leadership. Transferability in this study was achieved by a thorough application of the research methodology through a description of the context and the inclusion of direct quotations from participants (Krefting, 1991; Merriam, 2009; Schurink *et al.*, 2011). This study's methodological process and procedure are explained in detail to ensure that the study can be transferred to another setting and achieve similar outcomes. Dependability was ensured by

using an independent co-coder and having discussions with co-supervisors to avoid bias and promote neutrality (Krefting, 1991; Merriam, 2009; Schurink *et al.*, 2011). The researcher observed all details and phenomena throughout the data collection phase, including reactions, body language, and behaviour. Furthermore, during the interviews, the researcher explored various angles to ensure that participants had exhausted all their perceptions and experiences on this topic. Finally, member checking was used as the data collection and analysis were verified with the participants to ensure transparency and credibility.

3.4.4 Phase IV: Delphi methodology

Participants

The recruitment and selection of the experts in this study followed a standard protocol (Grime & Wright 2014). A panel of experts was identified using purposive sampling. The inclusion criteria were that participants could include academics, researchers, professionals, practitioners, programmers, service providers, people living with disabilities, activists who had the knowledge and or expertise in leisure and recreation, youth and leadership development, and youth or disability studies. A total of 37 eligible experts were identified and were sent an information letter via email explaining the procedure of the Delphi method and expectations should they agree to participate.

In each round of the Delphi communication process, three emails were sent to the expert participants who acknowledged and indicated their interest in the communications. The first email was the official list of questions that required their engagements. This was followed by two email reminders three weeks apart to remind expert panel members who may not have engaged in the discussion. Participants were perceived to have dropped out when they failed to acknowledge the email or confirm their interest in participating further in the study.

Data collection

Data collection in this study was done through three rounds or phases. The research team used Google forms to distribute the self-administered questionnaire to the expert panel. The Google form automatically saved the participants' responses into an excel spreadsheet. A literature statement was posed to collect data from the expert panel in round one, followed by an open-ended qualitative question. Participants responded to, identified, and presented the guidelines. For example,

Statement: *Activities that can promote leadership development include leisure, recreation, sports and physical activity programmes and activities of daily living.*

Question: *How can these activity programmes be implemented to develop leadership during leisure education programmes?*

Statement: *Leisure activity programmes in an out-of-school context are recommended. Such activities can use a non-formal structure, making learning and development specific as per the participant, e.g. youth with a physical disability.* ***Question:*** *How feasible is it to use an out-of-school approach to implement leisure education programmes for leadership development among youth with physical disabilities?*

Statement: *It is recommended that youth with physical disabilities identify their leadership skills and abilities that they can develop further during leisure activities.* ***Question:*** *How can youth with physical disabilities realise their leadership skills?*

Data analysis

This study used thematic analysis to analyse and present data for round one. The researcher read the responses from each expert separately. Notes were made in the margins to highlight guidelines recommended for each of the eight themes. Using the notes and responses from this round, the researcher applied a deductive analysis approach to present the guidelines relevant to developing youth with physical disabilities to become leaders. The data from round two was

analysed through a descriptive statistical analysis computed using the IBM SPSS statistics version 27 (George & Mallery 2019). For round two, the guidelines were rated using a five-point Likert scale with the following ratings: 1= strongly disagree, 2= disagree, 3= not sure, 4= agree, 5= strongly agree. These ratings were used to determine consensus among the expert panel. The research team checked the completeness and correctness of the responses on the questionnaire items. The literature recommends using the median score based on a Likert-type scale (Ab Latif *et al.*, 2017). Furthermore, this study's five-point Likert scale was grouped into three categories: non-consensus ('strongly disagree' and 'disagree' ratings), consensus ('strongly agree', 'agree' ratings), and 'neutral'.

3.5 Ethics

The researcher obtained ethical approval for the current study from the University of the Western Cape's Biomedical Research Committee (BM20/2/1, *see* appendix F). Furthermore, before data collection occurred, the researcher wrote a letter asking permission to do the study (Appendix E) from the Directors of the NGOs. Once permission was granted, each potential participant was given an information sheet explaining the study's content (Appendix C). Eligible participants signed the informed consent forms to confirm participation and sent them back to the researcher before data collection. The information sheet and consent (Appendix D) form, together with the survey (for phase ii), were translated into three languages (Afrikaans, English & Xhosa) and shared with participants. The following ethical principles were followed in this study: respect for person and autonomy, non-maleficence, beneficence, POPIA and justice.

3.5.1 Respect for a person and autonomy

This principle promotes participants' rights to autonomy. The researcher informed participants that their participation was purely voluntary and stressed that they could withdraw their participation without any prejudice during data collection. This approach was in line with the South African government's Protection of Personal Information act no.4 of 2013 (Republic of South Africa, 2013). Participants were assigned and identified through a unique research number during the studies. The survey was designed in a format that does not require personal details, which increased the confidentiality of the participants. The data of this study is being kept in a locked cupboard in the researcher's office and in computer files, which are password-protected and accessible only by the researcher and supervisors. The data will be destroyed five years after the completion of the study.

3.5.2 Non-maleficence

This approach advocates for a harm-free study to be carried out and eliminates any potential and intentional hazards identified. The researcher submitted the proposal for the study to undergo a review through the Senate Higher Degrees Committee to make sure the study was methodologically and ethically sound. Every research contains an element of risk; in this study, the researcher explained that a possibility existed that participants may feel uncomfortable and feel unease considering their daily challenges. Participants who experienced discomfort during the interviews would have been referred for professional counselling through the NGO. For this study, no participant required professional counselling.

3.5.3 Beneficence

The researcher has the responsibility and accountability to ensure that participants are not exploited; to protect their rights and dignity. During data collection for the study, refreshments were made available for the participants during phases II and III. Although there was no direct benefit for the participants in this study, the potential benefits of this study include guideline development for youth with physical disabilities and being exposed to leisure for their health and quality of life.

3.5.4 Protection of Personal Information Act 4 of 2013 (POPIA)

The POPIA aims to protect personal information processed by public and private bodies (South African Government, 2013). The researcher ensured that participants' names and identities were removed during data coding and replaced with codes and pseudonyms in this study.

3.5.4 Justice

In light of this principle, the researcher ensured that the rights, opinions, culture, sexual orientation, gender, disability, and other related basic conditions were respected throughout the study. In this study, all participants were treated fairly and freely shared their opinions and experiences without being judged or subjected to negativity. This principle is in line with the Republic of South Africa Constitution.

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CHAPTER 4

Leisure programmes that promote leadership amongst youth with, and without, disabilities: A scoping review

Malema, M. J., Young, M.E.M., & Wegner, L. (2022). Leisure programmes that promote leadership amongst youth with, and without disabilities: A scoping review. *African Journal for Physical Activity and Health Sciences*, 28(1), 47-62. <https://doi.org/10.37597/ajphes.2022.28.1.4>

4.1 Overview

The previous chapter gave an overview of the research methodology guiding this study. The current chapter marks the beginning of phase I of the study. A scoping review was undertaken to explore leisure programmes that promote leadership amongst youth with, and without, disabilities. This chapter helps map the available literature on topics relating to leisure programmes that promote leadership amongst youth with, and without, disabilities. Based on the theoretical chapter, the current chapter expands on the notion of “leisure programmes specific for leadership development”, which is essential to explore the feasibility of developing leadership through leisure programmes. This chapter lays a foundational understanding for the study in literature on leisure programmes for youth with, and without disability. The researcher argues in this chapter that providing leisure programmes that offer opportunities for youth with, and without disabilities can lead to their leadership development.

The article in this chapter is presented according to the journal’s authors' guidelines without modifications. The manuscript has been published in the *African Journal for Physical Activity and Health Sciences*, 28(1), 2022, pp. 47-62. This journal has a multi-disciplinary audience, which means this manuscript will be widely accessible with an opportunity for other researchers to expand on the findings in future research. The journal publishes research papers

that expand the body of knowledge and improve best practices in physical activity and health sciences (which includes leisure studies).

The authors' contributions to this manuscript are as follows: Makhaya Malema was the main author; his contribution was conceptualising the manuscript, writing up and putting everything together. Prof Marie Young contributed her expertise in leisure education and reviewed the draft manuscripts. Prof Lisa Wegner contributed her expertise in leisure and vulnerable youth and reviewed manuscript drafts. Makhaya Malema, Marie Young and Lisa Wegner were influential in conceptualising the study methodology, refining and making the links with the relevant literature.

Leisure programmes that promote leadership amongst youth with, and without disabilities: A scoping review

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Abstract

Communities worldwide experience inequalities which are exacerbated by racism, discrimination, poverty, and a lack of inclusion for people with disabilities. This study embraces the notion of offering leisure programme services that provide opportunities for youth with, and without disabilities, to develop leadership skills. A scoping review of available literature was conducted to map the extent and range of research activity around leisure programmes that develop leadership amongst the youth with, and without disabilities. The scoping review entailed a rigorous screening of studies based upon specific inclusion and exclusion criteria. Seven articles met the inclusion criteria. Interventions in the studies focused on promoting leadership skills and other soft skills that complement one another. Examples of the interventions included activities of daily living such as education/work, play, leisure and social participation, residential and day camps, youth-led conferences, and leisure, recreation, sports and physical activities. For youth with disabilities, studies focused on development of the soft skills needed in activities of daily living such as social skills and empowerment, which enable the youth to cope effectively with life's challenges. Leisure programmes that promote leadership skills in the youth with, and without disabilities are direly needed for capacity development and improvement of overall quality of life.

Keywords: Leisure programmes, youth with, and without disabilities, leadership skills, scoping review.

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Introduction

South African policies and legislations involving people with disabilities do not offer much in terms of implementation to uplift, empower and develop beneficiaries. There are policies for youth in South Africa, such as the National Youth Policy (2020) and National Disability Rights Policy (2015). However, the implementation of such policies remains problematic, which results in marginalisation of the youth with, and without disabilities as they are both youth and disabled. The youth appear to be victims of policies and social ills (for example, a lack of feasible implementation of the policies to effect change for people with disabilities. Nonetheless, they often emerge as frontline leaders doing the work that reframes issues and therefore, become agents of change (Libby *et al.*, 2006). These policies often evoke feelings of isolation, powerlessness and marginalisation caused by the lack of interaction in society between people with, and without disabilities (Devine & Parr, 2008). Furthermore, Devine and Parr (2008) note a gap between the minority (people with disabilities) and mainstream population (people without disabilities) which results in inequalities within society. Inequalities in the South African society are exacerbated by racism, discrimination, poverty, and a lack of inclusion for people with disabilities (Hendricks & Toth-Cohen, 2018). People with disabilities long for leisure programmes that promote inclusive community participation

and provide the opportunity to socialise through education, leisure and entertainment (Osman *et al.*, 2015). It is regrettable that people with disabilities experience inequality and feelings of isolation within their societies that lead to them to being marginalised. The inequality can be witnessed further in leisure spaces and the glaring lack of opportunities for people with disabilities within these spaces (Maotoana, 2014).

Leisure spaces and programmes foster positive outcomes for young people such as enhanced independence, responsibility, hopefulness, positive identity, spirituality, self-esteem, and social skills (Hansall *et al.*, 2016). Examples of leisure programmes include residential and day camps, sports and physical activity programmes, conferences and more. Such programmes have the potential to develop and nurture the youth to become a good communicator, a caring person and a role model for others, which are characteristics of desirable leadership skills (Hansall *et al.*, 2016). People with disabilities could benefit from being involved in a leisure programme which has a barrier-free environment. However, having people with disabilities in mainstream society requires that they be empowered to adapt and transition to an environment designed for people without disabilities (Devine & Parr, 2008). It is therefore, seemingly unrealistic and unfortunate that youth with disabilities have to adapt on their own to mainstream activities, including leisure programmes.

Naturally, transitioning to a different role and environment is a challenge, and requires careful considerations and planning. This is necessitated by the inequalities in resources and facilities within societies. Relevant to this discussion, Caldwell (2000, p. 2) asked the question, ‘how and why do we deliver services?’ The question requires thorough consideration by service providers (irrespective of who the service is meant for) and analysis based upon a holistic approach. It is imperative to consider Caldwell’s question and its relevance for the current study. The present study embraces the notion of offering leisure services to the youth that provide opportunities and appropriate skills that go beyond just fun-and-games activities (Caldwell, 2000). Caldwell (2000) notes that there is a misunderstanding of what beyond fun-and-games means, and cites key issues that need to be overcome to deliver effective and relevant leisure services which transcend just fun activities. For example, Caldwell reports how some parks and recreation departments in the USA see their directives and roles as solely to provide services and facilities for recreational activity. Notably, in the South African context, the Department of Sport and Recreation shares similar sentiments as espoused in its White Paper on Sports and Recreation’s tagged, “an active and winning nation”, which highlights the country’s international sports strategy designed to increase the levels of sports and recreation participation as well as achieve success in high profile sports (Department of Sports and Recreation South Africa, 2012). This creates an impression that participation in recreational and sporting activities is primarily for competition, and not so much for recreational purposes, which could build a sociable and more inclusive society. Hence, it is not surprising that minimum progress has been made regarding impactful leisure services for the youth, including those with disabilities.

The inability of leisure service providers to offer appropriate leisure programmes that promote skills relevant to the capacity building and empowerment of the youth with, and without disabilities is a challenge in the South African context, and presumably worldwide. Bult *et al.* (2011) stress that without sufficient opportunities to partake in leisure activities, people are incapable of fully exploring and applying their social, intellectual, emotional, communicative, and physical potentials, and are, therefore, prevented from expanding their skills. The current study is guided by the hypothesis that the youth are confronted by a lack of leisure programmes that promote leadership skills. Leadership skills in this context refer to upskilling, development,

and enabling opportunities for capacity building (Ekpoh *et al.*, 2013).

Leisure activities and programmes led by the youth offer participants more than the structured academic curriculum (Kanjere, 2014). The school curriculum is perceived as being restrictive and offering strict premeditated skills that lead to workplace preparation. It is thus paramount that the youth with, and without disabilities are presented with opportunities to participate in leisure programmes that build their capacity and develop skills. Youth-led programmes present an opportunity for open-ended, unstructured programmes and as an outcome creates ‘outside the box thinking’ to achieve results (Larson *et al.*, 2014). Thus, leisure programmes led by the youth can promote skills that are essential for their future leadership development.

Notably, Trude *et al.* (2018) suggest that there is a growing awareness of youth-led programmes, particularly in schools, to promote youth empowerment, engagement, and improved health. Youth-led programmes present an opportunity to build capacity, which contributes to the future of young people (Redmond & Dolan, 2016). Youth activities can include personal exploration, gaining self-knowledge and developing a stronger sense of who they are (Hansen *et al.*, 2003). These attributes are important factors to consider for integration into future interventions to ensure they are impactful. Youth-led programmes possess educational contexts, which enable the youth to become motivated and invested such that programme leaders provide guidance and support as participants encounter challenges (Larson *et al.*, 2014). It is, therefore, expected and feasible to have leadership skills learnt and developed during youth-led leisure programmes.

Leadership skills developed through leisure programmes can be rewarding and have long-term benefits for the youth. Long-term benefits of youth-led programmes include adolescents developing skills for working towards planned goals, developing plans, organising their time, contingency thinking, and problem-solving (Hansen *et al.*, 2003). Furthermore, Hansen *et al.* (2003) suggest that developing social relationships with others and learning skills for cultivating these social connections are important. Social settings present opportunities to nurture the youth as future leaders (Redmond & Dolan, 2016). Lui *et al.* (2019) suggest that environmental influences, including the social environment, nurture and develop leadership. Leadership programmes for the youth present a unique way of connecting the roles of the youth to add valuable skill-sets needed to navigate the challenges within their communities (Redmond & Dolan, 2016). Providing sufficient opportunities and environments can help develop skills such as self-advocacy and self-determination (Klisz, 2014). According to Ricketts and Rudd (2002) leadership development can result from youth programme participation. Through leisure participation, the youth acquire essential skills that complement and nurture their leadership skills.

The skill-sets acquired by the youth during leisure participation facilitate their leadership development. Effective leaders are expected to assume multiple roles, which include being a good communicator, enabler, innovator, dreamer, teacher, coordinator, motivator, problem-solver, and decision-maker (Russell, 2001). Schilling *et al.* (2007) suggest that leisure programmes led by the youth create opportunities for capacity building and promoting innovative thinking. Skills that are essential in developing the youth can include learning skills, self-efficacy, and self-identity (Schreuer *et al.*, 2014), a positive attitude, a sense of dedication, creativity (Edginton *et al.*, 2004) and commitment (Schilling *et al.*, 2007). These are soft skills which help to build capacity. Being a leader in a minority society, for example, the disabled community, could be an inspiration for other young people, and may positively influence their roles in mainstream society. Therefore, this study explores the question: can leisure

programmes be used for leadership development amongst the youth with, and without disabilities?

Methodology

The aim of this scoping review was to explore and describe leisure programmes which promote leadership amongst the youth with, and without disabilities. Arksey and O'Malley (2005), Aromataris and Munn (2020), Higgins *et al.* (2019), and The Joanna Briggs Institute (2015) suggest guidelines for conducting scoping reviews, which enable researchers to show rigour during their review process. This study adopts the guidelines by Arksey and O'Malley (2005), which include the following steps:

Step 1: Identifying the research question

This scoping review synthesised available research evidence by identifying and exploring the literature on leisure programmes that promote leadership amongst youth with, and without disabilities (Peters *et al.*, 2015). The criteria for this scoping review included a detailed methodology process in which articles were defined against the inclusion protocol. The criteria were developed as a guide for the researchers in order to regulate the articles included in this study (The Joanna Briggs Institute, 2015). Significant characteristics of the studies were detailed, including participants' age, sample size, year of study, location, as well as other qualifying specifications.

Step 2: Study selection (Identifying relevant articles)

Search process

The researchers considered both published and grey literature (research materials that were unpublished or published in non-commercial forms) between 2010 and 2020 using a three-step strategy. The first step was an initial limited search of online databases related to the topic using Google Scholar, Science Direct, Research Gate, Academic Search Complete and EBSCOhost. The second step involved searching these records based upon identified keywords. Terms and synonyms used during the database search included leisure, recreation, free-time, physical activity, leadership development, youth, young adults, adolescents, teen, disability, disabilities, special needs, special, impaired, impairment, and disabled. Research Gate was used to search for published grey literature. In the third step, the reference lists of all identified articles were searched for potential supplementary additions to the retrieved articles.

Inclusion and exclusion criteria

This review included research studies focusing on leisure programmes that promote leadership skills in the youth with, and without disabilities. Studies were required to have at least three measurable outcomes related to the content area of the review (leisure programmes; leadership skills; youth with, or without disabilities). The search terms recorded hits from Google Scholar and Science Direct databases as compared to the other databases reported in the search process. The inclusion criteria for the scoping review were all screened research articles written in English and full-text articles published between 2010 and 2020. Participants in the studies were youth with, or without disabilities. Reviews were excluded from the study if they did not meet the inclusion criteria.

Screening

A total of 149 studies were identified from the search engines of Google Scholar, Science Direct and Research Gate. During this phase, titles and abstracts were screened and reviewed against the inclusion and exclusion criteria. After the preliminary review process, 50 studies were found to be duplicates; therefore, 99 papers were remaining. A further 76 studies were excluded for not satisfying the inclusion criteria. Of the remaining 23 full-text studies, a further sixteen were excluded due to the fact that the aim and outcome did not include leisure programmes that promote leadership skills for the youth with, or without disabilities. Subsequently, the remainder of seven articles which satisfied the inclusion criteria were reviewed. A flow diagram of the search and selection process leading to the inclusion of seven studies is presented below (Figure 1).

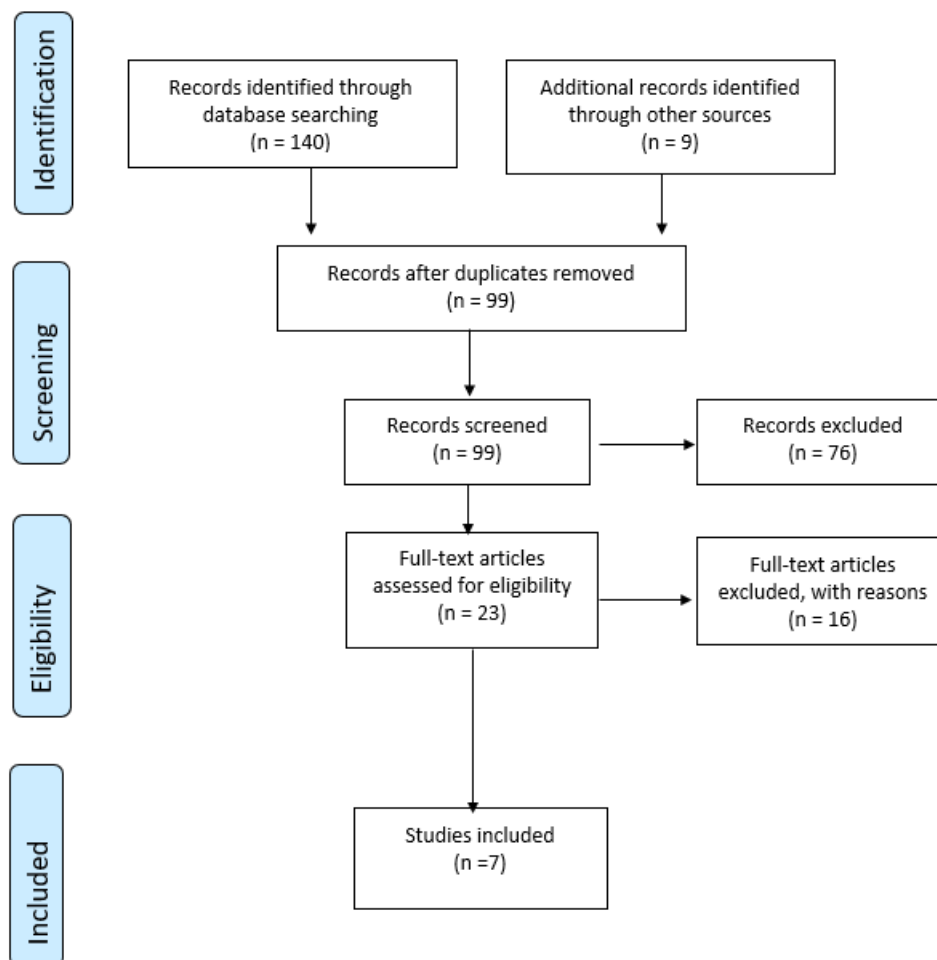


Figure 1: PRISMA flow chart

Step 4: Data extraction

A spreadsheet was designed for the current review to promote systematic and scientific data extraction. The extraction of data is referred to as charting the results and offers a descriptive summary of the results which align with the objectives of the current review (Peters *et al.*, 2015). Six categories of data were extracted from each article and entered into a spreadsheet. The categories comprised author, aim/objectives, study sample size, research design, intervention type, duration of intervention, and key outcomes. Data were extracted by the authors MM and LW, and MY double checked the process to ensure that rigour was

maintained.

Overview of results

Academic Search Complete and EBSCOhost databases did not yield any hits from the search terms. As stated earlier, a total of seven studies were included in this review. Four of the studies were conducted in North America (Christensen, 2013; Devine *et al.*, 2014; Iwasaki & Hopper, 2017), two were carried out in Europe (Lopes, 2015; Taylor, 2014) and one study was undertaken in South Africa (Lorenzo *et al.*, 2019). North American domination of research in the area of leisure programmes and activities was evident by the studies included in the review. This may attribute to the availability of leisure-related research interest and researchers keen to explore related topics leisure in programme. The review revealed a variety of different methodologies including experimental and quasi-experimental designs, mixed methods, participatory action research and exploratory case study. Information about each study's design, sample size, sample characteristics, intervention type, duration of intervention, and key findings is summarised in Table 1.

Table 1: Extracted data

Author, Year study published, and Place where study was conducted.	Aim/purpose	Study sample size and Sample characteristics.	Research design	Intervention type and Duration of the intervention	Key findings and the relation to leadership development
Christensen, J. J., 2013. Monroe County, New York, USA.	To describe the experiences of adolescents with Intellectual and Developmental Disabilities (IDD) within the leisure and recreation context.	n=11. People with disabilities, aged between 11-21 years. Females (n=5) and Males (n=6).	Mixed methods.	Variety of leisure and recreation programmes. Not described.	Results pointed to the desire for differences related to disability to be minimized, allowing adolescents with IDD to maintain equal social status with their typically developing peers. Across different settings, the youth had a common desire to find a programme where they had a high likelihood of meeting new people and having fun. Feeling safe, and having access to activities that promoted their strengths and minimised any differences associated with having a disability were vital components to the youth engaging in programmes. Based on the results of this study, segregated programmes offer opportunity to minimise differences due to disability. Segregated programmes refer to programmes that are split from mainstream activities, which only include a group/minority of people. Study participants from the segregated programmes expressed that the benefit of participating in a segregated setting is that they feel an equal status with other programme participants. Furthermore, there is comfort in having an assumed understanding of what is it like to live with a disability. The comfort of participants enables them to be susceptible to learning and developing leisure skills, which included leadership skills, survival skills, and social skills.
Devine M. A., 2016. Ohio State, USA.	To determine the experiences of college students with disabilities and their leisure time physical activity (LTPA), with an emphasis on factors that facilitate or create barriers to engagement.	n=16. Young adults with disabilities, age range 18-24 years, Female (n= 9) and Male (n=7).	Qualitative investigation using grounded theory.	Participants’ experiences of LTPA. N/A.	Overall, the results of this study report on the experiences where participants were either disheartened from dynamic participation or treated as role-models for participating, thus affecting their LTPA experiences. LTPA experiences prepare students for valuable life experiences such as leadership skills, living and working with people from diverse circumstances, community engagement, and illustrating a pattern of healthy active living. The variety of skills and experiences gained by the youth are vital, because they lay a foundation for life-long behaviour

					patterns. Results showed evidence and significance of accessing and enabling inclusive settings and equipment (e.g., accessible pool lifts, hand cycles, tandem bicycles). Participants, through their access to leisure resources, can then benefit and develop leadership skills.
D'Eloia, M. H., & Sibthorp, J., 2014. Utah State, USA.	To test and assess the merits of a recreation programme model designed to enable a sense of relatedness amongst the youth with disabilities in a camp and non-camp context.	N=209. Youth with disabilities (n=109). Youth without disabilities (n=100). Both youth with, and without, disabilities, age range = 10-17 years.	Quasi-experimental study.	Resident camp. 5-days.	Results in this study show that the youth perceived camp as providing them with real-life exposures and experiences, learning opportunities, informal social experiences, peer role-modelling experiences, and meaningful roles in comparison with non-camp contexts. This study further dismisses the ideology that the youth with disabilities do not experience a full range of benefits associated with recreation programmes because of their participation limitations. The environmental context by programme type for the mechanism of relatedness (MOR) variable peer role models was important. This proposes that the youth with disabilities, compared to their peers, experienced better participation with peer role models and were presented with social opportunities at camp than at their non-camp settings. The results further reported that camp involved all the youth with, and without disabilities with each of the MOR variables more than the non-camp settings, thus indicating that summer camp is, in general, a constructive experience for the youth. Additionally, the youth without disabilities had more informal social opportunities than the youth with disabilities. This suggest that both groups (youth with, and without disabilities) had varying experiences during camp, which, could have influenced their soft skills development.
Iwasaki, Y., & Hopper, T., 2017. Edmonton, Alberta, Canada.	To explore the role of constructive leisure-like pursuits in meaningful participation in life roles amongst young people at high risk in a diversity of challenges.	n=17. Nine participants were youth leaders and seven were community agency partners.	Participatory Action Research.	Youth-led conference.	Findings of the study indicate that constructive leisure-like activities assisted the youths' valuable leisure participation and in life. More so, such constructive valuable engagement was facilitated by offering opportunities to experience (a) a joyful life, (b) a self-possessed life, (c) a connected life, (d) a discovered life, and (e) an empowered life. Constructive and valuable leisure-like activities have the likelihood to aid positive change and life-quality for youth who are considered at risk. The findings endorse the use of a youth-centred approach to enable valuable and

		Not disabled, age range = 16-24 years.		6 months.	meaningful processes of involving youth leadership/mentoring by incorporating constructive leisure pursuits to inspire, empower and support high-risk youth.
Lopes, J. T., 2015. Portugal.	To determine how surfing can be a vital means to encourage physical health and well-being, mental health, and psychological well-being along with the social interaction and inclusion of people with disabilities, regardless of their age or disability.	During the year 2012: n=187. During the year 2013: n=134. People with disabilities, 2012= males (n=122) and females (n=65) 2013 = males (74) and females (60).	Experimental study.	Activities of daily living e.g., education/work, play, leisure, and social participation. 2 years (2012-2013).	Results of the study indicate that people with disabilities can be empowered, through adapted surfing where opportunities and space are offered during their training to deal with daily life challenges. People with disabilities can grow in self-confidence and feel encouraged, which can lead to finding dynamic roles in their communities instead of feeling burdened by their disability. Social interaction and inclusion, amongst children and youths can be made possible by surfing as a result of acquiring and implementing social norms and rules, taking on and playing an individual role within a team (leadership skills), and being part of individual socialisation. Adapted surfers with, and without disabilities face challenges as in other sporting activities, especially because they have to move outside their 'comfort zone' (dry land) and enter a mysterious setting (the ocean). Surfing also offers an opportunity for them to expand their knowledge and common appreciation, which develops their empathic skills. Adapted surfing, as an aquatic activity has therapeutic benefits that are critical for physical rehabilitation, more so in orthopaedic and neurological areas. People with disabilities benefit from enhanced stability and motor coordination and subsequently handle health devices better. Surfing can add value to prevent and treat extreme conditions, which influence social inclusion, anti-sedentary lifestyle and stress, improved self-esteem and encouragement for better teamwork.
Lorenzo, T., McKinney, V., Bam, A., Sigenu, V., & Sompeta, S., 2019. South Africa.	Investigate the capacity of non-governmental organisations (NGO's) to extend the outcomes of participation in leisure activities for livelihoods development.	n=32. Youth with	Exploratory Case study.	Sports and free-time activities as part of community programmes offered by non-governmental organisations.	The findings report on the capacity of NGOs to build societal inclusive facilities that promote social engagements and livelihoods development of the youth. The NGOs aspiration to offer programmes where the responsiveness and perception of their associates develops until such a time where they are 'independent and able to apply accountability and determination with respect to the future'. The organisations develop platforms that allow social links that enable friendships and possibilities of

		disabilities, age range =18-37 years.		Not described.	romantic relationships. These platform links arose easily in areas with available transport. Youths with intellectual, communication and visual impairments, opened bank accounts and established intimate relationships, the same as their peers. Access to further learning whilst acquiring skills development and training gives an opportunity to disabled people who have left school because of contextual factors. These would allow youth and their families to partake in sport and recreational activities. Such participation would advance the character of youths' assets, strengths and possible contributions.
Taylor, J. A., 2014. Scotland.	This study evaluates the impact of physical activity leadership courses and how to take the lead in physical activities and the impact on young women's global self-esteem.	n=289. Participants were females, without disability, with an age range between 14 - 17 years.	Mixed methods.	Physical activities and team sports. 6 months.	The findings suggest that continuous participation in leadership activities, shared with formal management opportunities, had the influence to impact on the global self-esteem (global self-esteem includes domains of life such as academic, social, emotional, and physical) of the adolescent females involved. Self-esteem of participants that attended training courses, but did not take up leadership responsibilities remained unchanged. The results suggest that leadership development has the potential to make vital additions to the development of young people as it seeks to offer valuable leadership practices for young people.

Research design

A variety of diverse research designs were used across the seven studies, which included mixed methods (Taylor, 2014), qualitative inquiry (Devine, 2016), quasi-experimental study (D'Eloia & Sibthorp, 2014; Lopes, 2015), participatory action research (Iwasaki & Hopper, 2017), and exploratory case study (Lorenzo *et al.*, 2019).

Characteristics of the studies and samples

The studies included (n=7) had a variety of objectives, which were consistent with the aim of this scoping review. The studies sought to explore and assess leisure, recreation, and physical activity programmes that develop a variety of skill-sets including leadership, amongst the youth. Three study samples comprised youth with disabilities (Christensen, 2013: n=11; Lopes, 2015: n=187, 134; Lorenzo *et al.*, 2019: n=32), one study involved young adults with disabilities (Devine, 2016: n=16), two studies included youth without disabilities (Iwasaki & Hopper, 2017: n=17; Taylor, 2014: n=289), and one study sample comprised both youth with, and without disabilities (D'Eloia & Sibthorp, 2014: n=204).

Types of interventions

The intervention programmes of the studies analysed focused on promoting soft skills, which include leadership development. Although, this is not emphasised strongly in the studies, there is an indication that skills development was critically developed in these interventions. Examples of the interventions included activities of daily living such as education/work, play, leisure and social participation (Lopes, 2015), residential and day camps (D'Eloia & Sibthorp, 2014), a youth-led conference (Iwasaki & Hopper, 2017), and leisure, recreation and sports and physical activities (Christensen, 2013; Devine, 2016; Lorenzo *et al.*, 2019; Taylor, 2014). Leisure time physical activity (LTPA) featured predominantly in at least three of the studies. LTPA primarily develops a variety of skill-sets such as leadership skills, life-skills, social skills, problem-solving skills, decision-making skills and many more. The duration of these interventions ranged from five days to eighteen months, which gives sufficient time for the skills to be developed and nurtured.

Outcome and benefits of the intervention programmes

The key findings reported in the studies reveal a variety of skills developed including social inclusion, self-esteem, and encouraging teamwork. These skills are life-long and can be developed in people who are willing to acquire them. Other critical outcomes of these interventions included the development and promotion of learning experiences focused on informal social experiences, peer role-modelling, and meaningful life roles. These intervention programmes adopt the model of promoting inclusion, which strives to ensure equal opportunities and awareness for all, in order to have similar experiences. Life-long experiences and skills in these intervention programmes are significant in the holistic development of participants in the studies reported. Additionally, the overall health and wellness, as well as quality of life, is enhanced by the interventions.

Although, the main outcomes of the studies included were to develop and build leadership skills, the interventions had different structures. For the youth with disabilities, two studies focused on developing participants' fine motor skills as well as the soft skills needed in day-to-day situations (Christensen, 2013; Lopes, 2015). Two other studies were aimed at promoting social skills, and empowerment, wherein youth with disabilities can be developed as they encounter day-to-day challenges (D'Eloia & Sibthorp, 2014; Lorenzo *et al.*, 2019). Only one study focused on barriers faced by the youth with disabilities which hampered their leisure experience (Devine, 2016). For the youth without disabilities, two studies were targeted at building, developing and nurturing only the soft skills needed for the youth to advance in their social settings (Iwasaki & Hopper, 2017; Taylor,

2014). In comparing youth with, and without disabilities, the studies provide evidence that the youth with disabilities lag behind in fine motor skills development. This thus creates an advantage for youth without disabilities, as they can develop their soft skills quicker than their counterparts with disabilities.

Discussion

This review complements results of previous studies on leisure programmes that promote leadership amongst the youth with, and without disabilities. Findings of this review demonstrate the success of the interventions conducted on the lives of the youth with, and without disabilities.

Leisure programmes with an emphasis on capacity building and empowerment are necessary for the youth in society, as they present an opportunity to prepare them for future challenges. The studies reviewed provide evidence of the leisure programmes that incorporate elements of leadership development. The programmes included leisure, recreational, sports and physical activities programmes, which can develop essential soft skills thus facilitating leadership development (Christensen, 2013; D'Eloia & Sibthorp, 2014; Iwasaki & Hopper, 2017; Lorenzo *et al.*, 2019; Taylor, 2017). Although, leadership development was not strongly highlighted in the studies reviewed, the skills acquired by the participants are essential and critical for capacity building in the youth.

Petitpas *et al.* (2005) recognise the existence of sports programmes aimed at promoting youth development. The leisure programmes in the studies analysed were undertaken after school hours, which suggest that both youth with, and without disabilities could have had an equal opportunity for participation. Although four of the seven studies reviewed focused on the youth with disabilities, their findings do not give a true reflection of leisure programmes available for the youth with disabilities. The present findings corroborate the World Health Organisation's (WHO) (2011) view that providing equal opportunities for people with, and without disabilities could be challenging.

The present review shows that interventions for the youth with disabilities focused on developing fine motor skills (Lopes, 2015) and soft skills (social skills, positive mind skills) needed for daily living (Christensen, 2013; D'Eloia & Sibthorp, 2014; Devine, 2016; Lorenzo *et al.*, 2019). Additionally, there is a somewhat fair content distribution in the leisure programmes for the youth with disabilities. However, because of varying forms of disabilities, some participants required development in their fine motor skills. This has the potential of delaying the development of the youth's soft skills because of the slowed development of their fine motor skills. Thus, it is important that the youth with disabilities are presented with ample opportunities for all round development comparably with those without disabilities.

Leisure programmes are significantly valuable to participants, especially the youth. The studies by Lopes (2015) and Devine (2004) reported that the content of leisure programmes creates an opportunity and understanding of social structure, societal norms, attitudes, beliefs and values. Young people with, and without disabilities are often involved in programmes that are not useful towards their skills development. These result in having the youth participate in meaningless leisure programmes for the purposes of fun-and-games only (Caldwell, 2000), compared to developing and gaining critical leadership skills that puts them at an advantage for future endeavours. Previous research has reported that the youth participating in leadership development programmes generally achieve positive results (Schilling *et al.*, 2007).

Furthermore, the youth who participated in leadership development programmes reviewed experienced (a) social, emotional and intellectual competence, (b) self-identity and development of creativity, (c) relationships with adults and peers and (d) character and prosocial participation (Schilling *et al.*, 2007). As these skills are critical characteristics of a leader, it would be beneficial to the youth with, and without disabilities to possess such qualities in order to become effective and efficient in leading their peers. The present review also indicates that leisure education programmes provided opportunities for learning experiences, informal social experiences, peer role-modelling experiences, and meaningful roles (D'Eloia & Sibthorp, 2014), youth leadership/mentoring, constructive leisure pursuits (Iwasaki & Hopper, 2017), as well as empowerment and socialisation skills (Lopes, 2015). Leisure programmes have an important role in the holistic development of youth with, and without disabilities. This include improving the functioning of daily living activities and leadership as a life-long skill. It is therefore, reported by this study that the youth with, and without disabilities should be mindful of the leisure activity programmes, if they aim to develop themselves.

Conclusions

This scoping review focused on leisure programmes that promote leadership skills for the youth with, and without, disabilities. This study concludes that there is a great need for leisure programmes which facilitate leadership skills for the youth with, and without disabilities to build capacity, nurture and empower them to cope with daily situations. The fact that only a few studies were conducted on this topic in the past decade highlights the gap in the literature. Additionally, due to the changing times, trends and inter-generational differences, there is a critical need for updated youth leisure programmes that promote leadership skills.

Recommendations for leisure programmes

Based on the outcome of this scoping review, it is necessary that leisure programmers and organisations should endeavour to achieve the following:

1. Consider the potential leisure participant's unique needs and abilities when planning for new programmes and activities.
2. Implement activities which foster life-long development and promotion of everyday life skills.
3. Embark on leisure education programmes that are youth-led and designed to promote inclusivity amongst the youth.
4. Carry out leisure programmes which embrace the social model, and designed to ensure all the youth with, and without disabilities have equal access and opportunities.

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CHAPTER 5

Perspectives of youth with physical disabilities and leisure education as a tool for leadership development

Malema, M.J., Onagbiye, S.O., Young, M.E.M. & Wegner, L., (Under review), 'Perspectives of youth with physical disabilities and leisure education as a tool for leadership development. *Leisure Studies*.

5.1 Overview

The previous chapter presented phase I, a scoping review to map out the available literature on leisure programmes that promote leadership amongst youth with and without disabilities. The current chapter forms phase II as a follow-up and an extension of phase I. Phase II is a quantitative investigation of how youth with physical disabilities perceive leisure education and leadership development. This chapter argues that leisure education presents prospects to advance relationships while learning new skills and building confidence, competence, and awareness of how one needs to engage in various leisure activities, thus, enhancing leisure experiences.

The manuscript in this chapter is submitted to the *Leisure Studies Journal*, under review. This journal is a leading international journal that publishes innovative theoretical-informed, methodologically rigorous, empirical and applied leisure research. The journal publishes articles that cover topics within health and wellbeing and significant resources on social inequality and forms of social injustice; therefore, we see that the journal's scope is suited for this manuscript.

The authors' contributions to this manuscript are as follows: Makhaya Malema was the main author; his contribution was conceptualising the manuscript, collecting data and data entry. Dr Sunday Onagbiye was invited to co-author due to his expertise in quantitative research. His contributions include data analysis and interpretation for the results in this chapter manuscript. Prof Marie Young contributed her expertise in leisure education and reviewed the draft manuscripts. Prof Lisa Wegner contributed her expertise in leisure and vulnerable youth reviewed manuscript drafts. Makhaya Malema, Marie Young and Lisa Wegner were equally influential in conceptualising the study.

Perspectives of youth with physical disabilities and leisure education as a tool for leadership development

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Abstract

The current study argues that leisure education can empower, develop, and build the capacity of youth with physical disabilities to become leaders amongst their peers and communities. However, youth with physical disabilities must be willing to develop skills and make an effort to collaborate with the necessary stakeholders to become leaders. Leisure education can benefit all people regardless of living with or without disabilities. Arguably, youth with physical disabilities could develop leadership skills through engagement in leisure education programmes. Therefore, the study aimed to investigate the perceptions of youth with physical disabilities regarding leisure education and leadership development. A quantitative cross-sectional method was used to gather data from youth with physical disabilities aged 18-34 years. A convenience sampling method was used to recruit 109 participants from eight centres for people with physical disabilities in the Western Cape, South Africa. The study findings showed that youth with physical disabilities positively perceived leisure education and leadership development. Although participants had a strong sense of social duties and were motivated to develop themselves, there was a need for leadership development, particularly personal development, building networks and relationships, and decision-making skills. Youth with physical disabilities could use the opportunities presented by leisure education programmes to build their leadership abilities. In conclusion, the current study supports the concept that youth with physical disabilities can develop leadership through leisure education programmes.

Keywords: Leadership development, leadership skills, leisure, leisure education, youth with physical disabilities.

Introduction

Leisure is perceived as a contextually framed activity people engage in during their free time. For this study, leisure is perceived in the context of education and learning about the decisions that influence young people's well-being and livelihoods (Caldwell *et al.*, 2004). Purrington and Hickerson (2013) suggest that emotions commonly associated with leisure experiences are pleasure, happiness, interest, and joy. Sivan (1991) considers leisure a product of the freedom and discretion associated with modern society. This concept suggests that all people (people with disabilities included) should have the opportunity to participate in leisure activities should they wish to.

Article 6 in the Disability Rights Charter of South Africa of 2008 states that people with disabilities deserve the right to engage in sports and recreational activities and benefit from resources such as financial assistance and opportunities for participation (Disabled People of South Africa 2008). Article 1 of the revised Charter for Leisure 2020 states that everyone, whether adult or child, has the right to adequate time for rest and the pursuit of leisure activity (Sivan & Veal, 2021). Ideally, according to the Charter, people with disabilities would have access to and be integrated into leisure activities in mainstream society.

People with disabilities are more likely to be confronted by adverse socio-economic outcomes such as lower levels of education, poor health services, lower levels of employment, and higher poverty rates (Apgar, 2021). The present study emphasises that disability is not a medical issue but rather an issue affecting social, economic, and human rights that are barriers in the lives of people with disabilities (Groce & Kett, 2014). People with disabilities are often classified based on the medical model rather than the disability being perceived by society as a cross-cutting issue.

Young people with disabilities encounter attitudinal and environmental constraints that hamper their active involvement in programmes within their societies on an equal basis with their peers (WHO, 2011). These constraints can negatively impact leisure skills development and the related benefits of a leisure education programme. A leisure education programme thus becomes essential in facilitating social integration for youth with disabilities (Dattilo & Hoge, 1999). Arguably, leadership development can be nurtured through leisure education programmes, despite the physical and societal limitations of youth with disabilities.

Literature review

The present study can answer the question Ettekal and Agans (2020) posed about how to engage youth in forms of leisure that intentionally contribute to their positive development. Leisure education programmes enable youth to build their capacity positively, leading to their growth as individuals and members of society. Leisure education offers youth with physical disabilities opportunities to develop in critical areas for their leisure skills. Leisure education can benefit everyone regardless of whether they are living with or without disabilities. Furthermore, Bedini *et al.* (1993) maintain that offering leisure education as part of existing special education programmes or community-based programmes can help youth with disabilities transition from school to adult life.

What leisure education offers

Leisure education encompasses two multidisciplinary domains in people's lives: leisure and education (Sivan, 2014). Leisure and education should not be perceived as a course of study or a traditional means of formal education. Leisure education aims to empower people to promote their quality of life by realising the importance of leisure and the relationship between leisure and their lifestyles and surroundings (Mundy, 1998). Sivan and Stebbins (2011) suggest that leisure activities include freedom and relaxation, often in unstructured activities, whereas education is associated with learning, often in a structured manner.

People want to use their abilities and resources as satisfying and fulfilling (Stebbins, 2018). Therefore, this current study perceives that youth with physical disabilities could positively use their abilities through engagement in leisure education programmes. Leisure education programmes provide an opportunity to experience goal orientation and develop knowledge, attitudes, values, behaviour, skills, and resources related to leisure participation (Dieser, 2012; Dunn & Wilhite, 1997). Sivan and Stebbins (2011) suggest that the relationship between leisure and education promotes enjoyable learning programmes and activities that participants easily accept.

Leisure education presents opportunities for learning areas that include motivation, self-development, values and attitudes, ends and means, education, and active engagement (Sivan, 2014; Sivan, 2017; Sivan & Chan, 2012). Sivan (2014); Sivan (2017); Sivan and Chan (2012) define these six learning areas in the following ways. Motivation is considered a feature of education that helps

people establish their leisure preferences and ensures their enjoyment of leisure. Self-development in leisure education aims to inspire people to participate in activities that meet their needs and promote skills and abilities for their leisure activities. Values and attitudes aim to encourage people to appreciate the significance of leisure, discover its meaning, and think positively about it. Ends and means infer that relevant resources (e.g., leisure programmes, facilities and leisure spaces, equipment) should be provided for leisure participation. Education focuses on participation in leisure activities through which people can grow and develop their knowledge and expand their prospects. Active engagement relates to leisure activities for personal well-being (Sivan, 2014; Sivan, 2017; Sivan & Chan, 2012).

The role of leisure education

Leisure education plays a vital role by offering skills development and information for people to use their leisure sensibly (Munusturlar & Bayrak, 2017). The current study contends that leisure education could be used to develop leadership qualities and skills amongst youth with physical disabilities. Shannon *et al.* (2016, p. 266) believe that "leisure education provides the tools, approach and a set of principles that can effect change at an individual and environmental level by promoting engagement with the issues, knowledge, and contextual factors impacting problem-solving and decision-making". The above elements could foster, develop, and promote leadership qualities and skills amongst youth with physical disabilities.

Leisure education can be considered an informal education linked to personal development and self-actualisation, primarily through its connection to intrinsic motivation. Learning through activity programmes is directly related to optimal experience, growth, and well-being (Kleiber, 2012). Therefore, people with disabilities can develop, adapt and nurture their personal qualities, such as self-determination and gaining better skills regarding leisure decision-making (Dieser, 2011, 2012), in the current context of this study on leisure education. Furthermore, Sivan (2017) suggests that leisure education can be presented to develop and encourage responsibility amongst participants.

The main focus of leisure education is developing individuals through leisure rather than changing environmental factors (Dieser 2011, 2012). Dieser (2011, 2012) suggests that leisure education focuses on building up the capacity of participants through leisure rather than on the challenges they confront. The content of leisure education involves the supply of information and knowledge related to leisure, the training of skills, and the provision of opportunities for participation in chosen leisure

and recreation activities (Sivan, 2017). According to Sivan (1991, 2017), leisure education programmes can be used to share information about leisure spaces, settings and the context in which education takes place. Dattilo and Hoge (1999) suggest that leisure education content can include leisure appreciation, self-determination and decision-making, social interactions and friendships, and leisure resources.

Leisure education and the argument for leadership development

It is argued that leadership skills development amongst youth with physical disabilities could be an essential contribution to building personal capacity. In the current study context, leadership refers to the capacity of individuals to bring hope and inspiration to their peers and motivate them to do their best while discovering their abilities and capabilities during leisure pursuits (Edginton *et al.*, 2011). The essential practical considerations in leisure education involve "education through leisure", "education as leisure", "education during leisure", "education for leisure", "education to leisure", and "education about leisure" (Sivan & Stebbins, 2011).

The practical considerations can be used to develop leadership qualities and skills. These considerations can guide researchers in exploring the "why and how" of leisure education. The "why" is rooted in the viewpoint of education and the significance of leisure activities in people's lives and livelihoods (Sivan & Stebbins, 2011). The "how" incorporates the association between leisure activities and education, ensuring that participants' learning activities are enjoyable and thus contain an element of leisure (Sivan & Stebbins, 2011).

Brightbill and Mobley (1977) suggest that when people learn to improve their leisure use through leisure education programmes, their values of autonomy and spontaneity will not be abandoned. By engaging in leisure education programmes, youth can learn the effective use of leisure and keep their independence without compromising their leisure pattern imposed by circumstances (Brightbill & Mobley, 1977). Embracing practical considerations and processes can help youth with physical disabilities deliberate about their leadership qualities and take the initiative for further development and leisure participation.

Different intervention programmes are designed to instil and nurture leadership qualities in individuals (Kark, 2011). Edginton (1997) reports that leisure service providers are challenged to offer appropriate, timely programmes that can develop good qualities essential for the future of

young people. Jordan and Ramsing (2017) suggest that every leader needs to know and work with different types of people to comprehend the ongoing trends in leisure. Additional competencies include transparent communication processes, teamwork, conflict resolution and mediation, risk management skills, ethics, and flexibility (Jordan & Ramsing, 2017). Leadership competencies focus on the social capital framework that builds networks and relationships amongst individuals and promotes innovation and collaboration (Kark, 2011). In the current study context, youth with physical disabilities desire to develop leadership qualities within their society.

The importance of leadership for youth with physical disabilities

Being a leader in leisure education programmes provides an excellent opportunity for development, and it can be a rewarding exercise to undertake to impact people's lives. According to Ertuzun (2015), recreational activities allow youth to express themselves and thus influence their individuality, independence, and self-confidence. It is a worthwhile experience for youth with physical disabilities to have the opportunity to influence their peers through leisure education while developing leadership qualities and skills.

Cohen-Gewerc (2012) states that leisure education programmes should teach people how to choose activities, differentiate between resources they will need, and realise what they want to do and what they aspire to do. Additionally, Cohen-Gewerc (2012) highlights that leisure education programmes should offer opportunities to develop intellectual capacity, advance learning, and understand essential skills. Service providers and stakeholders must embrace the notion of liberty and positively present meaningful opportunities to impact youth through leisure education programmes.

Challenges confronting youth with physical disabilities

It is unrealistic to assume that people participate in leisure and leisure education activities because they have free time. Free time does not mean that people are in their leisure spaces, engaging in leisure activities, and experiencing personal freedom and autonomy (Cohen-Gewerc, 2012). Youth with physical disabilities are frequently marginalised, isolated, and treated differently from their peers. The impact of living with physical disabilities does not necessarily mean that people with physical disabilities are not aware of their leisure. Poulsen *et al.* (2007) observe that young men with physical disabilities experience barriers to full participation in leisure-time physical activities, feeling frustrated, anxious, and stigmatised. It is noted by Tarrant *et al.* (1995) that the recreation and leisure activities of people with disabilities can become constrained when they face restrictions

such as time, money, physical skill, and health. These challenges may influence leisure engagement by youth with disabilities.

Youth with disabilities desire equal opportunities in leisure pursuits similar to their peers (Powrie *et al.*, 2015). Arguably, youth with physical disabilities aspire to become leaders amongst their peers. Leisure education presents prospects to advance relationships while learning new skills and building confidence, competence, and awareness of how one needs to engage in various leisure activities, thus, enhancing leisure experiences (Jordan *et al.*, 2018). Son *et al.* (2020) criticise previous research, stating that it has a blanket approach for leisure education content and models. The current study argues that participants should be engaged in the planning process of any programme before it is implemented. The consultation and engagement process can include a research approach whereby participants give valuable input on their perceptions and knowledge.

Leisure education as a tool for leadership development

In the current study, we maintain that leisure education can empower, develop, and build the capacity of youth with physical disabilities to become leaders within their peer groups and communities. The current study adopts the notion and argues that youth with physical disabilities develop leadership skills through their involvement in leisure education programmes. According to Sivan (1991), a leisure education programme includes active engagement, education, ends and means, motivation, self-development and values and attitudes. Leadership development is based on personal development, building networks and relationships, decision-making and social duties, as postulated by Jooste (2019). We argue that youth with physical disabilities must demonstrate their willingness, skills and effort and collaborate with the necessary stakeholders to develop capacity as leaders.

It is feasible for youth with physical disabilities to develop their leadership skills to promote the initiative, making them independent of leisure gatekeepers. It seems essential to investigate how youth with physical disabilities perceive leisure education and leadership development. To the best of our knowledge, no previous studies have investigated leadership development as a component of leisure education programmes amongst people with physical disabilities. Therefore, the study aimed to investigate the perceptions of youth with physical disabilities regarding leisure education and leadership development and determine gender differences.

Research design

This study made use of a quantitative cross-sectional survey method. Convenience sampling was used to collect data from 109 youth with physical disabilities. The study was conducted during the COVID-19 pandemic, following the South African safety regulations per the government's advice in 2021.

Research setting

The study sample included youth with physical disabilities attending day-care centres from non-profit organisations (NPOs) recognised by the Association of Persons with Disabilities in the Western Cape, South Africa. Participants in this study had mobility limitations and required wheelchairs, crutches, walkers or rollators as support. Their disabilities resulted either from accidents or were congenital. Some participants were attending clinical rehabilitation programmes. The NPOs were located in low-socio-economic township areas in the Western Cape, known as the Cape Flats, notorious for social issues, including unemployment and high crime rates. The day-care centres are considered a safe space for people with disabilities, offering protective learnership programmes and governmental work-skills-related opportunities. The centres' staff comprises mainly social workers whose primary focus is counselling.

Sample and sampling technique

The combined population from the eight centres for youth with disabilities is 150; therefore, by applying the Slovin formula [$n = N \div (1 + Ne^2)$] (Tejada & Punzalan, 2012); the sample size for this study is 109. A staff member from the NPO that oversees the eight centres in the Western Cape assisted in identifying and connecting the researcher with potential participants. According to the National Youth Policy 2020-2030 of South Africa, youth are defined as people aged 15-34 years (National Youth Policy, 2020). Youth aged 18-34 years who had a physical disability and attended one of the eight centres were invited to participate in the study. Participants with additional disabilities, such as intellectual, hearing and visual impairments, were excluded from the study because lack of the insufficient support available in the communities to allow equal representation in daily activities.

Research instrument

Participants completed a self-report survey. The survey comprised 42 questions in three sections: the first section collected demographic information, the second section focused on perceptions of leisure education (Sivan, 1991) and the third section collected data on leadership development perceptions (Jooste, 2019). Section A included six questions about the participants' demographic information. This included questions on gender, age, schooling level and previous or current level of studies, highest qualification obtained, and home language.

Section B included questions on 18 statements about the perceptions of leisure education (Sivan, 1991). The average internal consistency of this questionnaire was reported by Sivan and Chen (2012) as 0.91, showing very good reliability. The statements were grouped into six categories: active engagement, education, ends and means, motivation, self-development, and values and attitudes. These questions were developed in a previous study by Sivan (1991) with school children and teachers in Hong Kong. Participants rated the statements as follows: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree.

Section C included 18 statements by Jooste (2019), which focused on the participants' perceptions of leadership development. These statements were grouped into four categories: personal development, building networks and relationships, decision-making skills, and social duties. Jooste (2019) developed these statements on leadership development for young people in rural areas of South Africa. Participants' rated the statements as follows: 1 = never, 2 = sometimes, 3 = often, and 4 = always. A pilot study was conducted to test the instrument's reliability with 20 youth with physical disabilities attending rehabilitation programmes in private clinical institutions in the Western Cape, South Africa. Cronbach's alpha test was 0.78 for leisure education, indicating a good score, and 0.91 for leadership development, indicating an excellent score.

Research procedure

The study received ethics approval from the University's Biomedical Research Ethics Committee (BM20/2/1). The researcher explained the study details to the participants and clarified any questions before administering the survey. Each participant was given an information letter that explained the content of the study. The researcher informed participants that their participation was

purely voluntary and stressed that they could withdraw at any point during data collection without any prejudice. Participants were informed that their names and identities would remain confidential, that they would be allocated unique research numbers during data coding, and that the questionnaire did not require personal details. All participants could speak English and thus understood the wording and phrases.

Data analysis

Descriptive statistics, including means and standard deviations, were used to describe the participants' perceptions about leisure education and leadership development. All statistical analysis was performed using IBM SPSS statistics version 26 (George & Mallery, 2019). An independent t-test was used to determine gender differences between male and female participants on their perceptions of leisure education and leadership development. The significance level was set at $p < 0.05$.

Results

Description of the sample

The demographic information of this study is reported in Table 1. A total of 109 youth with physical disabilities participated in the study. Although it was not a focus of the study, all participants were wheelchair users due to their mobility impairments. Most participants (39.4%, $n = 43$) were between 22 and 25 years old. Just over half of the participants, 52.3% ($n = 57$) were male, and 47.7% ($n = 52$) were female. Those who reported that they were currently not in school constituted 77.1% ($n = 84$). The majority (78.9%, $n = 86$) of the participants had obtained Grade 12, the final secondary education level in South Africa. The majority of the participants (27.5% $n = 30$) did not have tertiary education, followed by 26.6% ($n = 29$) with diploma level education, 22% ($n = 24$) had an undergraduate degree, and 10% ($n = 11$) had postgraduate education. Just under half of the participants, 45% ($n = 49$), spoke the isiXhosa language as their home language, and about 31% ($n = 34$) indicated that English was their home language. Other languages spoken were Afrikaans 22.9% ($n = 25$) and isiZulu 0.9% ($n = 1$).

Table 1. Demographic information of participants (N = 109)

Item	Category	n	%
Gender	Male	57	52.3
	Female	52	47.7
Age	18-21 years	19	17.4
	22-25 years	43	39.4
	26-29 years	30	27.5
	30-34 years	17	15.6
Currently at school	Yes	25	22.9
	No	84	77.1
Grade before leaving school	Grade 8/Lower	4	3.7
	Grade 9	7	6.4
	Grade 10	6	5.5
	Grade 11	6	5.5
	Grade 12	86	78.9
Tertiary education	No	30	27.5
	Yes, a certificate	15	13.8
	Yes, a diploma	29	26.6
	Yes, a degree	24	22
	Yes, a postgraduate degree	11	10.1
Language spoken at home	IsiXhosa	49	45
	English	34	31.2
	Afrikaans	25	22.1
	Other (isiZulu)	1	0.9

Perceptions of leisure education

The perceptions of leisure education amongst youth with physical disabilities are shown in Table 2. Participants agreed that encouraging people to participate in leisure activities that meet the needs of society was an essential part of active engagement (females 4.62, males 4.44; $p > 0.05$). Participants disagreed that telling people what to do during their leisure could contribute to active engagement (females, 2.27, males, 2.26; $p > 0.05$). Participants agreed that encouraging people to participate in leisure activities to increase their knowledge is part of education (females, 4.69, males, 4.65; $p > 0.05$). Additionally, participants agreed that supplying information about places such as swimming

pools and sports areas for recreational activities was critical toward ends and means (females, 4.17, males, 4.23; $p > 0.05$). Participants agreed that teaching people how to enjoy their leisure time by doing things just for fun was good for their motivation (females, 4.04, males, 3.88; $p \geq 0.05$). Additionally, participants agreed that helping people find out why they preferred certain leisure activities to others was motivational (females, 4.65, males, 4.39; $p \geq 0.001$).

Participants agreed that helping people choose leisure activities that meet their needs and interests was important for self-development (females, 4.69, males, 4.53; $p < 0.05$). Participants agreed that providing people with the opportunity to identify their leisure time needs contributes to their self-development (females, 4.69, males 4.35; $p < 0.01$). Participants agreed that helping people understand the importance of leisure in their society can contribute to their values and attitudes (females 4.62, males 4.44; $p < 0.05$). Furthermore, participants agreed that enabling people to discover what leisure means was important to their values and attitudes (females, 4.67, males, 4.46; $p < 0.01$).

Table 2. Perceptions of leisure education amongst youth with physical disabilities

Area and item	Female (N = 52)		Male (N = 57)		<i>t</i>	<i>P-value</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Active engagement						
1. To tell people what to do during their leisure time	2.27	0.89	2.26	1.06	.03	.06
2. To tell people what society expects them to do during their leisure time	2.75	1.28	2.68	1.40	.26	.35
3. To encourage people to participate in more recreational activities than they participate in today	4.50	0.73	4.39	0.77	.78	.59
4. To encourage people to take part in leisure activities that meet the needs of society	4.62	0.49	4.44	0.93	.35	.39
Education						
5. To encourage people to participate in leisure activities through which they can increase their knowledge	4.69	0.47	4.65	0.67	.39	.14
Ends and means						

6. To supply information about places such as parks, swimming pools, and sports areas that are available for recreational activities	4.17	0.62	4.23	0.66	-.45	.38
7. To provide recreational programmes	3.96	0.69	4.11	0.52	-1.22	.76
Motivation						
8. To teach people how to enjoy their leisure time by doing things just for fun	4.04	0.66	3.88	0.97	1.03	.005*
9. To help people find out why they prefer certain leisure activities to others	4.65	0.52	4.39	0.90	1.92	.000***
Self-development						
10. To help people identify their own skills and abilities that they can use in leisure activities	4.67	0.47	4.53	0.71	1.28	.04*
11. To teach people the skills for getting involved in more recreational programmes	4.46	0.54	4.33	0.72	1.06	.09
12. To help people learn basic physical, social, and creative skills through which they can increase their options and directions for leisure involvement	4.65	0.52	4.53	0.59	1.26	.16
13. To help people choose leisure activities that meet their own needs and interests	4.58	0.57	4.30	0.78	2.14	.18
14. To provide people with the opportunity to identify what their leisure time needs are	4.69	0.58	4.35	0.79	2.59	.009**
15. To encourage people to take part in creative activities that contribute to their own lives	4.65	0.56	4.54	0.80	.84	.06
Values and attitudes						
16. To help people understand the importance of leisure in their society	4.62	0.49	4.44	0.93	1.26	.01**
17. To enable people to discover what leisure means to them	4.67	0.47	4.46	0.80	1.74	.009**
18. To help people to develop favourable attitudes towards their leisure time and to think positively about it	4.46	0.58	4.30	0.68	1.36	.31

Note: * p < 0.05; ** p < 0.01; *** p < 0.001

Perceptions of leadership development

The perceptions of leadership development amongst youth with physical disabilities are shown in Table 3. As part of their social duties, participants reported that they often felt able to motivate others to improve themselves (females, 3.67, males 3.58; $p < 0.01$). For social duties, participants reported that they often felt able to give back to the community or family the positives they received when they were younger (females, 3.62, males, 3.65, $p < 0.05$). Likewise, participants reported that they often felt like they had a sense of belonging in the community where they stayed as part of social duties (females, 3.13, males, 3.05; $p < 0.05$). As part of their social duties, participants felt they could often share information with friends and family to improve their well-being (females, 3.33, males, 3.28; $p < 0.01$). In the same vein, as part of building networks and relations, participants felt that they were often able to encourage people to take charge of their lives, such as their health and well-being (females, 3.33, males, 3.28; $p < 0.05$).

However, participants only sometimes felt able to act as role models for others to build networks and relationships (females, 2.15, males, 2.37; $p < 0.05$). Participants only sometimes felt able to initiate their learning processes, such as reading or using the internet and discussions (females, 2.96, males, 2.75; $p < 0.05$). For decision-making skills, overall scores were relatively lower than the other scores. Participants reported that they could only sometimes manage situations respectfully when stressed (females, 2.27, males, 2.53; $p < 0.05$), and only sometimes could they keep calm when things did not go according to their liking (females, 2.27, males, 2.46 $p < 0.01$).

Table 3. Perceptions of leadership development amongst youth with physical disabilities

Area and Item	Female (n = 52)		Male (n = 57)		T	p-values
	M	SD	M	SD		
Personal development						
1. I am committed to learn from my mistakes to be proficient, e.g., in being part of a leisure activity.	3.19	0.79	3.25	0.69	-.40	.91
2. I am aware of which aspects I wish to gain more knowledge in taking the lead during leisure programmes.	3.13	0.69	3.07	0.75	.47	.52
3. I initiate my learning process by, e.g., reading or using the internet and having discussions.	2.96	0.71	2.75	0.81	1.42	.11
4. I am eager to learn new things, e.g., taking part in leisure activities.	2.92	0.68	3.11	0.80	-1.29	.06**

5. I am motivated to improve myself further to be a better person.	3.67	0.55	3.58	0.65	.132	.90
Building networks and relationships						
6. I share information with my friends and family to improve their well-being.	3.29	0.61	3.09	0.85	1.43	.003**
7. I am able to use information from various sources to start new initiatives.	2.90	0.77	3.02	0.88	-.72.	.50
8. I know how to apply what I know, e.g., in giving positive encouragement to others.	2.96	0.74	3.23	0.89	-1.71	.01***
9. I like acting as a role model for others.	2.15	0.92	2.37	1.05	-1.14	.96
10. I encourage people to take charge of their life, e.g., their health and well-being.	3.33	0.76	3.28	0.77	.314	.81
11. People can rely on me for support and encouragement.	2.44	0.73	2.68	0.85	-1.60	.61
Decision-making skills						
12. I carefully analyse options before I make a decision.	2.42	0.72	2.56	0.78	-.96	.34
13. I am able to keep calm when things do not go according to my liking.	2.27	0.63	2.46	0.87	-1.30	.004**
14. When I am stressed, I am able to handle situations respectfully while addressing the challenges.	2.27	0.82	2.53	0.98	-1.49	.02**
15. I am tolerant of other people taking into account the uniqueness of each person.	2.54	0.73	2.58	0.87	-.27	.11
Social duties						
16. I have a sense of belonging in the community where I stay.	3.13	0.89	3.05	0.92	.48	.74
17. I wish to give back to the community or family the positives I received when I was younger.	3.62	0.69	3.65	0.64	-.26	.68
18. I am motivated to do my best to care for others despite lacking resources.	3.04	0.84	3.02	0.81	.132	.90

Note: * p < 0.05; ** p < 0.01; *** p < 0.001

Discussion

The purpose of the study was to investigate the perceptions of youth with physical disabilities aged between 18 and 34 years in the Western Cape, South Africa, regarding leisure education and leadership development. The majority of youth participants in this study were male compared to female. This is contrary to the Statistics South Africa (2020) report, which reports that females slightly outnumber males in the Western Cape province (50.7% and 49.4%, respectively). Furthermore, most of the participants had a grade 12 qualification. In South Africa, grade 12 is the highest qualification for people leaving high school. This is consistent with the recent grade 12

results in the Western Cape, which recorded 81.2% of young people who obtained this certificate (Western Cape Education, 2022). Most of the participants in this study did not have any tertiary qualifications. There is a gap in the reported statistics of people with disabilities graduating in South Africa.

There was general agreement amongst the participants about the perceptions of leisure education within the item areas of motivation, self-development, and values and attitudes. Previous research has shown that leisure education programmes can enable youth with physical disabilities to feel motivated. They take the initiative from their information about leisure and start to enjoy their leisure preferences (Sivan, 2014; Sivan, 2017; Sivan & Chan, 2012). In addition, self-development can be experienced when youth with physical disabilities use the opportunities presented to them to apply their skills and abilities during leisure education activities. Similar to findings from the current study, Jordan *et al.* (2018) found that leisure skills programmes can positively influence participants' social and emotional health compared to those who do not participate in leisure skills programmes. Values and attitudes regarding leisure education can be promoted among youth with physical disabilities learning to appreciate leisure and recognise the benefits and significance (Sivan, 2014; Sivan, 2017; Sivan & Chan, 2012).

Participants perceived values and attitudes as essential elements during leisure education. These results align with Shannon *et al.* (2016, p. 262) about the importance of shared knowledge in promoting positive values and attitudes towards leisure education for youth with physical disabilities. Specifically, disseminating knowledge regarding leisure (information relating to leisure time, spaces, activities and participation) should be in a manner that makes sense for the participants (such as youth with physical disabilities).

The current study's findings concur with Lovell *et al.* (1996). They suggested that identifying participants' past and current leisure interests allows an opportunity to integrate previous interests and current trends, which will result in an exciting leisure engagement. The latter sentiments are important to consider, particularly in the case of youth with physical disabilities, to offer leisure education programmes that represent their interests and accommodate their level of skills. The findings of the current study can be considered components of leisure education goals, in which participants are offered opportunities to experience leisure in its entirety (Faché, 1997).

Additionally, the current results complement Bedini *et al.*'s (1993) study, which investigated whether leisure education taught within the public school system significantly affected factors contributing to the successful transition of students with intellectual disabilities from secondary school to adult life. In Bedini *et al.*'s study (1993), participants recorded a positive change in competence areas, including self-esteem, communication, perceived control, social skills, leisure, life satisfaction, and feelings about their lives. Although Bedini's study investigated behaviour change, the competence areas in their study can be considered important elements of a leisure education programme. The competence areas align with components of the six areas of learning in leisure education "self-development, motivation, education, ends and means, active engagement, and values and attitudes" (Sivan & Chan, 2012, p. 3).

In this study, leisure education programmes can be impactful for youth with physical disabilities, similar to participants in Sivan and Chan's (2012) study who did not have a structured curriculum in Hong Kong schools. The study was conducted, and participants in the current study were not involved in an official, structured leisure education programme. In Sivan and Chan's study, leisure education was implemented through seminars and talks on specific topics taught and embedded within certain subjects and extra-curricular activities. The same strategy could be implemented in South Africa amongst youth with disabilities and could be a topic for further research. Roberson (2016) argued that leisure activities provide an opportunity to fulfil individual goals, learn a new interest, or be involved in physical activity with time for reflection and independent activities. It is, therefore, anticipated that youth with physical disabilities will make use of the opportunities presented by leisure education programmes to build their capacity for self-growth.

The current study further provided insight into youth with physical disabilities' perceptions about leadership development. Involving youth with physical disabilities in leisure education programmes will develop leadership as they learn about the role of leisure in life, create awareness of leisure, become motivated, transform knowledge into behaviours, and adopt the behaviours as a lifestyle (Munusturlar & Bayrak, 2017). The findings revealed that although participants had a strong sense of social duties and were motivated to develop themselves, there was a significant need for leadership development, particularly personal development, building networks and relationships, and decision-making skills. Involving youth in leadership roles within their communities motivates them and makes them feel they can contribute to their community's upliftment (Majee *et al.*, 2020).

The study by Majee et al. (2020) encourages youth with physical disabilities to be at the forefront of shaping their communities' future, which can be translated to them being leaders within their surroundings. Additionally, in rural communities, young adults' motivation to engage in leadership roles was higher amongst those youth who perceived value in their community (Majee *et al.*, 2020).

Participants in the current study reported that they only sometimes do not feel confident about their decision-making skills. Acknowledging that youth with physical disabilities do not feel confident, it is proposed that leisure education programmes can be specific to address developing decision-making skills as an outcome for participants. To develop decision-making skills, Dattilo and St. Peter (1991) suggest the following: a) assessment of leisure interests and attitudes, b) identification of realistic leisure goals, c) determination of needs met through goal attainment, d) identification of barriers preventing leisure involvement, e) development of strategies for overcoming barriers, f) identification of leisure alternatives for each goal, and g) establishment of a plan for leisure participation. The recommendations proposed by Edginton *et al.* (2011) and Dattilo and St Peter (1991) can be adopted and incorporated into leisure education programmes to develop youth with physical disabilities' decision-making skills. The current findings support Edginton's view as they reveal that youth with physical disabilities often recognise the need for personal development and social duties. The findings of this study suggest that participants value leisure and want to become fully functional to influence and lead their peers. Edginton *et al.* (2011) stress that the act of leadership includes offering the opportunity to strengthen individuals while remaining committed to a set of worthwhile ends. The findings reveal a positive perception of leadership development, which supports Edginton's standpoint.

Therefore, the current study supports the perception that youth with physical disabilities can become leaders through leisure education programmes. The study adds to the existing knowledge on leisure education and leadership development, specifically amongst a marginalised group of the South African population, namely youth with disabilities. Furthermore, it lays the foundation for research on how leisure education can become a tool for leadership development amongst youth with physical disabilities in South Africa.

Study limitations

The current study did not have an official structured leisure education programme curriculum or workshop, which can be considered a limitation. In Sivan and Chan's (2012) study, leisure education was implemented through seminars and talks on topics taught and embedded within certain subjects and extra-curricular activities. In the current study, leisure education rested on the participants' perceptions. However, despite not having an official leisure education programme, the current study lays a foundation for the South African context.

Implications for professional practice

The study has implications for professional practice and provides a foundation for developing leisure education programmes. Leisure education programmes should equip youth with disabilities to become role models for their peers by becoming actively engaged in planning and implementing the programmes. Guidelines for leadership development are feasible and can assist youth with physical disabilities in becoming role models to their peers. Leisure programmes should provide youth with physical disabilities opportunities to improve their decision-making skills and contribute to their social duties and personal development. Components of decision-making skills for leisure education programmes should include analysing available options, keeping calm to avoid being irrational in various circumstances, and remaining tolerant of other people's unique viewpoints.

Conclusion and future studies

The study highlighted the perceptions that youth with physical disabilities in the Western Cape, South Africa, has about leisure education and leadership development. Youth perceived leisure education in a positive light. Youth with physical disabilities could benefit from active engagement in leisure education programmes that incorporate leadership development, thus enabling them to become leaders in society and, importantly, their peers. Governmental and non-governmental organisations should invest in leisure education, which could serve as a tool for leadership development amongst persons with physical disabilities.

It is recommended that the findings of this study be explored further in a qualitative study, which can offer in-depth insights into how leisure education can be used as a tool for leadership development amongst youth with disabilities. Expanding and investigating the shortfalls in the

identified areas that require improvement could be a starting point for investigating the feasibility of leisure education as a tool for leadership development amongst youth with physical disabilities in South Africa. There is a clear mandate to guide, facilitate, and nurture youth leadership skills through leisure education in youth with physical disabilities.

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CHAPTER 6

Perceptions about leisure education as a tool for leadership development among youth with physical disabilities in the Western Cape, South Africa

Malema, M.J., Young, M.E.M. & Wegner, L., (*Under review*). 'Perceptions about leisure education as a tool for leadership development among youth with physical disabilities in the Western Cape, South Africa. *World Leisure Journal*.

6.1 Overview

The previous chapter presented a quantitative investigation of youth with physical disabilities' perception of leisure education and leadership development. This chapter presents phase III, where the aim was to qualitatively explore how leisure education can be used as a tool to develop leadership based on the experiences and perspectives of youth with physical disabilities. This chapter is crucial as it presents experiences and perceptions of youth with physical disabilities about leadership development through leisure education programmes. This chapter argues that youth with physical disabilities can become leaders during leisure education programmes. As reported in this chapter, it becomes feasible that leisure education programmes can facilitate capacity building, develop resilience, and promote further skills development related to leadership among youth with physical disabilities.

The manuscript is presented in this chapter according to the authors' guidelines of the *World Leisure Journal* without modifications and is currently under review. The journal is a peer-reviewed journal that publishes original research papers on leisure studies. The journal is considered one of the top journals within the South African context in the field and has a good readership and audience.

The authors' contributions to this manuscript are as follows: Makhaya Malema was the main author; his contribution was conceptualising the manuscript, writing up and putting everything together. Prof Marie Young contributed her expertise in leisure education and reviewed the draft manuscripts. Prof Lisa Wegner contributed her expertise in leisure and vulnerable youth reviewed manuscript drafts.

Perceptions about leisure education as a tool for leadership development among youth with physical disabilities in the Western Cape, South Africa

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Running heading: Leisure education for youth leadership

Abstract

Youth with physical disabilities could develop leadership skills by engaging in leisure education programmes. Young people do not have adequate opportunities to develop their capacity, make decisions, and take charge of their activity planning, irrespective of their surroundings. In this study, the researchers used a descriptive qualitative research design to explore how leisure education can be used to develop leadership based on the experiences and perspectives of youth with physical disabilities. Ten youth with physical disabilities from Non-Profit Organisations in the Western Cape were recruited and selected using a purposive sampling method. Due to COVID-19 safety regulations, the researchers collected data via face-to-face and online interviews using a semi-structured open-ended questions guide. The themes identified include leisure for youth with physical disabilities, the nature of leisure education, leisure education learning areas, and leadership opportunities. The study showed that participants perceived the importance of leisure for themselves, understood leisure education programmes and learning areas, and acknowledged the leadership opportunities available. In conclusion, leisure education will be considered for implementation within a South African context. Future research is needed to implement leisure education programmes and curricula.

Keywords: Leadership development, leadership skills, leisure, leisure education, youth with physical disabilities

Perceptions about leisure education as a tool for leadership development among youth with physical disabilities in the Western Cape, South Africa

Introduction

Being a good leader presents an opportunity to develop positive relationships among people in society (Kendellen *et al.*, 2016). Leadership skills are indispensable for all youth, particularly those with physical disabilities (YwPD). YwPD faces various challenges but can play a role in influencing their peers to become part of a group where they can equally participate in leisure activities in their own time and space. In the current study, leadership development refers to YwPD's relationships and skills in peer settings during leisure education programmes enabling them to influence others (Shaikj *et al.*, 2019). It is, therefore, envisioned that YwPD would become programme leaders by taking the initiative to plan leisure programmes to address their needs as they develop leadership skills. Being programme leaders allows YwPD to act as role models and adopt a practical lifestyle that can guide, influence, and direct their peers towards positive mutual goals (Brymer & Gray, 2006).

One example of a leisure education programme used to facilitate leadership skills was camping (Martin, 2018). The study by Martin (2018) focused on leaders-in-training for adolescents during a residential summer camp in Southern Indiana. The camp was hosted five to eight days for seven weeks each year, whereby participants were assigned either to adventure or speciality camp. Daily activities for the groups included: swimming, biking, creek hiking, canoeing, rock climbing, zip-lining, arts and crafts, archery, mud pit, and a low rope course (Martin, 2018). Similarly, Boettcher and Gansemer-Topf's (2015) study focused on students studying outdoor recreation programmes in Illinois, United States of America. The students engaged in a five-day canoeing and kayaking trip to determine if they were equipped to lead outdoor recreation trips. Such leisure and recreation programmes can facilitate the develop leadership skill components, including communication, competence, and decision-making skills (Boettcher & Gansemer-Topf, 2015).

Young people do not have adequate opportunities to develop their capacity, make decisions, and take charge of their activity planning, irrespective of their surroundings (Lazcano *et al.*, 2021). Notably, most leisure and recreation programmes fail to offer participants an intention to build their capacity (Lazcano *et al.*, 2021). A study conducted by Dolva *et al.* (2014) used structured interviews

to document participation in leisure activities for adolescents with Down syndrome in Norway. Young people did not have access to practical support for full development and participation (Dolva *et al.*, 2017). A leisure education programme intends to promote independence for participants, and this notion lays on the premise that therapeutic recreation settings promote leisure education (Hutchison & Robertson, 2012). Mundy (1998) reported that recreation services are restricted to teaching skills for leisure participation. We argue in this study that leadership development of YwPD can be facilitated by learning about leisure, and related benefits, by experiencing various contexts and activities within leisure education programmes. This current study forms part of a bigger project whose aim of the study is to gain an understanding of leisure education as a tool for leadership development amongst youth with physical disabilities to develop guidelines for use in the South African context.

Leadership skills development through leisure education

Malema *et al.* (2022) argued that YwPD could develop their leadership skills and capacity by entirely investing in leisure education programmes. Leisure education can enable people to discover the meaning of leisure, identify leisure preferences, and understand the role of leisure on a personal level (Sivan, 2008; Wilkinson *et al.*, 2020). Leisure education in the current study is adapted from the notion that it can promote the quality of life through leisure participation, information, and knowledge about leisure activities among youth living in society (Sivan, 2014). Leisure education can stimulate self-awareness, promote leisure knowledge, and encourage skills development (Dattilo, 2018). YwPD has the same aspirations as their able-bodied counterparts in that they wish to be involved in community activities (Kingsnorth *et al.*, 2019). Malema *et al.* (2019) reported similar results to Kingsnorth *et al.* (2019) in a study on deaf adults in the North West Province of South Africa. Leisure education programmes are based on specific, measurable outcomes underpinned by various frameworks to promote their objectives.

Stumbo and Peterson (1998) suggest that the purpose of the leisure ability model was to promote an independent, active leisure lifestyle among people. Furthermore, a leisure lifestyle is achieved by developing skills, knowledge sharing, and having a positive attitude to experience leisure successfully (Stumbo & Peterson, 1998). The leisure ability model comprises three key components: treatment, leisure education, and recreation participation (Stumbo & Peterson, 1998). The element of treatment is not the focus of the current study. However, the component of leisure education is

crucial because it can be used to develop leadership skills (Beland, 2008, Stumbo & Peterson, 1998). Beland (2008) stresses that leisure programmes must be adapted to meet the needs of people with disabilities within the context of their communities.

Furthermore, because youth in this study spend their time in their communities, leisure education programmes should carry an inclusive approach for people with and without disabilities. This process can include sharing information about leisure facilities and activities available to youth with physical disabilities (Sivan, 1991). In line with this notion, we argue with Dattilo (2016) that everyone must experience a leisure education programme; people with disabilities are not exempted.

Recreation participation is explored through the lens of Lazcano *et al.* (2021) and Larson (2000). They maintain that young people's typical tasks during school and leisure time do not offer the appropriate programmes for learning independence. YwPD in this study are not in a school environment; thus, programmes within communities could provide enriched experiences. Autry and Anderson (2007) conducted a study in Glenview, Chicago, the U.S.A., using in-depth semi-structured interviews to establish and discontinue a community organisation effort to provide structured recreation programmes for at-risk youth and families. Recreation programmes offered at specific times (e.g., after school, at night, and in the summer) create safe spaces and reduce maladaptive behaviours (violence, drugs, sexual activity, and truancy). However, Autry and Anderson's (2007) study documents maladaptive behaviours, and space for YwPD to enjoy their leisure education programmes is essential.

In this study, leisure education and recreation participation can influence leisure behaviour for YwPD. It is essential to understand leisure behaviour and people's choices to develop leisure education programmes that promote positive functioning and the proper use of free time (Hutchison & Robertson, 2012). The leisure behaviour model offers a complete understanding of how leisure education can be facilitated. Hutchison and Robertson (2012) offer explicit and detailed information on this model. However, for the purpose and context of this study, we highlight that through leisure behaviour, the domain activity repertoire (attitude, values, needs arise, knowledge, skills, experience, and interest) and the intervening factors can lead to YwPD being developed as leaders.

In this study, the researchers argue that physical disability does not limit young people from becoming leaders. Wegner and Majee (2021) state that society needs to protect and encourage young people's creativity and natural energy to advance social change. Every individual on the African continent has the mandate to drive development, including YwPD (Balt, 2004). YwPD can embrace and develop self-management to succeed in the mandate. Self-management is rooted in managing chronic health conditions and community reintegration (Frantz & Rhoda, 2021). People have the responsibility and capacity to self-manage their chronic conditions proactively (Clark & Schopp, 2021). However, self-management is applicable when an individual is responsible for developing their capacity (Frantz & Rhoda, 2021). Self-management promotes critical skills, including behavioural modelling; decision-making; planning; social persuasion, locating, accessing, and utilising resources; and assisting people in developing relationships (Frantz & Rhoda, 2021:3). The act of "doing" enables self-confidence, promoting ongoing engagement, resulting in increased self-efficacy (Clark & Schopp, 2021:12). Cory *et al.* (2006) state that self-perception towards independence and self-efficacy among young people is linked with successful, fulfilling relationships with their peers. For these reasons, self-management is a critical factor in leadership development for YwPD in the current study. The study aimed to explore youth with physical disabilities' perspectives on how leisure education can be used as a tool to develop leadership.

Methods

This study used a qualitative descriptive research design to explore youth with physical disabilities' perspectives on how leisure education can be used as a tool to develop leadership. Shosha (2012) stressed that a qualitative descriptive method is used for in-depth engagement to understand the true meaning of reality. The current study explores youth with physical disabilities' knowledge about leisure education as a tool for leadership development.

Research setting

Participants were recruited in liaison with centres and non-governmental organisations (N.G.O.s) listed under the associations for people with disabilities (A.P.D.) in the Western Cape province of South Africa. Over 17 centres were identified in the Western Cape; however, the researchers only liaised with eight centres that agreed to have participants be sampled because they focus on people with physical disabilities. Five of these centres were in the township areas [South African slang for a space occupied by formal and informal housing] (Socio-Economic Rights Institute of South

Africa, 2018). Three centres were located in semi-urban areas of the Western Cape. The centres for persons with disabilities are day-care facilities that serve as a safe space and comfortable environment. The centres are designed for social welfare and social gatherings and support and advocate for the rights of people with disabilities.

Participants

Ten youth with physical disabilities were sampled purposefully as participants for this study. Participants were recruited and interviewed until data saturation was reached, meaning that no new findings emerged from the interviews. Greeff (2011) suggested that purposeful sampling could identify participants who demonstrate some qualities or processes critical to the study; however, that does not simply mean that any case can be chosen.

Inclusion and exclusion criteria

Only participants with physical disabilities were recruited as participants. In this phase, participants understood and spoke English and comprehended information independently. According to the National Youth Policy 2020-2030 of South Africa, youth are defined as people aged 15-34 years (National Youth Policy, 2020). Only youth with physical disabilities aged 18-34 years formed part of this study. Participants with additional disabilities (i.e., intellectual, hearing, visual) were excluded from this study because of the insufficient support available in the communities to allow equal representation in daily activities.

Data collection

Due to COVID-19 regulations in place by the South African government, data were collected via face-to-face and online interviews with ten participants, using a semi-structured interview guide with open-ended questions. Only one interview was held online using google meet. This data collection method did not differ from the popular face-to-face because the researcher could read and pick up on body language. To strengthen the rigour of the current study, the researcher recognised the participants' cues and body language to probe further into the meanings of participants' responses during the interviews for a deeper understanding of the cues. The interview schedule for youth with physical disabilities consisted of open-ended semi-structured questions, which included the following questions: (a) Tell me what you think leisure is? (b) Tell me what you think leisure education is? (b) Tell me what you think leadership development is? (c) What components would you recommend for a programme to be in place to develop leadership amongst youth with physical disabilities?

(d) How do you think leisure education can develop leadership? Interviews ranged in length from 45 minutes and a maximum of 120 minutes. Observations and field notes formed part of data collection throughout the interview sessions.

Piloting

A pilot testing of the interview questions was done, following an approach called “interviewing the investigator” Chenail (2011). This approach entails the researcher assuming the role of a study participant and recruiting an experienced qualitative researcher to conduct the interview, or the investigator playing both the role of the interviewer and interviewee. Using this approach, the researchers invited an expert in qualitative research methodology to assume the role of the interviewee as part of the pilot testing to generate the information proposed and assess potential researcher biases (Chenail, 2011). This helped the researcher read the participants’ body language and pick up on questions explored during the primary interviews with the participants.

Data analysis

Data for the study were audio-recorded and then transcribed verbatim. Transcripts were imported into the Atlas ti. Software program for analysis. Thematic analysis was used to analyse the transcribed data. Braun and Clarke (2006) describe thematic analysis as a method for identifying, analysing, and reporting patterns within the data, organising and describing the data set in a rich and detailed way and interpreting various aspects of the research topic. Rapley (2011) suggests noting initial themes and concepts, identifying sub-themes, applying a thematic framework to the themes and sub-themes (to avoid repetition), and interpreting the themes, for example, by creating thematic charts.

Furthermore, similar themes and sub-themes were merged to avoid repetition. During coding, the researcher referred to the research question to check the purpose of coding, a process called immersion in the data (Matthews & Kostelis, 2011). An open-ended coding technique was used to analyse the data. Subsequently, the researcher and an independent co-coder reached a consensus on the themes and sub-themes which emerged from the data. The researchers started by coding texts from the transcripts and then grouped the texts to identify themes and sub-themes. During coding, the researcher referred to the research question to check the purpose, a process called immersion in the data (Matthews & Kostelis, 2011).

Trustworthiness

The study applied Schurink *et al.*'s (2011) model of trustworthiness, including credibility, transferability, and dependability. Credibility in this study was ensured by allowing adequate engagement with participants during data collection, debriefing, and observations (Krefting, 1991; Merriam, 2009; Schurink *et al.*, 2011). This allowed the researcher to probe participants for more profound meaning and understanding of how leisure education can develop leadership. Transferability in this study was achieved by thoroughly applying the research methodology through a description of the context and the inclusion of direct quotations from participants (Krefting, 1991; Merriam, 2009; Schurink *et al.*, 2011). This study's methodological process and procedure are explained in detail to ensure that the study can be transferred to another setting and achieve similar outcomes. Dependability was ensured by using an independent co-coder and having discussions with co-supervisors to avoid bias and promote neutrality (Krefting, 1991; Merriam, 2009; Schurink *et al.*, 2011). The researcher observed all details and phenomena throughout the data collection phase, including reactions, body language, and behaviour. Furthermore, during the interviews, the researcher explored various angles to ensure that participants had exhausted all their perceptions and experiences on this topic. Finally, member checking was used as the data collection and analysis were verified with the participants to ensure transparency and credibility.

Ethics

The study obtained ethical clearance and approval from the University of the Western Cape's Biomedical Research Ethics Committee (BM20/2/1). Eligible participants were given informed consent forms to sign to confirm participation. The participants were informed that their participation was purely voluntary and that they could withdraw without prejudice during data collection. Pseudonyms were assigned to participants for anonymity purposes. Participants were advised to change the screen name for online interviews to avoid their names/personal details being captured in the recorded interview. Participants' names were replaced with a character name to enforce anonymity.

Results

The findings indicate how a leisure education programme can facilitate leadership skill development among youth with physical disabilities. The table below illustrates the themes and sub-themes for this study.

[insert Table 1: Demographic information of participants]

The main themes identified include leisure for youth with physical disability, nature of leisure education, leisure education, leisure education learning areas, and leadership opportunities. The participants' disabilities were physical, which refers to mobility limitations, requiring them to use external support such as wheelchairs, crutches, walkers, and rollators. Eight participants were wheelchair users and had been in wheelchairs for at least five years. Two of the participants used walking support aids. The cause of their physical disabilities ranged from accidents to being born with the disability.

[insert Table 2: Theme and sub-theme reports based on youth with physical disabilities' perspectives]

Theme 1: Leisure for youth with a physical disability

Leisure is an essential phenomenon with many benefits. This theme describes the youth's perspective of leisure, the importance of leisure for people with physical disabilities, the role of leisure, the value of belonging that results from being part of leisure activity programmes, and what youth can offer during leisure programmes. Leisure is recognised as a human right for all people (Sivan & Veal, 2021). The Disability Rights Charter of South Africa, in article 6 of 2008, advocates for the right to engage in sports and recreational activities and opportunities to maximise full participation. Based on the youth's perception, leisure is expressed as a human right available to all people, including those with physical disabilities, as in this study.

Sub-theme: Importance of leisure for YwPD

Youth with physical disabilities can benefit equally from participating in leisure activities. Kelland (1996) states that leisure and recreation therapy has shifted from the clinical to the community to offer people a healthy leisure lifestyle. Youth with physical disabilities in this sub-theme reported that:

“During leisure activities, people can identify their skills, which means they have gained something from that activity they’ve learned ... the same principle applies in life. So now, it is good for them to take those skills in life and use them in daily activities to reach their potential and ensure that everything they do in life is good and fluent ...”, P2.

Leisure is also recognised as promoting healthy living and quality of life. One participant said:

“It's really important for youth with physical disabilities because of anxiety, stuff, like there are all kinds of stuff ... illnesses and so on, can affect you by lying around doing nothing”, P4.

Expanding on this notion, *“If I take my situation, it's basically what keeps you sane; if you're going to stay indoors, that's very bad for your mental health. And I think people with disabilities, I wouldn't say, are more prone to mental health issues because I think everyone struggles with those kinds of things. Not just people with physical disabilities, but I think it is very important for anyone to partake in leisure activities, like, extremely important”, P9.*

Leisure has a significant role in everyone’s life, and people should embrace all the benefits of leisure activities. As reported by participants in this sub-theme, leisure can help reduce the overburden of diseases and promote health and well-being. Those who voluntarily engage in it potentially receive multiple benefits. Stebbins (2018) reviews the definition of leisure to emphasise free time as a significant component, suggesting that people who participate in leisure are not compelled to engage in the activity they choose.

Sub-theme: Role of leisure

Leisure plays a significant role in a person’s development. The content in which leisure programmes are implemented plays an important role and can facilitate the development of peer relations (Melbøe & Ytterhus, 2017). Youth with physical disabilities in this sub-theme reported:

“I think it's how they can learn that will make them be part of activities, not like sitting at home, not knowing what to do about the condition. Because now, this is not a basic thing. It's not a normal life. It's a disability. So now, we are not the same as other human beings. So now leisure activity will get us involved here so

that these other people can know that I want to do this. I want to reach this. I want to go there for me to achieve this so that they can move forward in life”, P2.

Adding to this, “ ... when there's fun and joy in your leisure time ... Helping others or doing activities and so on. It makes you want to do more so you won't sit back with your coffee cup of coffee ... you see an opportunity that I can go from here to there ... this was fun, this is good ... I enjoyed myself with this leisure time”. P4.

Leisure presents an opportunity for youth with physical disabilities to develop and apply the skills acquired during leisure programmes.

“I think if it's micro-skills or macro skills, or basic skills, or life skills, whatever the case might be, you are enriching people's lives, you're adding value to that person's life ...”, P7.

“You get good at activities just by doing what feels natural for you because practice makes perfect”, P8.

Furthermore, “It's not only your leisure programme stuff that learns, you as a participant also learn, but you also go different organisations, in the department of sports ... all these places can promote people to increase your knowledge during leisure programmes”, P4.

The role of leisure in the lives of people with disabilities can facilitate and foster leadership skills development. Devine (2004) acknowledges that leisure can challenge a person's existing character and identity. As expressed by participants, this means that leisure can be experienced as a holistic approach to overall development. This idea is complemented by Kelland (1996), who recognises that people with disabilities are in the communities, and the need for leisure services to be brought to them is an important paradigm to meet the needs of these people. Stumbo and Peterson (1998) emphasise that getting involved in leisure education programs instils valuable skills which can positively influence your future participation in these programmes.

Theme 2: Nature of leisure education

Leisure education is a meaningful experience and encompasses various outcomes for those engaged in the programme. This theme describes how youth with physical disabilities perceived the nature

of leisure education. Participants described leisure education's meaning, purpose, and preferred programme components based on their experience and perception.

Sub-theme: Meaning of leisure education

Youth in this sub-theme describe leisure education according to their preferred activities. Participants expressed their perception of what leisure education means to them, stating that:

“I think leisure education for me, it's to do the things that will benefit me, that will suit me, that is the best thing for me. So now I think leisure education for me means reading time. I read newspapers in my spare time. Going outside to meet with people just enjoying my spare time”, P2.

Continuing on this, *“Leisure education means you can do something in your spare time. For where I can go outside, ask the youth, ‘would you like to help me? Come let's do this, come let's clean up the park’ or something like that”, P4.*

“Leisure education can be something that I like ... being around with kids teaching them how to use a computer”, P5.

Additionally, *“Leisure education for me means educating people in like, what they do in their off time, spare time. And then with specific regards to what a person with a disability would do in their spare time”, P9.*

Concluding this sub-theme, one youth stated, *“Leisure education, it's about helping other people. You know, it's about making sure that other people are engaged in activities”, P8.*

Subsequently, leisure education is not limited to a particular activity. It can be subjective according to individual perception. Youth further reported that anyone could be involved in leisure education activities for their benefit:

“I must tell myself that it doesn't mean that you can't do anything just because you're stuck in a wheelchair”, P6.

Furthermore, one youth with a physical disability stated, *“You learn through activities like football, crickets, so on ... you're learning in these sports. You're learning cooperation and much more”, P2.*

Youth with physical disabilities need to realise the personal meanings of leisure education to become aware of the benefits. Leisure education is a lifelong process through which people can better understand themselves and the role of leisure in their life (Sivan, 2008). According to Sivan (2014) and Wilkinson *et al.* (2020), leisure education may present prospects for individuals to become aware of the personal meaning of leisure, identify leisure preferences, and better appreciate the role of leisure in their lives. Learning through leisure may create opportunities for youth to develop creativity, curiosity, out-of-the-box thinking, and day-to-day skills (Lindström, 2012). Youth in this study could transfer the skills learnt to their daily activities.

Sub-theme: Purpose of leisure education programme

Leisure education is a continual learning process that offers participants diverse outcomes and benefits. Activities incorporated in leisure education programmes become meaningful to participants' desired outcomes. Youth with physical disabilities stated that:

“You can do whatever you want with your time with peace; just remember having fun and learning”, P1.

Adding to the notion above, *“Meet new people, talk, interact, boost. Live your life to the fullest”, P7.*

One youth participant perceives the purpose of a leisure education programme as follows: *“It calls us to come together and brings us together, especially people with disabilities, to sit together to find ways to attain our goals”, P6.*

Leisure education programmes offer various learning opportunities in which participants can learn through programme and activity engagement. Participants state that:

“It is very important because a person with skills could be sitting at home not knowing how much they can do or offer in the community. They don't know how skilled they are, so maybe through a leisure education programme, all that can be revealed and nurtured ...”, P10.

“My view is not the same as you, you want to reach your goal, and I want to reach my own goal like you want to become a sports person, and I want to become a teacher. So, when we are talking about our fields, you will learn something from my field, and I will learn something from your field ...”, P2.

Furthermore, *“So, you're learning no matter what you're doing ... So, no matter what you are doing in life, I think specific things aid learning a lot more”*, P8.

Even so, two young people emphasised the lifelong learning process in leisure education, stating that:

“Your character becomes the fruit of your life, and people will look up to you and look to you for motivation and inspiration, and obviously, as a leader that leads them. So, I think it is very important to look at your character and attributes and how they develop during leisure programmes”, P9.

Additionally, *“These skills are lifelong when they are done with their programme, they can go out there and use those skills in society just to benefit others in making themselves”*, P2.

Dattilo (2008) suggests that allowing youth to transfer skills and lessons learned outside of their leisure education programmes can be helpful to the participants. This process helps close the gap between knowing how to participate and where to participate, ultimately leading to independence and self-determination in leisure behaviour and choices (Dattilo, 2008). The context within which leisure education is created and executed is vital to attaining leisure-related skills, knowledge, attitudes, and perceptions (Yankholmes & Lin, 2012). When the opportunity arises for youth with physical disabilities to build their capacity through leisure education programmes, they can use the skills acquired to impact their community, increasing inclusion.

Sub-theme: Programme components

Leisure programme components can vary depending on the intended outcome. Youth in this study want to be involved in active leisure education programmes that allow them to move around and contribute to their overall physical health. Youth with physical disabilities expressed in this sub-theme that:

“... programmes that will improve our limbs, e.g., stretch our arms, our legs. We can try to throw a ball at each other without hurting ourselves ... for example, we give you maybe a meter or two, three meters, try to push yourself if you can, doing it independently”, P4.

One youth participant suggested the following components as activities:

“Swimming, soccer, cricket”, P5.

Similarly, another youth shares the same sentiments, suggesting activities like: “ ... *darts, or chess or computer games, you just have to have fun because in that you don't even know that you're learning, and you don't even know that you're bettering yourself”, P8.*

Some of the participants advocated group programmes, suggesting that:

“I think if you do a group activity, people can come together, go out, get out of the house, get out of their comfort zones ... Get out and mix and mingle with people. The same way you build relationships, you build self-esteem, confidence, and social skills, very important”, P10.

Similarly, one participant reported: *“The first one that comes to mind is teamwork—getting a programme where people can work together. You have to be able to work with other people ... a very important component for me is giving them the ability to talk to a group and share their ideas and who they are as individuals, the group members”, P9.*

Participants of this study prefer activities that would promote independence, allowing them to take charge and build capacity, learn skills and implement them for themselves. Additionally, as reported in this theme, the programme component must cater to a diverse group and outcomes. Dattilo (2018) suggests a universal design to make these activities available and user-friendly to all people for meaningful participation. Leisure education programme outcomes should develop competence skills among young people to encourage healthy leisure decisions during their free time (Jordan *et al.*, 2018).

Theme 3: Leisure education learning areas

The connection between leisure and education involves ideas such as “education for leisure”, “education to leisure”, “education through leisure”, “education as leisure”, “education during leisure”, and “education about leisure” (Sivan & Stebbins, 2011:28). Experiences gained from leisure education programmes vary according to the setting in which they take place. Youth reported how active engagement, motivation, self-development, attitudes, and values act as learning during leisure education.

Sub-theme: Active engagement

Being part of a leisure education programme requires that participants be active in the process. This would make their participation enjoyable. Youth with physical disabilities said:

“When people are getting engaged in many activities out there, I think that they learn, they learned certain things in life, that way they develop a variety of skills, it becomes part of a developmental phase”, P2.

Additionally, *“So, being involved and part of a particular programme promotes active engagement meaning you are now engaged”, P4.*

Expanding on this notion, one participant said: *“Knowledge doesn't come by itself. You know leisure or skill development whenever it feels it can uplift”, P5.*

A practical example is made by one youth, who stated that:

“... being a team member, seeing how the team captain vocalises and expresses their thoughts. So, you learn through that just being there. And you're, I think, just being around the team, you see the team, how the team interacts and acts with each other ...”, P8.

In this theme, participants reflect on the benefits of being part of the process. Dattilo (2015) suggests that the programme processes such as experiential activities, group discussions, and debriefing sessions in leisure education are structured to foster self-reflection, enjoyment, and active engagement in a supportive environment. Active engagement promotes the importance of participating and active forms of leisure for promoting personal well-being and be used as a preventative measure against misuse or abuse of leisure in society (Sivan & Chan, 2012; Sivan, 2014, Sivan, 2017). Lazcano *et al.* (2021) state that young people do not have sufficient opportunities to develop their capacity to make decisions and organise their activities, regardless of the context of the programmes.

Sub-theme: Motivation

Being inspired as part of leisure education programmes is vital to participants. Motivation can stem from internal and external factors. Participants are reported saying:

“Seeing someone who is doing that thing is motivation by itself, someone younger, doing something he can, whatever it is that is inspiration ... with a right particularly the right mindset”, P1.

Additionally, one participant said: *Motivation is something that you believe in, what you are doing, what you want to ... I think motivation is suitable for people with disabilities because it lifts their spirit. It makes them optimistic about what they want in life”, P3.*

One participant expands on this, stating: *“I like to show other youth with disabilities that they can also do it. They must not feel ashamed of themselves and just come and see me doing it”, P6.*

Youth experience and perceive motivation differently, as reported by one youth stating that:

“The concept of competition is great because it plays into your internal psyche ... So, you try to better your opponent, you try to better yourself, you try to do better than before”, P8.

Another participant stated, *“One can find courage by being more confident in who they are ... I think that changes in your perspective and life. And that can be motivation, which is almost contagious. So, then you also want to inspire other people and then get them going”, P3.*

One perspective of motivating people is through the sharing of information. A participant articulates this as:

“When you have the information, you should share it with other people with disabilities, and this is the greatest motivation because people get inspired by the information shared with them. For example, we have a group where everyone informs everyone about the different activities that are taking place”, P10.

Participants in this sub-theme reported from first-hand experience how motivation is encountered during leisure education programmes, from both internal and external factors. Motivation is

considered a feature of education that helps people develop their leisure preferences and ensures fun and enjoyment during leisure programmes (Sivan & Chan, 2012; Sivan, 2014, Sivan, 2017).

Sub-theme: Self-development

Through leisure education, participants develop character. Participants in this sub-theme stated that:

“Self-development it's something that you do by yourself to better yourself. So now, I think when you're telling yourself that you want to develop certain skills in life, and you want to become a knowledgeable leader, and you can inspire someone out there in life”, P2.

Giving advice, one participant said: *“If you fail, people must learn not to fall forever ... Because there's always another way to do better in life ...”, P3.*

One youth participant states, *“Leadership in itself is self-development. We always have to sustain and maintain our skills ... maintaining and staying motivated, especially in sports teams”, P5.*

One youth participant suggests, *“Like if you read, the more you broaden your horizons, I think you'll be open to new stuff to learn more things to learn new things”, P7.*

Some participants with an expressive practical application of becoming self-developed stated that:

“You need to interact with people to learn from them”, P8. One youth participant added to this perspective, *“It's very important to upskill yourself and develop yourself as a leader”, P9.*

Self-development in leisure education aims to inspire people to participate in activities that meet their needs and promote skills and abilities for their participation in leisure activities (Sivan & Chan, 2012; Sivan, 2014; Sivan, 2017). It is understood that leisure education presents an opportunity to promote the leisure capacity of participants through training, which can facilitate and increase their leisure competence (Dattilo & Murphy, 1991; Sivan & Stebbins, 2011).

Sub-theme: Attitudes and values

The attitudes and values of both the participants and members of society influence their leisure engagement positively or negatively. Participants in this sub-theme report that:

“... education is the key, through which leisure education can instil positive attitudes ... you get to experience the basics about the influence of an attitude. Because if you can adapt your attitude, you can push yourself back if you're not careful”, P1.

One youth is mindful of the impact of a leader's ethics, morale and attitude, stating that:

“What we are focusing on as the main goal is to bring their mindsets or attitudes or beliefs equal as yours just to lead each other around so that we can be equal into the thing together and focus on the same thing”, P4.

The phrase “it takes two to tango” is amplified by one participant who realised that you get what you give, stating that:

“I don't call them a boy for all these things. I don't use the word boy. I never use demining words no matter how young I think he is or how much younger they are to me, and I call them bras [slang word in South Africa, used as a sign of respect to a male gender perceived to be worthy of the respect], I call them bras”, said P5.

One participant stressed, *“A bad attitude is the only disability out there. If you have a bad attitude, even if you're physically disabled, whether you are 'normal', or differently-abled, a bad attitude will get you nowhere ... ”, P6.*

Youth recognise the importance of the choice of words when addressing each other. Attitudes and values in a leisure education programme aim to encourage people to appreciate the importance of leisure, discover its meaning and think positively about it (Sivan & Chan, 2012; Sivan, 2014; Sivan, 2017). This is evident as reported by participants expressing their values and attitudes during a leisure programme and in their social interaction, influencing their participation and the people around them.

Theme 4: Leadership opportunities

Given the opportunity, youth with disabilities can become leaders within their societies and peers. Through leisure education programmes, such leadership roles are expected of participants.

Leadership positions might vary within different circumstances. However, the foundational knowledge and skills necessary to succeed at all levels are similar (Jordan & Ramsing, 2017).

Sub-theme: Meaning of leadership development

The meaning of leadership could vary according to each leader's role and type of leadership. Kendellen *et al.* (2016) recommend that every leader demonstrate a level of trust for the ones they lead. In a context where the latter is achieved, peers become motivated also to develop various competencies, including leadership skills. In this sub-theme, youth with physical disabilities report about their meaning of what leadership development means for them. Youth is reported saying:

“I think leadership development, it's whereby you lead, and you lead people. It's whereby you lead people so they can develop certain skills in life to reach their potential”, P2.

Similarly, *“It's about transferring your skills and knowledge to the other person”, P3.*

On the same thinking, one participant said that:

“You can be a leader by helping others, showing others how to do stuff without having money or something like that. You can start something up from scratch”, P4.

Reporting further on this one, the youth said:

“It's taking the step of leading the people, listening to their needs, understanding their needs, and how you can help them get these needs sorted out...”, P5.

“leadership development is, I think, is to teach people about their skills, the micro-skills, or the macro skills, to develop leadership qualities”, P7.

“leadership to me is more about serving, and then obviously developing that person's character, leading a group of people, but also primarily serve them”, P9.

Leadership has personal meaning for everyone, as stated by participants in this sub-theme. Youth experience leadership as leading a group, serving, transferring skills, and helping them build their capacity. Leadership can be perceived from three perspectives, first as “a status or position”, secondly as “a personality”, and thirdly as “behaviour” (Ustun, 2018).

Sub-theme: Leadership development platforms

Kleiber (2001) suggests that an individual's ability to build themselves up and carry out tasks and activities requires significant effort on the individual's part. Youth with physical disabilities report on their leadership development platforms, saying:

"... starts in the community, open a group programme, be the leader in your community, open something, and be a leader", P1.

"People with disabilities don't have to stay in one place. They have to go out there and search for activities that will enhance their skills, and they will have some skills and abilities that will help them in life, which can be through leisure education programmes", P2.

Adding to that, one youth said: *"These guys need a good role model to change their way of thinking ... we have to stand up as the township's leadership and try to bring new ideas" P6.*

Some participants expressed that another platform for developing leadership can be reinforcement strategies:

"I don't think people understand the power of positive word through reinforcement, its magic ...", P5.

Additionally, *"It's important to get out of your comfort zone. The world owes you nothing ... you can, build people skills, meet new people socialise, build confidence, build self-esteem, build your ego and your development ...", P7.*

One youth participant raised an important point: *"There should be a mixture of people, but we don't want to be excluded. A disabled person is normal just like any other person with rights, that's how we develop, through integrated programmes", P10.*

Opportunities for leadership development can be implemented through communities. As reported by youth, development platforms can occur by meeting new people, integrating programmes, and stepping out of one's comfort zone. Integrating a community-based rehabilitation approach can help transfer and promote leisure knowledge to develop leadership skills among youth with physical disabilities to impact their communities. Knowing the people involved is necessary to provide sufficient and adequate leisure programmes (Ustun, 2018). Therefore, leisure education practitioners

must know the strengths, abilities and challenges of people with disabilities.

Discussion

This paper aims to explore youth with physical disabilities' perspectives on how leisure education can be used as a tool to develop leadership. Results showed that participants recognised the importance of leisure, understood leisure education programmes and learning areas within leisure education programmes, and acknowledged the available leadership opportunities. Youth with physical disabilities in this study perceived the same thoughts and knowledge about leisure and its meaning as their able-bodied counterparts. Dolva *et al.* (2014) found that youth with physical disabilities recognise and engage in leisure activities with personal meaning and benefit. This is driven by their desire to demonstrate their ability to be part of activities within their communities, demonstrating their skills and how they develop through leisure activities. Such a positive attitude displayed by youth in the current study resonates with self-management as a platform for their growth and development (Frantz & Rhoda, 2021).

Leisure education programmes include leisure awareness, activity skills, social skills, and leisure resources (Hutchison & Robertson, 2012). Through active engagement, motivation, self-development, and attitudes and values, youth in the current study acknowledge how these components enable their learning and developmental process to become leaders. Brymer and Gray (2006) state that a leader requires soft and conceptual skills such as social matters, psychology, communication, sound judgment, and creativity. Being developed holistically as a leader enables YwPD in this study to thrive in any challenge during leisure time. In this study, leisure education can offer capacity development in YwPD through various activities.

Youth with physical disabilities in the current study identifies their role in communities as being active members who can make an impact. We argue that YwPD can embrace and develop the fundamentals reported in Fulthorp and D'Eloia's (2015) study, investigating competencies critical to the human resource municipal recreation agencies in California, U.S.A. Competencies such as a) ability to make ethical decisions, b) act professionally, c) working well with people, d) communicate clearly with others, e) enthusiasm and positive attitude, and f) ability to work in a team environment are important characteristics of an effective leader (Fulthorp & D'Eloia, 2015). As Jordan and Ramsing (2017) reiterated, leaders' attitudes, words, and actions profoundly affect their followers. It is evident by the results in this study that youth recognise the importance of leadership skills

acquired during leisure programmes as beneficial to their lives. This suggests that youth can benefit from equal opportunities to fulfil their roles as leaders for their peers.

However, it is understood that youth encounter challenges while experiencing and developing themselves as leaders. The current study aligns with Hutchison and Robertson (2012) in that leisure education can prepare (for the study context) YwPD's transitions as they develop leadership skills. This is important because it will enable YwPD to navigate their daily lives and livelihoods and deal with challenges as leaders. Participants in the current study experienced marginalisation through a lack of resources, which hindered their ability to develop leadership skills. The skills developed from leisure education create opportunities for choosing from various activities (Dattilo, 1999; Dattilo *et al.*, 2003; Cory *et al.*, 2006; Marsden, 2010). Wilkinson *et al.* (2020) note that young people's socialisation into, and through, leisure is significantly moulded by external forces such as family, friends, and the development of global trends like technology. Wegner and Majee (2021) propose that young people with the capacity and skills needed to manage themselves are better equipped to confront the challenges they face in changing environments. This study contends that youth with physical disabilities are capable of becoming leaders and do not have to depend on service providers to build their capacities.

Study limitations

The current study did not have an official structured leisure education programme curriculum or workshop, which can be considered a limitation. The lack of a leisure education curriculum within the South African context adds a limitation because of this study. In Sivan and Chan's (2012) study, leisure education was implemented through seminars and talks on topics taught and embedded within certain subjects and extra-curricular activities. In the current study, leisure education rested on the participants' perceptions. However, despite not having an official leisure education programme, the current study lays a foundation for the South African context.

Recommendations and practical implications

Future research is encouraged to implement leisure education programmes and curricula using the format by Sivan (2012). Intervention studies can help evaluate how leadership skills can be practised and experienced during leisure education. It is further recommended that leisure education service providers collaborate with youth with disabilities before implementing programmes. The implication of this is reported as follows:

- The leisure service providers are encouraged to provide programmes that allow participants to develop skills while engaged in the activities.
- Youth should be at the forefront of programme planning to ensure their needs are represented
- Considerations should include the nature of the disability that youth live with to facilitate peer relationships and role modelling.

Conclusion

Some participants in the current study reported challenges associated with psychological issues, communication, and accessibility. Despite the challenges experienced, youth in the current study have demonstrated their perceptions about leisure education programmes' importance as a tool to develop leadership. This study concludes that leisure education can be considered for implementation within a South African context. We conclude that youth with physical disabilities can become leaders within leisure education programmes. These experiences and perceptions can be incorporated into programme planning and should be evaluated for effectiveness in future research.

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Table 1: Demographic information

Variable	Characteristics
P1	Male, 23 years, African, holds a Diploma
P2	Male, 31 years, African, holds a PG degree
P3	Female, 28 years, Coloured, holds a Certificate
P4	Female, 25 years, Afrikaans, holds a Degree
P5	Female, 33 years, African, holds a Grade 12
P6	Female, 24 years, Coloured, holds a Grade 9
P7	Male, 22 years, Afrikaans, currently finishing a degree
P8	Female, 22 years, Afrikaans, holds a Certificate
P9	Female, 30 years, African, holds a Grade 12
P10	Male, 26 years, African, holds a degree

* All the participants have more than +4 years living on a wheelchair (through car accidents, gunshots, and some since birth)

* All participants reside in townships (semi-rural) which are categorised to have low socio-economic disadvantage

Table 2: Theme and sub-theme

Theme	Sub-theme	Quotation
Leisure for YwPD	Importance of leisure for YwPD	<i>"I think it is important from my side so that people can see from me what I want, how I want to be treated. Because if I'm doing that thing, people will know how I want to be treated! People have to see from me to put into practice what I say ... be treated that particular way", P1.</i>
	Role of leisure	<i>"I think it is important to formulate a programme that will benefit many people because now those people are learning about something in that programme and can end up with a valuable thing that they can use to reach their target life", P2.</i>
Nature of leisure education	Meaning of leisure education	<i>"During leisure education programmes, you learn through activities such as football, crickets, so on ... you know, you're learning in key sports. So, your learning, cooperation, you learn to get on through leisure", P8.</i>
	Purpose of leisure education programme	<i>"It calls us to come together and brings us together, especially people with disabilities, to sit together to find ways to attain our goals", P6.</i>
	Programme components	<i>"We can do programmes that will improve our limbs, e.g., stretch our arms, our legs. We can try to throw a ball at each other without hurting ourselves. Whatever activities introduced, youth with physical disabilities can be able to engage in them", P4.</i>
Leisure	Active	<i>"I think it is important for youth with a physical disability to engage</i>

education learning areas	engagement	<i>in many activities to develop the skills”, YwPDP2.</i>
	Motivation	<i>“I like to show other youth with disabilities that they can also do it. They must not feel ashamed of themselves and just come and see me doing it”, P6.</i>
	Self-development	<i>“All of us have leadership abilities, some leadership skills, more so than most others. Suppose you like reading as a leisure activity, such activities enriching our lives. In that case, that's one of the things I think people with physical disabilities can do to enhance their leadership qualities”, P7.</i>
	Values and attitudes	<i>“The only disability out there is a bad attitude for sure. If you have a bad attitude, even if you're physically disabled, normal, or differently-abled, a bad attitude will get you nowhere”, P7.</i>
Leadership opportunities	Meaning of leadership development	<i>“For me to be a leader on my own, it's the most important thing because I can take a leadership role and drive and motivate people to learn about everything”, P3.</i>
	Leadership development platforms	<i>“I have learned something through leisure education, some people, especially people with disabilities, don't have to stay in one place. They have to go out there and search for activities that will enhance their skills, and they will have some skills and abilities that will help them in life”, P2.</i>

CHAPTER 7

Guidelines for youth with physical disabilities using leisure education as a tool for leadership development: A Delphi study

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7.1 Overview

The previous chapter presented a qualitative report on the perception of leisure education as a tool for leadership development among youth with physical disabilities. This chapter phase IV, incorporates findings from phases I to III to develop guidelines for youth with physical disabilities. Based on the results from phase I to III, in this phase, the researcher developed guidelines that can be used to enable youth with physical disabilities to be developed as leaders among their peers through leisure education programmes and to take the initiative and plan their leisure programmes. The results from the previous studies were used to develop themes and statements, which were then used to formulate the guidelines by the experts. The experts were provided with statements and questions, and based on their responses, the guidelines were further refined and then presented for correctness to the experts. In this chapter, the researcher argues that it becomes feasible that leisure education programmes can facilitate capacity building, develop resilience, and promote further skills development related to leadership among youth with physical disabilities.

The manuscript is presented in this chapter according to the authors' guidelines of the *African Journal of Disability (AJOD)* without modifications and is currently accepted for publication. This journal seeks to publish manuscripts related to the experiences and support for disability

communities, best practices for inclusion, and breaking barriers of marginalisation. The journal encourages publications from the African continent related to disability, the promotion of human rights, community development and medical issues related to disability and poverty.

The authors' contributions to this manuscript are as follows: Makhaya Malema's contribution was conceptualising the manuscript, writing up and collecting data. Luzaan Africa was invited to co-author the paper due to her expertise in Delphi studies methodology. Her contribution included research instrument development, data analysis and presentation layout. Prof Linda Caldwell was invited to co-author the paper due to her expertise in youth leadership and leisure studies. Her contributions include reviewing the manuscript draft and adding the international perspective as an expert. Prof Marie Young and Prof Lisa Wegner contributed to conceptualising the Delphi study and reviewed the draft manuscripts.

Guidelines for leadership development of youth with physical disabilities through leisure education: A Delphi study

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Guidelines for leadership development of youth with physical disabilities through leisure education: A Delphi study

Abstract

Background: Youth with disabilities benefit by developing a skill set to help resolve any issues during their daily activities, including pursuits that lead to productive livelihoods. Acquiring leadership skills through leisure education programming may be particularly effective for youth with disabilities to gain confidence in their leadership abilities.

Objectives: This study aimed to develop and reach a convergence of opinions on the preferred elements of a leisure education programme to promote leadership development among youth with physical disabilities.

Method: In this study, a three-round Delphi methodology was used. In the first round, 16 experts participated; in the second round, 14 experts participated; in the third round, 9 participated. The first round of the Delphi method consisted of a qualitative questionnaire with open-ended questions, which assisted in developing guideline statements. The results from the first round informed the second and third rounds of the study. The guidelines were reviewed for consensus in subsequent rounds using a Likert scale format.

Results: In the final round of the Delphi method, the expert panel of 9 participants in the third round that leadership development for youth with physical disabilities could be promoted by leisure, recreation, sports, and activities of daily living. These guidelines are essential in building resilience, empowerment, and independence and can be seen as a positive contribution to communities with disabilities and young people with and without disabilities.

Conclusion: These guidelines would build capacity and resilience among youth and equip them with the skills and abilities to initiate leisure programmes.

Keywords: Leisure education, leadership development, leadership skills, youth development, youth with physical disabilities.

Introduction

Youth leaders can become change agents within their societies by developing skills to resolve issues that may arise during daily activities (Grenwelge, Zhang & Landmark 2010). It is argued that for youth with disabilities to attain collective independence from institutions and service providers, they must be able to influence each other within their community and nominate a leader (Dowse 2001). According to the National Consortium on Leadership and Disability for Youth (n.d.), young people must persuade their peers to lead themselves.

By building their capacity as leaders, youth would be able to recognise areas that need and bring about needed changes (National Consortium on Leadership and Disability for Youth n.d.). Youth development is essential and can be championed by developing leadership skills to help youth with disabilities deal with daily challenges. Youth development programmes have the potential to develop and build the capacity for young people to face current and future obstacles through structured activities that offer learning opportunities (National Consortium on Leadership and Disability for Youth n.d.).

Youth with physical disabilities face daily challenges and often have no support to navigate societal barriers. One area of support that has received some attention is developing leadership skills among youth with physical disabilities. Angima, Etuk and Maddy (2016) caution, however, that just providing adequate resources (which can include equipment, support and training) is inadequate to foster leadership skills; therefore, this paper focuses on identifying elements of a leadership development programme that have potential to provide effective leadership training for youth with disabilities.

The National Longitudinal Transition Study-2 (2004:2) in the United States estimates that less than 3% of youth with disabilities take part in youth development and leadership development opportunities. In the South African context, Van Niekerk (2014) reports that youth programmes organised through governmental structures are implemented with political agendas to mobilise youth into the political atmosphere while neglecting their skills development.

The current study forms part of a bigger project which argues that leisure education programmes can be used to promote leadership development. Historically, leisure education programmes have focused on opportunities designed to promote social skills among youth with disabilities' (Cory 2004), quality of life and community development (Levy 2000), perceptions of leisure (Ertuzun 2015), adaptive coping skills and well-being (Hartman, Evans & Anderson 2017), and inclusive leisure service (Dattilo 2018). Furthermore, leisure education programmes have been used to support caregivers of people living with dementia (Carbonneau, Caron & Desrosiers 2011). There is an existing gap in the literature on leisure education as a tool for developing leadership.

Literature review

Leadership skills are personal skills in which individuals build their capacity through various experiences and engagements. According to Fredricksson et al. (2018), developing personal skills involves offering support to an individual on a personal and social level and encouraging information sharing, training and education and lifelong skills. The concept of leadership is perceived and argued in the context that youth with physical disabilities can influence their peers, leading them during leisure education programmes. Leadership in this context involves an individual's ability to influence a group of people to reach a shared objective (Redmond & Dolan 2014). Leadership requires an individual to lead and guide and people to follow.

It is proposed that through the guidelines developed in this study, youth with physical disabilities will influence their peers to be part of leisure education programmes as they grow into their leadership roles. In this study, knowledge about leisure education is seen as a mechanism to facilitate leadership development among youth with physical disabilities. Youth with physical disabilities need to know who they are leading and what goal is being achieved. Understanding the followers and goals will allow youth with physical disabilities as leaders to gain valuable, insightful and meaningful experiences from leisure education programmes to lead their peers successfully.

Leadership is a life-long skill used daily among peers in a society and community. Being a leader of a minority group can be seen as an inspiration for other young people and may positively influence leisure participation. Influential leaders occupy multiple roles, including

good communicators, enablers, innovators, dreamers, teachers, coordinators, motivators, problem solvers and decision-makers (Russell 2000). Participants are presented with an opportunity for self-expression by promoting creativity, fantasy, and progression toward personal potential; learning and growth are presented by opportunities for learning and growth, exploration and exposure to new facts and ideas (Edginton & Edginton 1994).

The role of leisure education

Leisure education can facilitate skills development and build capacity among youth with physical disabilities. Leisure is valued for offering opportunities for youth with disabilities to express, explore, discover, create, exchange, and communicate meaningfully with their peers (Edginton & Chen 2014). According to Segve (2018), a leisure education programme has three purposes: (1) embracing the outdoor environment and activities, sports, and diversity of games and play, and (2) facilitating fun and enjoyable activities such as cooking, gardening, watching television, and participating in leisure-time physical activities, and (3) including activities that are interpersonal-social. Thus, it is important for youth with physical disabilities to engage in leisure education programmes to develop valuable skills while benefiting from fun and enjoyable activities.

The Charter for Leisure Education and Recreation Association (1993) and Sivan (1997) stated that leisure education refers to a focused, methodological, and well-aligned process that recognises an individual's choice and right to leisure, and the meaningful use of it, to influence and enable desirable patterns of leisure behaviour. In this study, leisure education is adopted as the lifelong learning process that facilitates leisure-related skills and positive values and attitudes by using leisure activities to develop themselves within a leisure context (Dieser 2012; Sivan 1997; Stebbins 1999). This definition is aligned with the charter's objective about leisure education. It aims to inform and guide stakeholders such as governments, non-governmental organisations, and educational institutions about the importance and benefits of leisure and education (Sivan 1997). The current study argues that youth with physical disabilities can use leisure education programmes as a tool to develop and nurture their leadership skills. It is acknowledged that youth with physical disabilities would need to collaborate and actively contribute to leisure education programmes within their communities.

Leisure education as means to develop leadership

According to the Swedish National Agency for Education (2014), good quality leisure-time centres depend on competent teachers and pedagogues who can lead and implement the programmes and activities according to the curriculum and published research. Thus, leisure services and programme providers have an important role in developing, transferring and nurturing skills and knowledge for the benefit of the participants. Bengu (former minister of Education in South Africa) called for education and training change (Department of Education 1995). He stressed the importance of a ‘national project of reconstruction and development which compels everyone in education and training to accept the challenge of creating a system that cultivates and liberates all people’s talents without exception’ (Department of Education 1995).

The current study embraces the same notion by the South African Department of Education and the Swedish National Agency for Education. Youth with physical disabilities can thus develop leadership skills through leisure education activity programmes. The Swedish National Agency for Education (2014:14) suggested that learning programmes in leisure time centres could be formal, informal and flexible to create accommodating and stimulating environments where the interests of the participants are at the forefront of planning. The current study is underpinned by leisure education and leadership development principles. The elements within each domain offer an opportunity for youth with physical disabilities to be developed as leaders using leisure education as a tool.

How leisure education can develop leadership skills

Leisure education programmes can help develop and promote lifelong skills such as leadership abilities for participants, regardless of physical, intellectual, and other limitations (Segve 2018). According to Malema et al. (2022), the ability of youth with physical disabilities to develop leadership rests on their active engagement in leisure education programmes. Additionally, youth with physical disabilities can advance their self-development through opportunities that allow them to explore and identify their leisure time needs, thereby building their capacities as leaders. The authors further argue that leadership development shows that leisure education is appropriate for youth with disabilities to become leaders.

Furthermore, Jooste (2019) argued that building networks and relationships are crucial for youth with physical disabilities to develop as leaders. This enables youth to seek support and build up their capacity in areas they lack, allowing them to be the leaders their peers can follow. Leadership capacity can be facilitated through developing and practising leadership skills that match youth's personal abilities (Sivan 2014; Sivan 2017; Sivan and Chan 2012). Therefore, leisure education programs must facilitate and provide opportunities for youth with disabilities to demonstrate an application of their leadership skills (Jooste 2019). Additionally, because decision-making is an important component of leadership, youth with physical disabilities must be able to demonstrate and develop their abilities to make decisions during their leisure engagement (Sivan 2014; Sivan 2017, Sivan & Chan, 2012).

Facilitating leadership development in leisure education programs also implicates the community context. Leisure service providers are challenged and encouraged to offer opportunities for social activities that can influence the attitudes of community members towards positive participation and being mindful of the use of language that promotes people's dignity and that advocate for the communities they live in (Dattilo 2018). Albertyn and Frick (2016) argue that leadership development efforts must focus on the skills relevant to the current diverse and challenging times. This paper reports the results of a Delphi study conducted with an expert panel to develop a consensus around the preferred elements of a leisure education programme designed to promote leadership among youth with physical disabilities. Therefore, this study aims to develop and reach a consensus on the preferred elements of a leisure education programme to promote leadership development among youth with physical disabilities.

Methodology

Design

A three-round Delphi method was used to design and develop guidelines for youth with physical disabilities. Grobbelaar (2007) refers to the Delphi method as a research methodology exploring the anticipated future of innovative and evolutionary phenomena. Jünger et al. (2017) described the aim of the Delphi method as the formation of consensus and or explanation of a

topic beyond existing knowledge and the present conceptual world. This method is based on the premise that well-informed individuals, drawing on their perceptions and prior experience on the topic of study, are better prepared to estimate the future than theoretical approaches or trends (Grobbelaar 2007). This study received ethics approval from the Biomedical Research Ethics Committee at the University of the Western Cape (ethical clearance number BM20/2/1). All participants gave informed consent and were informed about their right to withdraw from the study without repercussion.

Participants

The recruitment and selection of the experts in this study followed a standard protocol (Grime & Wright 2014). A panel of experts was identified using purposive sampling. The inclusion criteria were that participants could include academics, researchers, professionals, practitioners, programmers, service providers, people living with disabilities, activists who had the knowledge and or expertise in leisure and recreation, youth and leadership development, and youth or disability studies. A total of 37 eligible experts were identified and were sent an information letter via email explaining the procedure of the Delphi method and expectations should they agree to participate. The experts were identified through their literature contribution to leisure and leisure education, and their research on people with disabilities. The same experts completed each round, excluding those that dropped out in round two.

In each round of the Delphi communication process, three emails were sent out to the participants who acknowledged and indicated their interest in the communications. The first email was the official list of questions that required their engagements. This was followed up by two email reminders at least three weeks apart to remind expert panel members who may not have engaged in the discussion. Participants were perceived to have dropped out when they failed to acknowledge the email or confirm their interest in participating further in the study.

Data collection

Data collection was done through three rounds. The research team used Google forms to distribute the self-administered questionnaire to the expert panel and the Google form automatically saved the participants' responses into an excel spreadsheet. The following eight

themes were developed as a synthesis from the findings of the bigger project which include; scoping review, quantitative, and qualitative approach: (1) Feasible strategies for developing leadership skills in youth with physical disabilities, (2) Feasible out-of-school approach for leisure activity programmes that follow a non-formal structure, (3) Guide to help youth with physical disabilities realise their maximum leadership potentials, (4) Implementing leadership skills during leisure education programmes, (5) Implications for allowing youth to take the lead in their leisure activities, (6) Role modelling and peer support among youth in communities or societies, (7) Balancing leisure education programmes to promote holistic development, and (8) The benefits of knowledge sharing for leadership development.

In this investigation, the first round of the Delphi study consisted of a qualitative questionnaire with open-ended questions to gather information from an expert panel. This first round explored the experts' perceptions on guidelines for leadership development using leisure education as a tool. The expert panel was expected to comment on how those questions can develop youth into leaders during leisure education. The feedback from round one was used to develop the guidelines, which informed the subsequent rounds of the study. In the second round, the guidelines developed in round one were used to develop a Likert scale survey. The iterative process was continued until 70% consensus was reached, which indicates that theoretical saturation was achieved (Skulmoski, Hartman & Krahn 2007). In round three, the panel of experts validated round two as an accurate reflection of how the guidelines can facilitate leadership development using leisure education. Examples of the statements and questions are:

***Statement:** Activities that can promote leadership development include leisure, recreation, sports and physical activity programmes and activities of daily living.*

***Question:** How can these activity programmes be implemented to develop leadership during leisure education programmes?*

***Statement:** Leisure activity programmes in an out-of-school context are recommended. Such activities can use a non-formal structure, making learning and development specific as per the participant, e.g. youth with a physical disability. **Question:** How feasible is it to use an out-of-school approach to implement leisure education programmes for leadership development among youth with physical disabilities?*

***Statement:** It is recommended that youth with physical disabilities identify their leadership skills and abilities that they can develop further during leisure activities. **Question:** How can youth with physical disabilities realise their leadership skills?*

Data analysis

This study used thematic analysis to analyse and present data for round one. The researcher read the responses from each expert separately. Notes were made in the margins to highlight guidelines recommended for each of the eight themes. Using the notes and responses from this round, the researchers applied a deductive analysis approach to present the guidelines relevant to developing youth with physical disabilities to become leaders. The data from round two was analysed through a basic descriptive statistical analysis to obtain the percentage as a level of agreement from the expert panel using the IBM SPSS statistics version 27 (George & Mallery 2019). For round two, the guidelines were rated using a five-point Likert scale with the following ratings: 1= strongly disagree, 2= disagree, 3= not sure, 4= agree, and 5= strongly agree. These ratings were used to determine consensus among the expert panel. The research team checked the completeness and correctness of the responses on the questionnaire items. The current study adopts the stance of Hsu and Sandford (2007) and Boulkedid et al. (2011). They recommend that at least 70% of expert participants rate three or higher on a five-point Likert type scale and that the median score has to be greater than 3.25 to demonstrate consensus. Furthermore, the current study's five-point Likert scale was grouped into three categories: non-consensus ('strongly disagree' and 'disagree' ratings), consensus ('strongly agree', 'agree' ratings), and 'neutral'.

Results

This study's results are qualitative and quantitative data, forming a Delphi approach. The demographic information of this study is reported in Table 1.

Table 1: Demographic information of the participants in round one:

Participants' location	Areas of expertise
Round one demographic information	
South African experts n= 9 (56.25%)	Leisure & recreation experts n=9 (56.25%)
Turkey n= 2 (12.5%)	Disability activists n=3 (18.75%)
USA n= 2 (12.5%)	Youth & leadership developmental expert n= 3 (18.75%)
Australia n= 1 (6.25%)	Occupational therapists n= 1 (6.25%)
Canada n= 1 (6.25%)	
Malaysia n= 1 (6.25%)	
Round 2 demographic information	
South Africa n= 9 (64.3%)	Leisure & recreation experts n= 7 (50%)
Turkey n= 1 (7.14%)	Disability activists n= 4 (28.57%)
USA n= 1 (7.14%)	Youth & leadership developmental expert n= 2 (14.29%)
Australia n= 1 (7.14%)	Occupational therapists n= 1 (7.14%)
Canada n= 1 (7.14%)	
Malaysia n= 1 (7.14%)	
Round 3 demographic information	
South Africa n= 9 (100%)	Leisure & recreation experts n= 4 (44.44%)
	Disability activists n= 4 (44.44%)
	Youth & leadership developmental expert n= 1 (11.12%)

In Round one, 16 experts out of 37 (43% participation rate) agreed to be part of the Delphi study and completed the open-ended questions. These participants were geographically diverse and included national (South African-based) and international experts. In Round two, 14 experts out of 16 (attrition rate of 12.5%) completed the Likert-scale questionnaire. In Round three, nine participants out of 14 (attrition rate of 35.7%) from South Africa completed the questionnaire and confirmed the guidelines as a true reflection. Only South African-based experts completed round three. The expert panel in this round were purposively selected because of their perceived understanding and experiences of the South African context, culture and communities, being residents in the country.

The following forms part of the theme statement and guidelines formulated and agreed upon by the expert panel.

Theme one: Feasible strategies for developing leadership skills in youth with physical disabilities.

The expert panel reported that consideration of the context plays an essential role in leisure, recreation, sports, physical activities and activities of daily living to facilitate leadership development for youth with physical disabilities. Participants expressed that various factors need to be implemented to ensure leadership development. Table 1 presents feasible strategies for developing leadership skills in youth with physical disabilities as shared by the panel of experts. Participants were asked to rate these guidelines in round two based on the guidelines identified in round one. In round two, participants agreed that all five guidelines could facilitate youth with physical disabilities to develop leadership during leisure education programmes.

Table 2: Guidelines for leadership development through leisure, recreation, sports, physical activities and activities of daily living

Guideline statement	Consensus %
1. Specific outcomes that focus on leadership development	100%
2. Youth should play an active role in the programme designs	100%
3. Shared leadership	92.8%
4. Mentorship, coaching and knowledge-sharing opportunities	100%
5. Being sensitive towards people with disabilities and working towards eliminating barriers that hinder participation in societal activities	92.8%

Theme two: Feasible out-of-school approach for leisure activity programmes that follow a non-formal structure

The expert panel shared their perceptions on how an out-of-school approach needs to consider elements that facilitate independence, support and a less restrictive environment. In round two, participants agreed that all five guidelines are feasible during an out-of-school approach for a leisure education programme.

Table 3: Guidelines for an out-of-school approach to leisure education programmes

Guideline statement	Consensus %
1. Elements of intrinsic motivation (relatedness, competence, autonomy) should be part of the programme for sustained participation	100%
2. Freedom of choice principle for all participants and support for everyone to be engaged	92.8%
3. Access and availability to resources, opportunities and equipment (including transportation, facilitators/coaches/human support and assistance) after hours	92.8%
4. Soliciting and recognising input from youth on programmes offered	92.8%

Theme three: Guide to help youth with physical disabilities realise their maximum leadership potential

Participants recognised the importance of youth with physical disabilities realising their leadership potential to facilitate their development. In round two, they agreed that all six guidelines are important to consider, and careful attention is required for youth with physical disabilities to be developed as leaders.

Table 4: Guidelines for youth with physical disabilities to realise their leadership skills

Guideline statement	Consensus %
1. Elements of self-knowledge in the programmes	92.8%
2. Youth must be able to choose their level of involvement and engagement in programmes	85.7%
3. Giving youth the power to drive the process and own their leisure activities	100%
4. Positive reinforcements by showing youth how to do the activity and offering support where needed	92.8%
5. Partnering with N.G.O.s, local sports, recreation, and culture departments, municipalities, and other relevant stakeholders	100%
6. Exposure to situations that promote youth to exercise leadership skills	100%

Theme four: Implementing leadership skills during leisure education programmes

Participants shared their perceptions on what they considered feasible for leadership development using leisure education programmes for youth with physical disabilities. Participants were asked to rate these guidelines in round two based on the guidelines identified in round one. In round two, participants agreed that all five guidelines could guide youth with physical disabilities to be developed as leaders using leisure education as a tool. Careful planning and individual consideration are needed to develop youth as leaders successfully.

Table 5: Guidelines on how leadership skills can be developed during leisure education programmes

Guideline statement	Consensus %
1. Programmes should be based on reciprocal experiential learning	100%
2. Allow youth to take ownership of the programme and offer them opportunities to apply their leadership skills during activities	100%
3. Introduce the principles of reflection and progression practices	100%
4. An atmosphere should be created for youth to realise their talents and other potential abilities	100%
5. Leisure education programmes should include equity, diversity and inclusion as principles	92.8%

Theme five: Implications for allowing youth to take the lead in their leisure activities

The expert panel shared their knowledge of the implications of allowing youth with physical disabilities to take the lead in facilitating their leisure activities. In round two, participants agreed that all five guidelines have good implications and promote youth with physical disabilities to take the lead in facilitating their leisure activities. The proposed guidelines allow youth to learn, grow and develop through active engagement when taking the lead in their preferred leisure activities.

Table 6: Guidelines of the implications for allowing youth to take the lead in facilitating their leisure activities

Guideline statement	Consensus %
1. A good foundation and adequate support for youth is needed to allow freedom for them to facilitate their own experiences	100%
2. Learning through practice and offering the necessary support	100%
3. Offers youth an opportunity to improve through information sharing/interchange during leisure context	100%
4. Youth must be made aware of the importance of decision-making, communication and behaviour as factors that can influence their success as leaders	92.8%
5. Youth can develop sound ethics, self-confidence, happiness, peace, and benefit society and their immediate surroundings	85.7%

Theme six: Role modelling and peer support among youth in communities or societies

The expert panel shared their perceptions on how youth with physical disabilities can be developed as leaders by embracing role modelling and offering peer support within their communities and societies. In round two, participants agreed that all five guidelines help youth with physical disabilities become role models and offer peer support within their communities and societies.

Table 7: Guidelines on role modelling and peer support among youth with disabilities within their communities and societies

Guideline statement	Consensus %
1. Youth should be offered opportunities to progress from merely participating in programmes to playing an active role in the programmes and gaining broader community involvement	100%
2. Encouraging reflective practices will reinforce the leadership role and allow leadership skills to be applied in other settings	100%
3. Mentorship and peer influence among youth with physical disabilities can promote their empowerment in society	100%

4. Positive reinforcement can be used to strengthen their leadership qualities, boost their morale, and motivate them	100%
5. Encourage youth to be engaged in communities to promote self-trust, develop skills, and diversify their social activities	100%

Theme seven: Balancing leisure education programmes to promote holistic development

The expert panel agreed that balanced leisure education programmes could facilitate holistic development among youth with physical disabilities. In round two, participants agreed that all five guidelines are essential when planning a balanced leisure education programme to promote holistic development among youth with physical disabilities.

Table 8: Guidelines on balancing leisure education programmes to promote holistic development among youth with physical disabilities

Guideline statement	Consensus %
1. Using intentional programming and a logic model for programme planning	92.8%
2. Offering adequate support for youth and exposing them to real-life scenarios	100%
3. Incorporating youth development principles to ensure a holistic approach and avoid a singular focus	100%
4. Offer programmes that allow a variety of skills, that are guided and ensure that youth have an input and a voice	100%
5. Centre the programmes around the individual needs and consider individuals' abilities, capabilities and strengths	100%

Theme eight: The benefits of knowledge sharing for leadership development

Participants reported on their perceptions of knowledge-sharing for leadership development among youth with physical disabilities. In round two, participants agreed that all seven guidelines are essential knowledge-sharing elements to develop leadership in youth with physical disabilities.

Table 9: The benefits of knowledge sharing for leadership development among youth with physical disabilities

Guideline statement	Consensus %
1. Sharing knowledge can assist youth in identifying their strengths and weaknesses and also create an interest in leadership	100%
2. Youth with disabilities can be nurtured to understand their potential and how new knowledge will assist them in growing and applying the new knowledge in settings beyond the leisure experience	100%
3. Leisure education programmes build youth's capacity, empowerment and application of the skills they learn	100%
4. Knowing what works and what does not. Understanding what resources are needed and then doing what works for persons with disabilities in the programme	100%
5. The more accurate the information people have, the more they know their strengths and weaknesses and try to correct their deficiencies and improve on their shortfalls	100%
6. Youth can be equipped to take the initiative and have self-reliance, self-development and awareness	100%
7. Delivering knowledge and improving awareness of the issue is a good step in providing youth with more leisure opportunities	100%

Discussion

This study established guidelines that enable youth with physical disabilities to develop leadership skills using leisure education programmes. Participants agreed that leadership development for youth with physical disabilities could be promoted by leisure, recreation, sports, and activities of daily living. These guidelines will assist youth in developing the capacity to take the initiative and plan their leisure programmes. According to Olsen and Burk (2017), the challenge of developing leadership is not teaching leadership concepts but instead developing leadership skills through a practical application of strategies and guidelines. Leisure, recreation, sports, physical activities and activities of daily living offer practical exposure to youth with physical disabilities. Schreuer et al. (2014) also argued that involvement in discretionary play and leisure activities is significant for developing essential skills, self-identity, and well-being. Therefore, the present study's guidelines are feasible to follow and have an impact on youth, which suggests that they can be implemented successfully.

Additionally, the findings from the present study recommend that an out-of-school context would enable leadership development among youth with physical disabilities. The idea of an out-of-school context is ideal based on the notion that youth with physical disabilities should rely not only on formal school or institutional programmes but also on programmes within their communities where they can decide when and how to be part of the programme. Dowse (2001) noted that youth with disabilities should collectively participate in political activities to influence policies and how they are implemented in their local communities, with an overall target to facilitate social transformation. This perception can contribute to youth taking ownership of their leisure spaces.

Furthermore, the findings of this study suggest that youth with physical disabilities can be supported to realise their leadership skills. Jacobsen and Thorsvik (2008) proposed that leadership can be seen as a series of actions by one or more people and that leadership is focused on facilitated learning. Augustsson (2018) stated leadership is appropriate when others need to be influenced or persuaded. Therefore, we argue that a perception that youth with physical disabilities can influence and persuade their peers during leisure education programmes leads to them becoming leaders.

In the current study, participants agreed on guidelines on how leadership skills can be developed during leisure education programmes. The guidelines reported in this study illustrate that youth with physical disabilities can be held accountable and responsible for their leadership development. Leisure service providers could be supportive agents of the guidelines from this study. Various programmes can enhance this approach for youth that are more than merely fun activities (Caldwell 2000). Considering the statement by Caldwell (2000), when youth are engaged in a leisure education programme to develop and build their skills and promote their abilities, leadership becomes inevitable.

The current study recommends allowing youth to take the lead in facilitating their leisure activities. These guidelines constitute strategies that enable youth to be at the forefront of their leisure education programmes, allowing them to exercise their leadership development. This notion calls for consultation and needs assessment when planning leisure and recreation programmes explicitly involving youth with physical disabilities. Wilson (2000) shares that for too long, participants accepted whatever programmes had been planned and implemented for

them.

The expert panel embraced the guidelines on role modelling and peer support among youth with physical disabilities within their communities and societies. According to Allman and Cutforth (2014), successful leadership within the sports sector depends on the ability to unite under a feasible vision and secure stakeholders to deliver on it. Therefore, it is essential for youth with physical disabilities to be united with mainstream society and not operate in isolation. Kim et al. (2016) suggest that people with disabilities use leisure to promote life satisfaction, foster social relationships, enhance self-esteem and confidence, and cultivate hopefulness and happiness. Wilson (2000) recommends a need for new approaches to recreation planning, programming and delivery of services to accommodate the interest and needs of all population groups. This statement includes youth with physical disabilities who form part of society.

The findings of this study reported consensus on guidelines about balancing leisure education programmes to promote holistic development among youth with physical disabilities. Elements of these guidelines advocate for a supportive environment, which enables holistic development among youth with physical disabilities. Dryfoos (1998) suggests that leisure and recreation programmes offer youth the relevant and necessary skills to overcome daily challenges and build resilience. Similarly, Green, Kleiber and Tarrant (2000) argue that intervention programmes can challenge youth mentally, socially, and physically and provide the opportunity to facilitate long-term change and growth. Therefore, it is anticipated that by following these guidelines, youth can become leaders for themselves and their peers and be equipped to deal with daily challenges.

Furthermore, the expert panel in this study acknowledged the benefits of sharing knowledge to promote leadership development. The guideline elements suggest that youth with physical disabilities must own, have access to information and have adequate support to develop their leadership. Albertyn and Frick (2016) recommend exploring change and knowledge management in a collaborative process, assisting in implementing strategies for progress in education. Although Albertyn and Frick's study focuses on education within higher education, a case is made that the same sentiments can apply to leisure education programmes. Therefore, it is anticipated that the present study's guidelines can be used successfully by youth with

physical disabilities. Shinew, Hibbler and Anderson (2000) suggest that youth must be educated about the relevant skills to navigate their daily challenges. These guidelines are essential in building resilience, empowerment, and independence and can be seen as a positive contribution to communities with disabilities and young people with and without disabilities.

Conclusion and future studies

The guidelines developed in the present study can be used to implement and initiate leisure activity planning, develop individual capacities and nurture leadership skills among youth with physical disabilities. The guidelines aim to equip and allow youth with physical disabilities to develop as leaders within their communities and peers, take the initiative, and plan their leisure programmes. The guidelines in this study can be considered feasible and beneficial to youth with physical disabilities. For these guidelines to be fully implemented, youth with physical disabilities must be actively involved in leisure education programmes to develop leadership skills. It is concluded that leadership skills acquired and developed through leisure education programmes can be used outside the programmes to navigate day-to-day and life situations. Therefore, the researchers recommend that future studies investigate the influence of implementing the guidelines on youth leadership development.

Strengths and limitations of the study

The guidelines formulated in this study are realistic and can bridge the exclusion gap for people with disabilities in South Africa. The guidelines can be adopted in other parts of the world to evaluate their impact within different settings. The significance and contribution of these guidelines lay a good foundation for more research within the disability communities. The limitations of this study include restricted expert panel availability, low response and a high dropout rate. Despite the study's limitations, the positive contribution of this study outweighs the limitations.

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Captions for the tables

TABLE 1: Demographic information of the participants

TABLE 2: Guidelines for leadership development through leisure, recreation, sports, physical activities and activities of daily living

TABLE 3: Guidelines for an out-of-school approach for leisure education programmes

TABLE 4: Guidelines for youth with physical disabilities to realise their leadership skills

TABLE 5: Guidelines on how leadership skills can be developed during leisure education programmes

TABLE 6: Guidelines of the implications for allowing youth to take the lead in facilitating their leisure activities

TABLE 7: Guidelines on role modelling and peer support among youth with disabilities within their communities and societies

TABLE 8: Guidelines on balancing leisure education programmes in order to promote holistic development among youth with physical disabilities

TABLE 9: The benefits of knowledge sharing for leadership development among youth with physical disabilities

CHAPTER 8

Synthesis, Conclusion and Recommendations

8. Overview

The previous chapter presented the guidelines that can be used by youth with physical disabilities to be leaders during their leisure education programmes and beyond. In this chapter, the researcher presents a synthesis of phases I-IV. Furthermore, this chapter presents the study's conclusion and recommends future research, leisure service providers, and governmental and NGO stakeholders.

8.1 Synthesis of Phases

In this chapter, the researcher presents an integrative summary of the four phases and studies constituting the research project. The current study aimed to understand leisure education as a tool for leadership development among youth with physical disabilities to develop guidelines for use in the South African context. In this study, the researcher contends that youth with physical disabilities be developed holistically to apply what they know in a perfect scenario. This is achievable through leisure education programmes where youth can apply the skills learnt during activities. This chapter synthesises findings from the four sequential phases: phase I: scoping review, phase II: a qualitative study, phase III: quantitative study, and phase IV: Delphi study.

In this study, the researcher maintains that leisure education can empower, develop, and build the capacity of youth with physical disabilities to become leaders within their peer groups and communities. This study combines the concepts of leisure education (Sivan, 1991) and leadership development (Jooste, 2019) to provide opportunities for capacity building, resilience and empowerment amongst youth with physical disabilities. The researcher, therefore, introduces the conceptual framework below (Figure 6), highlighting the two concepts as a contribution to the body of knowledge: leisure education and leadership

development, to develop youth with physical disabilities as leaders.

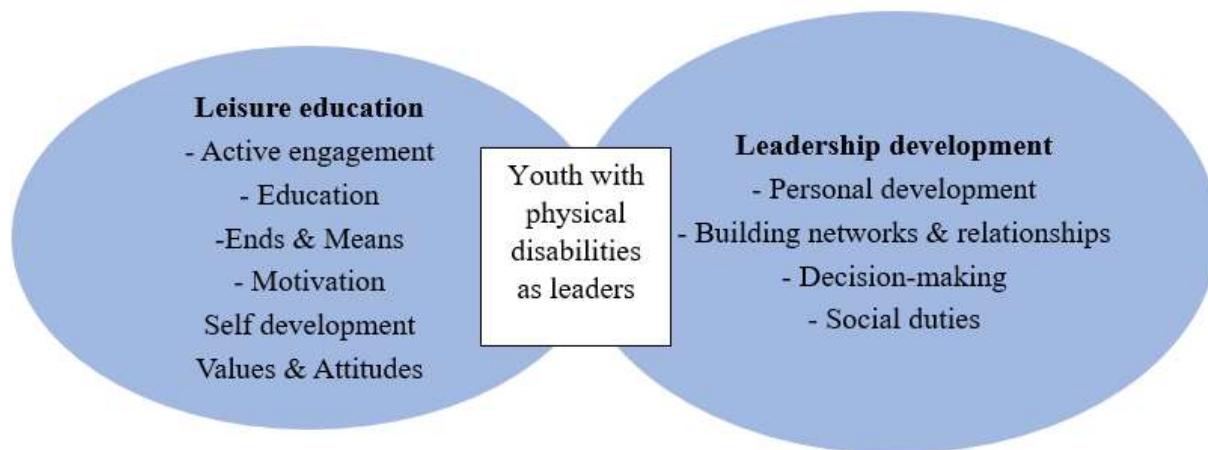


Figure 6: Conceptual framework for using leisure education as a tool for leadership development for youth with physical disabilities (Self-developed based on previous work by Jooste, 2019; and Sivan, 1991).

The conceptual framework above is one of the strategies used to close the gap in knowledge and practice related to delivering relevant services for youth with physical disabilities. According to Sivan (1991), a leisure education programme includes active engagement, education, ends and means, motivation, self-development and values and attitudes. Using the elements Sivan (1991) proposed, it is envisioned that youth with physical disabilities would become successful leaders. Additionally, Jooste's (2019) leadership development concept argues that personal development, building networks and relationships, decision-making and social duties could facilitate youth with physical disabilities develop as leaders. The current study's findings provide evidence that it is feasible that youth with physical disabilities will be empowered to develop their leadership skills through leisure education.

Leisure education and leadership development components can facilitate youth with physical disabilities with opportunities to be developed holistically as leaders. Youth engaged in leisure

programmes may experience and develop in areas including (a) social, emotional and intellectual competence, (b) self-identity and development of creativity, (c) relationships with adults and peers, and (d) character and prosocial participation (Schilling *et al.* 2007). Furthermore, through the conceptual framework, the researcher introduces a three-pillar approach to guide the implementation of leisure education programmes for youth with physical disabilities:



Figure 7: Leadership outcome through leisure education for youth with physical disabilities

These three-pillars aim to create a platform to build resilience, offer capacity development opportunities, and appreciate the available resources to promote leadership development amongst youth with physical disabilities. Activities that promote leadership development can include learning experiences through informal social experiences, peer role modelling experiences and meaningful roles (D'Eloia & Sibthorp, 2014). Therefore, based on the conceptual framework and the pillars above, this study makes the following recommendations:

8.2 Recommendations

8.2.1 Recommendation for leisure service providers

The findings of this study have implications for leisure service providers. Leisure service providers have a role to play through their programmes for youth with physical disabilities to become leaders. The following recommendations are made to guide the service providers in implementing relevant leisure programmes:

- Leisure service providers should focus on helping youth with physical disabilities identify the skills and abilities they can use in their leisure activities. Knowing their strengths and where they fall short in improving and developing those areas is essential.
- This study recommends providing opportunities for youth with physical disabilities to identify their leisure time needs. This is important to align leisure education programmes with the participants to be impactful and beneficial.
- Activities should promote leadership development, including leisure, recreation, sports and physical activity programmes. The nature of these activities can be structured and intentionally designed for participants to be developed as leaders.
- Leisure activity programmes in an out-of-school context are recommended. Such activities can use a non-formal structure, making learning and development specific as per the participant, e.g. for youth with physical disabilities.
- Leisure education programmes can offer equal participation opportunities to youth with physical disabilities in mainstream societies. These programmes can potentially allow youth with physical disabilities to be considered equal to their counterparts.
- The researcher recommends exploring why youth prefer certain leisure activities to others. This facilitates programme planning and can be beneficial in structuring suitable leisure education programmes.

- The researcher recommends that leisure education programmes offer a learning platform that promotes motivation, self-development, values and attitudes as the core focus. This can enhance leadership development and offers a sense of multi-dimensional learning.
- Leisure education programmes that offer the opportunity to develop creativity, communication, sound judgement, and psychological and social components should be prioritised.

The above recommendations are feasible and can be implemented to build up the capacity and resilience of youth with physical disabilities as leaders. Resources and support need to be in place to implement these recommendations. Leisure service providers must join hands with youth with physical disabilities for transparency and needs evaluations before implementing these guidelines.

8.2.2 Recommendations for governmental organisations and NGOs

Government and NGOs are responsible for offering grassroots opportunities to youth with physical disabilities in South Africa as part of the basic service provision. It would be necessary to offer guidance on how these stakeholders can maximise the opportunities for youth with physical disabilities to be developed as leaders. The researcher makes the following recommendations for these stakeholders:

- There is a need for governmental organisations and NGOs to offer youth-led leisure education programmes. Youth with physical disabilities are trained and equipped with relevant and adequate knowledge, skills, and access to information.
- Youth with physical disabilities should be given the platform and opportunity to learn from their mistakes. This strengthens their leadership qualities to be effective and efficient during their leisure time, activity planning and preparations.

- In this study, the researcher recommends that youth with physical disabilities use available resources, materials and equipment and not be disheartened by the lack thereof.
- Leisure programme providers must be accommodating to avoid marginalising youth with physical disabilities in these programmes.
- There is a need for a structural and societal transformation to allow youth with physical disabilities into mainstream societies.
- Accurate information should be shared with youth with physical disabilities to improve and increase their knowledge. The information will become important to keep followers updated with recent, relevant and accurate information.

8.2.3 Recommendations for policy development

The influence of policies can assist youth with physical disabilities not be overlooked by mainstream society. Policymakers will be able to inform and mandate stakeholders to offer leisure programmes that are relevant to youth with physical disabilities throughout South Africa. These recommendations can be implemented nationwide and further explored on a global platform. The following recommendations are made for policymakers:

- There is a need for social integration of youth with or without disabilities to participate in shared activities. This serves an inclusion purpose and bridges that isolation gap from mainstream activities.
- Opportunities for self-improvement should be offered to youth with physical disabilities to build their capacity and participation in mainstream activities. These guidelines can be a foundation for developing policies promoting youth with physical disabilities' abilities and advocacy.

8.2.4 Recommendations for future studies

The current study is considered a success, and the guidelines developed can be helpful when everyone involved is fully committed to taking on the responsibility. This study, as a result of this, makes the following recommendations with the hope that everyone involved can implement these guidelines to make them a reality:

- Future studies should implement and evaluate these guidelines for youth with physical disabilities.
- Future studies must explore the influence of unequal societies when implementing these guidelines, as the level of support would vary per social-economic community.
- There is a need to explore the impact these guidelines will have on youth with disabilities' abilities (intrinsic and extrinsic motivation, self-confidence, self-esteem, for example).
- There is a need to explore the influence of additional disabilities (intellectual, deaf, and vision disabilities) on leadership development using leisure education programmes.
- Future studies should explore the social impact of having leisure education programmes for youth with physical disabilities and their development as leaders within their communities.

These recommendations can be explored in any context or setting; however, cognisance should be given to the different socio-economic classes. Future studies will contribute significantly to the development and uplifting of the disabled communities and close the gap of marginalisation. Inclusiveness should be the main priority and integrate people with physical disabilities into mainstream facilities and leisure services.

8.3 Conclusion

The current study's main contributions to the body of knowledge are i) guidelines for youth with physical disabilities using leisure education as a tool for leadership development and ii) a model for a leisure education programme framework for leadership development. This study concludes that these guidelines for youth with physical disabilities using leisure education as a leadership development tool are feasible to implement. Furthermore, for these guidelines to be practical, youth with physical disabilities must be active in the planning and implementation of any programmes in their communities. This study concludes that leisure education is a valuable tool and can successfully be implemented to develop and build capacity for leadership skills.

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APPENDIX A: Leisure education and leadership development questionnaire

Section A: Demographic Information

1.1 Gender

Male

Female

1.2 Age

18-21

22-25

26-29

30-34

1.3 Are you currently still in school?

Yes No

1.4 What grade were in you in before you left school?

Grade 8 or Lower Grade 9 Grade 10 Grade 11

Grade 12

1.5 Do you have tertiary education? Mark all that apply to you?

No Yes, a certificate Yes, a diploma

Yes, a degree Yes, a postgraduate degree

1.6 What language do you mostly use at home?

English

Xhosa

Afrikaans

Other



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Section B: Leisure Education

DIRECTIONS: The following statements are on leisure education. Please read each statement and circle the number that best describe your degree of agreement. There are no right or wrong answers.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. To tell people what to do during their leisure time	1	2	3	4	5
2. To supply information about places such as parks, swimming pools and sports areas that are available for recreation activities	1	2	3	4	5
3. To teach people how to enjoy their leisure time by doing things just for fun	1	2	3	4	5
4. To provide leisure and recreation programmes	1	2	3	4	5
5. To tell people what society expects them to do during their leisure time	1	2	3	4	5
6. To encourage people to participate in more leisure and recreation activities than they participate in today	1	2	3	4	5
7. To help people understand the importance of leisure in their society	1	2	3	4	5
8. To encourage people to participate in leisure activities through which they can increase their knowledge	1	2	3	4	5
9. To encourage people to take part in leisure activities that meet the needs of the society	1	2	3	4	5
10. To enable people discover what leisure means to them	1	2	3	4	5
11. To help people identify their own skills and abilities that they can use in leisure activities	1	2	3	4	5
12. To teach people the skills for getting involved in more leisure and recreation programmes	1	2	3	4	5
13. To help people learn basic physical, social and creative skills through which can increase their options and directions of leisure involvement	1	2	3	4	5
14. To help people find out why they prefer certain leisure activities others	1	2	3	4	5
15. To encourage people to take part in creative activities which contribute to their own lives	1	2	3	4	5



16. To help people develop favourable attitudes towards their leisure time and to think positively about it	1	2	3	4	5
17. To help people choose leisure activities that meet their own needs and interests	1	2	3	4	5
18. To provide people the opportunity to identify what their leisure time needs are	1	2	3	4	5

Section C: Leadership Development

DIRECTIONS: The following statements are on leadership development. Please read each statement and the best answer that is important for your development. There are no right or wrong answers.

	Never	Sometimes	Often	Always
I am committed to learn from my mistakes to be proficient in e.g. be part of a leisure activity				
I am aware in which aspects I wish to gain more knowledge in taking the lead during leisure programmes				
I initiate my own learning process by e.g. reading or using the internet, discussions				
I share information with my friends and family to improve their wellbeing				
I am eager to learn new things, e.g. taking part in leisure activities				
I am able to use information from various sources to start a new initiative				
I know how to apply what I know, e.g. in giving positive encouragement to others				
I like acting as a role model for others				
I carefully analyse options before I make a decision				
I am able to keep calm when things do not go according to my liking				
When I am stressed, I am able to handle situations respectfully while addressing the challenges				
I am tolerant to other people taking into account the uniqueness of each person				
I encourage people to take charge of their life, e.g. their own health and wellbeing				
People can rely on me for support and encouragement				
I am motivated to do my best to care for others despite a lack of resources				
I have a sense of belonging in the community where I stay				
I am motivated to further improve myself to be a better person				
I wish to give back to the community or family, the positives I received when I was younger				



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If I am in a conflict situation, I can peacefully resolve it				
--	--	--	--	--

Izikhokelo zophuhliso lobunkokeli kusetyenziswa imfundo yezolonwabo njengesixhobo solutsha olukhubazekileyo ngokwasemzimbeni eMzantsi

Afrika.

ICandelo A: Ulwazi ngeNdawo

1.1 Isini

Indoda

Ibhinqa

1.2 Ubudala

18-21

22-25

26-29

30-34

1.3 Ngaba usesikolweni?

Ewe

Hayi

1.4 Ngaba wayekweliphi inqanaba ngaphambi kokuphuma kwesikolo?

Ibanga lesi-8 okanye elingezantsi

Ibanga lese-9

Ibanga lesi-10

Ibanga lesi-11

Ibanga lesi-12

1.5 Ngaba unayo imfundo yamabanga aphakamileyo? Phawula konke okusebenzayo kuwe?

Hayi

Ewe, isatifikethi

Ewe idiploma

Ewe, isidanga

Ewe, idigri yesidanga sokuqala

1.6 Loluphi ulwimi olusebenzisa kakhulu ekhaya?

IsiNgesi

Isi-Xhosa

Isibhulu

Enye



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ICandelo B: IMfundo yoLonwabo

IMIGAQO-NKQUBO: Ezi ngxelo zilandelayo zikwimfundo yezolonwabo. Nceda ufunde ingxelo nganye uze ubiyele inani elichaza kakuhle inqanaba lesivumelwano sakho. Akukho mpendulo zichanekileyo okanye ezingachanekanga.

	Ngama ndla Ukunga vumi	Ukun gavu mi	Andit hathi cala	Vume lana	Ngama ndla Vumelana
1. Ukuxelela abantu ukuba mabenze ntoni ngexesha labo lokuzonwabisa.	1	2	3	4	5
2. Ukubonelela ngolwazi malunga neendawo ezinjengepaki, iiphuli zokubhukuda kunye neendawo zemidlalo ezifumanekayo kwimisebenzi yolonwabo.	1	2	3	4	5
3. Ukufundisa abantu ukuba bonwabele ixesha labo lokuzonwabisa ngokwenza izinto ngokuzonwabisa.	1	2	3	4	5
4. Ukubonelela ngeenkqubo zokuzonwabisa kunye nezolonwabo.	1	2	3	4	5
5. Ukuxelela abantu ukuba loluntu lulindele ukuba benze ntoni ngexesha labo lokuzonwabisa.	1	2	3	4	5
6. Ukukhuthaza abantu ukuba bathathe inxaxheba kwizinto zokuzonwabisa nokuzonwabisa ngakumbi kunokuba bezithatha inxaxheba nanamhlanje.	1	2	3	4	5
7. Ukunceda abantu baqonde ukubaluleka kokuzonwabisa kuluntu lwabo.	1	2	3	4	5
8. Ukukhuthaza abantu ukuba bathathe inxaxheba kwizinto zokuzonwabisa abanokonyusa ulwazi lwabo.	1	2	3	4	5
9. Ukukhuthaza abantu ukuba bathathe inxaxheba kwizinto zokuzonwabisa ezihlangabezana neemfuno zoluntu.	1	2	3	4	5
10. Ukuvumela abantu ukuba bafumane ukuba yeyiphi na indlela yokuzihlaziya ethetha kubo.	1	2	3	4	5
11. Ukunceda abantu babonakalise izakhono zabo abanokuzisebenzisa kwimidlalo yokuzonwabisa.	1	2	3	4	5
12. Ukufundisa abantu izakhono zokuthatha inxaxheba kwiinkqubo zokuzonwabisa nezolonwabo.	1	2	3	4	5



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13. Ukunceda abantu ukuba bafundele izakhono ezisisiseko zomzimba, zentlalo kunye nezoyilo ezinokonyusa ukhetho lwabo kunye nezalathiso zokuzibandakanya.	1	2	3	4	5
14. Ukunceda abantu bafumane ukuba kutheni bekhetha ezinye iindlela zokuzonwabisa abanye.	1	2	3	4	5
15. Ukukhuthaza abantu ukuba bathathe inxaxheba kwimisebenzi yokudala enegalelo kubomi babo.	1	2	3	4	5
16. Ukunceda abantu bahlakulele isimo sengqondo esifanelekileyo malunga nexesha labo lokuzonwabisa kwaye bacinge ngokuqinisekileyo ngalo.	1	2	3	4	5
17. Ukunceda abantu bakhethe iindlela zokuzonwabisa ezihlangabezana neemfuno zabo kunye nezinto abanomdla kuzo.	1	2	3	4	5
18. Ukubonelela abantu ithuba lokuchonga ukuba yintoni na ixesha labo lokuphumla	1	2	3	4	5

Icandelo C: Uphuhliso lobuNkokheli

IMIGAQO-NKQUBO: Ezi ngxelo zilandelayo zikwisikhokelo sophuhliso lobunkokeli.

Nceda ufunde ingxelo nganye kunye neyona mpendulo ibaluleke kakhulu kuphuhliso lwakho.

Akukho mpendulo zichanekileyo okanye ezingachanekanga.

	Ungaze	Ngamaxe sha athile	Rhoqo	Ngamaxe sha onke
1. Ndizinikele ekufundeni kwiimpazamo zam ukuba nobuchule e.t. yinxalenye yomsebenzi wokuzonwabisa.				
2. Ndiyazi ukuba yeyiphi iminqweno endinqwenela ukufumana ulwazi olungakumbi kuyo ekukhokeleni ngexesha lokuzonwabisa.				
3. Ndiqala eyam inkqubo yokufunda ngo.k.t. ukufunda okanye ukusebenzisa i-intanethi, iingxoxo.				
4. Ndabelana ngolwazi nabahlobo bam kunye nosapho ukuphucula impilo yabo				
5. Ndinomdla wokufunda izinto ezintsha, o.k.t. Ukuthatha inxaxheba kwimidlalo yokuzihlaziya.				
6. Ndiyakwazi ukusebenzisa ulwazi oluvela kwimithombo eyahlukeneyo ukuqala inyathelo elitsha.				
7. Ndiyayazi indlela yokusebenzisa into endiyaziyo, o.k.t. ekunikezeleni ukhuthazo oluqinisekileyo kwabanye.				
8. Ndiyathanda ukwenza njengomzekelo kwabanye.				



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9. Ndihlalutya ngononophelo ngaphambi kokuba ndenze isigqibo.				
10. Ndiyakwazi ukuzola xa izinto zingahambi ngokokuthanda kwam.				
11. Xa ndixinzelekile, ndiyakwazi ukujongana neemeko ngembeko ngelixa ndisingatha imiceli mngeni.				
12. Ndiyamezele abanye abantu bathathela ingqalelo ubuntu bomntu ngamnye.				
13. Ndikhuthaza abantu ukuba bathathe umthwalo wobomi babo, o.k.t. impilo kunye nentlalo-ntle yabo.				
14. Abantu banokuxhomekeka kum ngenkxaso kunye nenkuthazo				
15. Ndikhuthazekile ukuba ndenze konke okusemandleni ukukhathalela abanye ngaphandle kokunqongophala kwezixhobo.				
16. Ndinemvo yokuba yinxalenye yoluntu ekuhlaleni.				
17. Ndishukunyelwe kukuziphucula ukuba ngumntu olunge ngakumbi.				
18. Ndingwenela ukubuyisela eluntwini okanye kusapho, iiposta endizifumene xa ndandisemncinci.				
19. Ukuba ndikwimeko yokungqubana, ndinokuyisombulula ngoxolo.				



**Riglyne vir leierskapsontwikkeling wat ontspanningsonderrig gebruik as
hulpmiddel vir jeug met fisieke gestremdhede in Suid-Afrika.**

Afdeling A: Demografiese inligting

1.1 Geslag

Manlik Vroulike

1.2 Ouderdom

18-21 22-25 26-29 30-34

1.3 Is u tans nog op skool?

Ja Geen

1.4 Watter graad was daar in u voordat u die skool verlaat het?

Graad 8 of laer Graad 9 Graad 10 Graad 11 Graad 12

1.5 Het u tersiêre opleiding? Merk u alles wat op u van toepassing is?

Geen Ja, 'n sertifikaat

1.6 Watter taal gebruik jy meestal tuis?

Engels Xhosa Afrikaans Ander



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Afdeling B: Vryetydsonderrig

AANWYSINGS: Die volgende stellings handel oor vryetydsonderrig. Lees asseblief elke stelling en omkring die nommer wat u graad van ooreenkoms die beste beskryf. Daar is geen regte of verkeerde antwoorde nie.

	Sterk Verskil	Verskil	Neutrale	Saamstem	Sterk saamstem
1. Om mense te vertel wat hulle tydens hul vryetyd moet doen.	1	2	3	4	5
2. Om inligting te verskaf oor plekke soos parke, swembaddens en sportareas wat beskikbaar is vir ontspanningsaktiwiteite.	1	2	3	4	5
3. Om mense te leer hoe om hul vryetyd te geniet deur dinge net vir die pret te doen.	1	2	3	4	5
4. To provide leisure and recreation programmes	1	2	3	4	5
5. Om mense te vertel wat die samelewing van hulle verwag om gedurende hul vryetyd te doen.	1	2	3	4	5
6. Om mense aan te moedig om aan meer ontspannings- en ontspanningsaktiwiteite deel te neem as waaraan hulle vandag deelneem.	1	2	3	4	5
7. Om mense te help om die belangrikheid van ontspanning in hul samelewing te verstaan.	1	2	3	4	5
8. Om mense aan te moedig om aan ontspanningsaktiwiteite deel te neem waardeur hulle hul kennis kan verhoog.	1	2	3	4	5
9. Om mense aan te moedig om aan ontspanningsaktiwiteite deel te neem wat aan die behoeftes van die samelewing voldoen.	1	2	3	4	5
10. Om mense in staat te stel om te ontdek wat ontspanning vir hulle beteken.	1	2	3	4	5
11. Om mense te help om hul eie vaardighede en vaardighede te identifiseer wat hulle in ontspanningsaktiwiteite kan gebruik.	1	2	3	4	5
12. Om mense die vaardighede te leer om by meer ontspannings- en ontspanningsprogramme betrokke te raak.	1	2	3	4	5



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13. Om mense te help om basiese fisieke, sosiale en kreatiewe vaardighede aan te leer waardeur hulle hul opsies en aanwysings vir vryetydsbetrokkenheid kan verhoog.	1	2	3	4	5
14. Om mense te help om uit te vind waarom hulle ander ontspanningsaktiwiteite verkies.	1	2	3	4	5
15. Om mense aan te moedig om deel te neem aan kreatiewe aktiwiteite wat bydra tot hul eie lewens.	1	2	3	4	5
16. Om mense te help om gunstige houdings teenoor hul vryetyd te ontwikkel en om positief daaroor na te dink.	1	2	3	4	5
17. Om mense te help om ontspanningsaktiwiteite te kies wat aan hul eie behoeftes en belangstellings voldoen.	1	2	3	4	5
18. Om mense die geleentheid te gee om te identifiseer wat hul vryetydsbehoefte is.	1	2	3	4	5

Afdeling C: Leierskapsontwikkeling

AANWYSINGS: Die volgende stellings handel oor leierskapsontwikkeling. Lees elke stelling en die beste antwoord wat belangrik is vir u ontwikkeling. Daar is geen regte of verkeerde antwoorde nie.

	Nooit nie	Soms	Dikwels	Altyd
1. Ek is daartoe verbind om uit my foute te leer om vaardig te wees in bv. wees deel van 'n ontspanningsaktiwiteit.				
2. Ek is bewus van watter aspekte ek meer kennis wil bekom om die leiding te neem tydens ontspanningsprogramme.				
3. Ek begin my eie leerproses deur bv. lees of gebruik van die internet, besprekings.				
4. Ek deel inligting met my vriende en familie om hul welstand te verbeter.				
5. Ek is gretig om nuwe dinge te leer, bv. neem deel aan ontspanningsaktiwiteite.				
6. Ek kan inligting uit verskillende bronne gebruik om 'n nuwe inisiatief te begin.				
7. Ek weet hoe om toe te pas wat ek weet, bv. deur positiewe aanmoediging aan ander te gee.				
8. Ek hou daarvan om as rolmodel vir ander op te tree.				
9. Ek ondersoek opsies noukeurig voordat ek 'n besluit neem.				



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10. Ek kan kalm bly as dinge nie volgens my smaak verloop nie.				
11. As ek gespanne is, is ek in staat om situasies met respek te hanteer terwyl ek die uitdagings aanpak.				
12. Ek is verdraagsaam teenoor ander mense wat die uniekheid van elke persoon in ag neem.				
13. Ek moedig mense aan om leiding te neem oor hul lewe, bv. hul eie gesondheid en welstand.				
14. Mense kan op my vertrou vir ondersteuning en aanmoediging.				
15. Ek is gemotiveerd om my bes te doen om vir ander te sorg, ondanks 'n gebrek aan hulpbronne.				
16. Ek het 'n gevoel van behoort in die gemeenskap waar ek bly.				
17. Ek is gemotiveerd om myself verder te verbeter om 'n beter mens te wees.				
18. Ek wil graag teruggee aan die gemeenskap of familie, die positiewe dinge wat ek gekry het toe ek jonger was.				
19. As ek in 'n konfliktsituasie verkeer, kan ek dit vreedsaam oplos.				



APPENDIX B: Interview schedule for participants

Interview schedule participants Phase iii

1. Tell me what you think leisure education is?
2. Tell me what you think leadership development is?
3. In what ways do you think that leisure is important for youth with physical disabilities? Probes : During individual participation
: Group/pair participation
4. In your opinion, what are the challenges youth with physical disabilities experience in developing leadership
Probes : individual level
: mainstream society
: government level
- a). Our research has showed that sometimes youth with physical disabilities don't always feel that they can act as role models for others. Why do you think this might be?
- b). Our research showed that sometimes youth with disabilities don't feel confident about their decision-making skills. Why do you think this might be?
5. Our research showed that that leisure education can promote:
 - a. Active engagement in youth. How do you think this can develop leadership in youth with disabilities?
 - b. Motivation. How do you think this can develop leadership in youth with disabilities?
 - c. Self-development. How do you think this can develop leadership in youth with disabilities?
 - d. Attitudes and values. How do you think this can develop leadership in youth with disabilities?
6. What components would you recommend for a programme to be in place to develop leadership in youth with physical disabilities
Probes : leisure programmes
: leadership programmes
7. Our research showed that it was important to encourage people to take part in leisure activities that meet the needs of society, why do you think this is important for leadership development?
8. Our research showed that it was important to encourage people to participate in leisure activities through which they can increase their knowledge, why do you think this is important for leadership development?
9. Our research show that it was important to help people identify their own skills and abilities that they can use in leisure activities, why do you think this is important for leadership development?
10. Would you like to add any other information on this discussion?



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APPENDIX C: Information sheet

Project Title: Guidelines for leadership development using leisure education as a tool for youth with physical disabilities in South Africa.

What is this study about?

This is a research project being conducted by Makhaya Malema at the University of the Western Cape. You are invited to participate in this research project because you are a young person with a disability living in the Western Cape, and the Associations of Persons with Disabilities of South Africa recognise the NGO you are part of. The aim of the study is to gain an understanding of leisure education as a tool for leadership development among youth with disabilities, in order to develop guidelines for use in the South African context.

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

You will be asked to complete a survey about your perception of leisure education and leadership development. There are questions about your perception of leisure education and leadership development as a young person with physical disability. You may also be asked to be part of an individual interview whereby you will be interviewed as a potential leader within your society, to get an exploration of how leisure education can be used as a tool to develop leadership among youth with physical disability. The interview will take a minimum of 45 minutes. These activities will take place in your local NGO within the community venue where you live.

Would my participation in this study be kept confidential?

It is important to the researchers that your identity and anything you share remains confidential and protected. To ensure your anonymity, the surveys are anonymous and will not contain your name or any other information that may personally identify you. To ensure your confidentiality, all completed surveys will be kept in a locked cabinet only the researchers have access to. Some of you will take part in an individual's interview; you will be advised not to divulge your personal details during the interview. The interview will be kept confidential, pseudonyms will be assigned to you to maintain your anonymity. The interviews will be audiotaped using digital voice recorders. The audiotapes are used for the researchers to transcribe what is said during the interview for analysis. Only the researchers and a trained transcriber or research assistants have access to the recordings. Digital information will be stored on the researchers' laptop or computer in a password protected folder. The recordings and transcripts will be destroyed five years after completion of the study. If we write a report or article about this research project, or present it at a conference, your identity will be protected and you will not be named. In accordance with legal requirements and/or professional standards, we will disclose to the appropriate individuals and/or authorities information that comes to our attention concerning child abuse or neglect or potential harm to you or others. In this event, we will inform you that we have to break confidentiality to fulfil our legal responsibility to report to the designated authorities.

What are the risks of this research?

There may be some risks from participating in this research study. All human interactions and talking about self or others carry some amount of risks. Some of the questions may make you feel uncomfortable or embarrassed. We will nevertheless minimise risks and act promptly to



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assist you if you experience any discomfort, psychological or otherwise during the process of your participation in this study. Where necessary, an appropriate referral will be made to a suitable professional for further assistance or intervention through the NGO.

What are the benefits of this research?

This research is not designed to help you personally, but the results may help the investigator successfully develop guidelines that are relevant and useful to the physical disability community in South Africa. We hope that, in the future, other people might benefit from this study through knowledge expansion and implementation of the current study's guidelines.

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 decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized or lose any benefits to which you otherwise qualify.

What if I have questions?

This research is being conducted by Makhaya Malema, Department of Sports, Recreation and Exercise Science at the University of the Western Cape. If you have any questions about the research study please contact Makhaya Malema at Tel: 021 959-2245 or email:

mmalema@uwc.ac.za

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

Prof Lisa Wegner

Department: Occupational Therapy

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Prof Anthea Rhoda

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This research has been approved by the University of the Western Cape's Biomedical Research Ethics Committee (Ethics Reference Number: BM19/3/7)

Biomedical Research Ethics Committee

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Iphepha lolwazi

Isihloko seProjekthi: Izikhokelo zophuhliso lobunkokeli kusetyenziswa imfundo yezolonwabo njengesixhobo solutsha olukhubazekileyo ngokwasemzimbeni eMzantsi Afrika.

Lufundelwa ntoni olu phando?

Le yiprojekthi yophando eqhutywa nguMakhaya Malema kwiDyunivesithi yeNtshona Kapa. Uyamenywa ukuba uthathe inxaxheba kule projekthi yophando kuba ungumntu oselula onokhubazeko ohlala eNtshona Koloni, kwaye iMibutho yaBantu abaKhubazekileyo eMzantsi Afrika bayayamkela i-NGO oyinxalenye yayo. Injongo yesifundo kukufumana ulwazi malunga nemfundo yolonwabo njengesixhobo sokuphuhlisa ubunkokeli kulutsha olunokukhubazeka, ukuze kuphuhlise izikhokelo zokusetyenziswa kwimeko yomzantsi Afrika.

Yintoni endiza kucelwa ukuba ndiyenze ukuba ndiyavuma ukuthatha inxaxheba?

Uya kucelwa ukuba ugcwalise uphando malunga nombono wakho wemfundo yokuzihlaziya kunye nophuhliso lobunkokeli. Kukho imibuzo malunga nombono yakho yemfundo yezolonwabo kunye nophuhliso lobunkokeli njengomntu oselula onokukhubazeka ngokomzimba. Unokucelwa kwakhona ukuba ube yinxalenye yomnye kudliwanondlebe olunye apho kuya kwenziwa udliwanondlebe khona njengenkokeli enokubakho kuluntu lwakho, ukufumana umbono wokuba imfundo enokuzonwabisa ingasetyenziswa njani njengesixhobo sokuphuhlisa ubunkokeli kulutsha olunokukhubazeka ngokwasemzimbeni. Udliwanondlebe luya kuthatha imizuzu engama-45 ubuncinci. Ezi zinto ziya kwenziwa kwi-NGO yakho yengingqi kwindawo ohlala kuyo.

Ngaba ukuthatha inxaxheba kolu phando kuya kugcinwa kuyimfihlo?

Kubalulekile kubaphandi ukuba izazisi zakho kunye nantoni na eyabelana ngayo ihlale iyimfihlo kwaye ikhuselekile. Ukuqinisekisa ukungaziwa kwakho, uphononongo alwaziwa kwaye aluyi kuba negama lakho okanye naluphi na olunye ulwazi olunokuthi lukuchongele wena. Ukuqinisekisa ubumfihlo bakho, lonke uphando olugqityiweyo luya kugcinwa kwikhabhathi evaliweyo kuphela kuphela abaphandi banako ukufikelela kuyo.

Abanye bakho baya kuthatha inxaxheba kwenye kudliwanondlebe olunye; Uya kucetyiswa ukuba ungazivezi iinkcukacha zakho ngexesha lodliwanondlebe. Udliwanondlebe luya kugcinwa luyimfihlo, uya kunikwa amagama abalinganiswa apho kufanelekileyo ukugcina igama lakho lingaziwa. Udliwanondlebe luya kutolikwa kusetyenziswa iirekhodi zedijithali. I audiotapes zisetyenziselwa abaphandi ukubhala into ethethwa ngexesha lodliwanondlebe ukuze kuhlalutywe. Kuphela ngabaphengululi kunye nomshicileli oqeqeshiweyo okanye abancedisi bophando abanokufikelela kwiirekhodi. Ulwazi lwedijithali luya kugcinwa kwi-laptop yabaphandi okanye kwikompyuter kwifolda ekhuselweyo yephasiwedi. Izinto ezirekhodiweyo kunye nezikhutshelweyo ziya kutshatyalaliswa kwiminyaka emihlanu emva kokugqitywa kophando. Ukuba sibhala ingxelo okanye inqaku malunga nale projekthi yophando, okanye siyiveza kwinkomfa, isazisi sakho siya kukhuselwa ungabizwa igama. Ngokuhambelana neemfuno zomthetho kunye / okanye imigangatho yobuchule, siya kwazisa kubantu abafanelekileyo kunye / okanye nabasemagunyeni ngolwazi oluzisa ingqalelo yethu malunga nokuphathwa gadalala kwabantwana okanye ukungahoyi okanye ingozi enokubakho kuwe okanye kwabanye. Kule meko, siya kukwazisa ukuba kufuneka sophule imfihlo ukuze



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sizalisekise uxanduva lwethu lwasemthethweni lokunika ingxelo kwabasemagunyeni.

Buphi ubungozi bolu phando?

Kunokubakho umngcipheko ekuthatheni inxaxheba kolu phando. Lonke unxibelelwano lomntu kunye nokuthetha ngesiqu sakho okanye abanye bathwala umngcipheko othile. Eminye imibuzo inokukwenza uzive ungakhululekanga okanye uneentloni. Nangona kunjalo siya kunciphisa umngcipheko kwaye senze ngokukhawuleza ukukunceda ukuba ufumana nayiphi na ingxaki, ingqondo okanye ngenye indlela ngexesha lokuthatha kwakho inxaxheba kolu phando. Apho kukho imfuneko, ukuthunyelwa okufanelekileyo kuyakwenziwa kwiingcali ezifanelekileyo ngoncedo olungaphezulu okanye ungenelelo ngoncedo lwe-NGO ngokwahlukeneyo.

Zithini izibonelelo zolu phando?

Olu phando alwenzelwanga ukukunceda wena, kodwa iziphumo zinganceda ukuba umphandi aqulunqe ngempumelelo izikhokelo ezifanelekileyo kwaye ziluncedo kuluntu lokukhubazeka ngokomzimba eMzantsi Afrika. Sinethemba lokuba, kwikamva elizayo, abanye abantu banokuzuzwa kolu phando ngokwandiswa kolwazi kunye nokuphunyezwa kwezikhokelo zophononongo lwangoku.

Ngaba kufuneka ndibekho kolu phando kwaye ndingayeka ukuthatha inxaxheba nangaliphi na ixesha?

Ukuthatha kwakho inxaxheba kolu phando kukwenza ngokuzithandela. Unokukhetha ukungathathi nxaxheba. Ukuba uthatha isigqibo sokuthatha inxaxheba kolu phando, unokuyeka ukuthatha inxaxheba ngalo naliphi na ixesha. Ukuba uthatha isigqibo sokungathathi nxaxheba kolu phononongo okanye ukuba uyekile ukuthabatha inxaxheba nangaliphi na ixesha, awusohlwaywa okanye uphulukane naziphi na izibonelelo ozifaneleyo.

Kuthekani ukuba ndinemibuzo?

Olu phando lwenziwa ngu**Makhaya Malema**, iSebe lezeMidlalo, ezoLonwabo kunye neNzululwazi yokuzivocavoca kwiYunivesithi yeNtshona Koloni. Ukuba unemibuzo malunga nesifundo sophando nceda tsalela u**Makhaya Malema** kule nombolo: 021 959-2245 okanye imeyile: mmalema@uwc.ac.za

Ukuba unemibuzo malunga nolu phononongo kunye namalungelo akho njengomthathi-nxaxheba ophando okanye ukuba unomdla wokuxela naziphi na iingxaki onazo ezinxulumene nesifundo, nceda uqhagamshelane:

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INLIGTINGSBLAD

Projektitel: Riglyne vir leierskapsontwikkeling wat ontspanningsonderrig gebruik as hulpmiddel vir jeug met fisieke gestremdhede in Suid-Afrika.

Waaroor gaan hierdie studie?

Dit is 'n navorsingsprojek wat deur Makhaya Malema aan die Universiteit van Wes-Kaapland gedoen word. U word uitgenooi om aan hierdie navorsingsprojek deel te neem omdat u 'n jong persoon met 'n gestremdheid is wat in die Wes-Kaap woon, en die Verenigings vir Persone met Gestremdhede van Suid-Afrika erken die NRO waaraan u deel is. Die doel van die studie is om 'n begrip te kry van ontspanningsonderrig as 'n instrument vir leierskapsontwikkeling onder jeug met gestremdhede, ten einde riglyne vir gebruik in die Suid-Afrikaanse konteks te ontwikkel.

Wat sal ek gevra word om te doen as ek instem om deel te neem?

U sal gevra word om 'n opname te voltooi oor u persepsie van vryetydsopvoeding en leierskapsontwikkeling. Daar is vrae oor u persepsie van vryetydsopvoeding en leierskapsontwikkeling as 'n jong persoon met liggaamlike gestremdheid. U kan ook gevra word om deel te wees van 'n een-een-onderhoud, waarin u ondervra sal word as 'n potensiële leier in u samelewing, om ondersoek in te stel na hoe ontspanningsopvoeding gebruik kan word as 'n instrument om leierskap te ontwikkel onder die jeug met liggaamlike gestremdheid. Die onderhoud duur minstens 45 minute. Hierdie aktiwiteite sal in u plaaslike nie-regeringsorganisasie plaasvind binne die gemeenskap waar u woon.

Sou my deelname aan hierdie studie vertroulik gehou word?

Dit is vir die navorsers belangrik dat u identiteit en enigiets wat u deel vertroulik en beskerm bly. Om u anonimiteit te verseker, is die opnames anoniem en bevat dit nie u naam of enige ander inligting wat u persoonlik kan identifiseer nie. Om u vertroulikheid te verseker, sal alle voltooide opnames in 'n geslote kabinet gehou word waartoe die navorsers toegang het. Sommige van u neem deel aan een onderhoud; sal u aangeraai word om u persoonlike besonderhede nie tydens die onderhoud bekend te maak nie. Die onderhoud sal vertroulik gehou word, karaktername sal waar nodig aan u toegeken word om u anonimiteit te behou. Die onderhoude sal met behulp van digitale stemopnemers geluister word. Die oudiobande word vir die navorsers gebruik om die woorde wat tydens die onderhoud gesê is, oor te skryf vir ontleding. Slegs die navorsers en 'n opgeleide transkribeerder of navorsingsassistente het toegang tot die opnames. Digitale inligting sal op die navorsers se skootrekenaar of rekenaar gestoor word in 'n wagwoordbeskermdede lêergids. Die opnames en transkripsies sal vyf jaar na voltooiing van die studie vernietig word. As ons 'n verslag of artikel oor hierdie navorsingsprojek skryf, of dit op 'n konferensie aanbied, sal u identiteit beskerm word en word u nie benoem nie. In ooreenstemming met wetlike vereistes en / of professionele standaarde, sal ons die toepaslike individue en / of owerhede inligting bekend maak wat onder ons aandag kom rakende kindermishandeling of verwaarlosing of moontlike skade aan u of ander. In hierdie geval sal ons u inlig dat ons vertroulikheid moet verbreek om ons wettige verantwoordelikheid na te kom by die aangewese owerhede.

Wat is die risiko's van hierdie navorsing?

Deelname aan hierdie navorsingstudie kan moontlik wees. Alle menslike interaksies en om oor self of ander te praat, hou 'n mate van risiko's in. Sommige van die vrae kan u ongemaklik of



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verleë laat voel. Ons sal nietemin die risiko's verminder en vinnig optree om u te help as u ongemak, sielkundig of andersins ervaar tydens u deelname aan hierdie studie. Waar nodig, sal 'n toepaslike professionele persoon verwys word vir verdere hulp of ingryping deur die NRO's.

Wat is die voordele van hierdie navorsing?

Hierdie navorsing is nie bedoel om u persoonlik te help nie, maar die resultate kan die ondersoeker help om riglyne suksesvol op te stel wat relevant en bruikbaar is vir die gemeenskap met fisieke gestremdhede in Suid-Afrika. Ons hoop dat ander mense in die toekoms ook voordeel kan trek uit hierdie studie deur kennisuitbreiding en implementering van die huidige studieriglyne.

Moet ek aan hierdie navorsing deelneem en mag ek op enige tydstip ophou deelneem?

U deelname aan hierdie navorsing is heeltemal vrywillig. U kan kies om glad nie deel te neem nie. As u besluit om aan hierdie navorsing deel te neem, kan u op enige tydstip ophou deelneem. As u besluit om nie aan hierdie studie deel te neem nie, of as u ophou om op enige tydstip deel te neem, sal u nie gepeenaliseer word of enige voordele verloor waarvoor u anders kwalifiseer nie.

Wat as ek vrae het?

Hierdie navorsing word gedoen deur **Makhaya Malema**, departement sport-, ontspannings- en oefenwetenskap aan die Universiteit van Wes-Kaapland. As u enige vrae het oor die navorsing, kontak **Makhaya Malema** by Tel: 021 959-2245 of e-pos: mmalema@uwc.ac.za

As u enige vrae het rakende hierdie studie en u regte as navorsingsdeelnemer, of as u probleme wat u ondervind het rakende die studie wil rapporteer, kontak:

Prof Lisa Wegner

Department: Occupational Therapy

University of the Western Cape

lwegner@uwc.ac.za

Prof Marie Young

Department: Sports, Recreation
& Exercise Science

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APPENDIX D: Consent form for participants

Title of Research Project:

Guidelines for leadership development using leisure education as a tool for youth with physical disabilities in South Africa.

The study has been described to me in language that I understand. My questions about the study have been answered. I understand what my participation will involve and I agree to participate of my own choice and free will. I understand that my identity will not be disclosed to anyone. I understand that I may withdraw from the study at any time without giving a reason and without fear of negative consequences or loss of benefits.

___ I DO agree to be audiotaped.

___ I DO NOT agree to be audiotaped.

Participant's name and surname.....

Participant's signature.....

Date.....



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IFOMU YOQINISEKILEYO YOKUTHATHA INXAXHEBA

Isihloko seProjekthi yoPhando:

Izikhokelo zophuhliso lobunkokeli kusetyenziswa imfundo yezolonwabo njengesixhobo solutsha olukhubazekileyo ngokwasemzimbeni eMzantsi Afrika.

Isifundo sichaziwe kum ngolwimi endisiqondayo. Imibuzo yam malunga nesifundo iphendulwe. Ndiyaqonda ukuba ukuthatha inxaxheba kwam kuya kubandakanya ntoni kwaye ndiyavuma ukuthatha inxaxheba kukhetho lwam nenkululeko yokuzikhetela. Ndiyaqonda ukuba awuzukuchazelwa mntu ukuba ungubani na. Ndiyaqonda ukuba ndingarhoxa esifundweni nangaliphi na ixesha ngaphandle kokunika isizathu kwaye ngaphandle koloyika iziphumo ezingalunganga okanye ilahleko yezibonelelo.

----- Ndiyavumela ukuhanjiswa.

----- Ndavumelani ukuba ndiqwalaselwe.

Igama lomthathi-nxaxheba kunye nefani.....

Utyikityo lomthathi-nxaxheba.....

Umhla.....



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VERGUNNINGSVORM VIR DEELNEMERS

Titel van navorsingsprojek:

Riglyne vir leierskapsontwikkeling wat ontspanningsonderrig gebruik as hulpmiddel vir jeug met fisieke gestremdhede in Suid-Afrika.

Die studie is aan my beskryf in 'n taal wat ek verstaan. My vrae oor die studie is beantwoord. Ek verstaan wat my deelname sal behels, en ek stem in om deel te neem uit eie keuse en vrye wil. Ek verstaan dat my identiteit aan niemand bekend gemaak sal word nie. Ek verstaan dat ek te eniger tyd aan die studie kan onttrek sonder om 'n rede te gee en sonder vrees vir negatiewe gevolge of verlies aan voordele.

----- Ek stem wel in om gehoorsaam te wees.

----- Ek stem NIE in om gehoorsaam te wees nie.

Die naam en van van die deelnemer.....

Die handtekening van die deelnemer.....

Datum.....



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APPENDIX E: Permission letter to access associations of persons with disabilities

Director

Dear Sir/ Ma'am

Re: Request for permission to conduct a study at your NGO.

I hereby wish to request permission to conduct research at your NGO from November 2019 to March 2020. The title of the study is "Guidelines for leadership development using leisure education as a tool for youth with physical disabilities in South Africa."

The research is conducted towards the completion of a PhD degree in Sports, Recreation & Exercise Sciences at the University of the Western Cape. The study will include eight centers NGO within the Western Cape Province. The NGOs' will be kept anonymous and confidential as part of the ethical obligation. The study will involve administering validated questionnaires to the young adults with disabilities in your NGO. The questionnaire will assess the young people with disabilities' perceptions on leisure education and leadership development.

Upon completion of the study, the results and recommendations emanating from the research will be shared with your NGO and will be used to inform policy makers and stakeholders involved.

I look forward to your favourable support, as well as working with your NGO in this study.

Yours faithfully

Makhaya Malema
malema.mkhaya@gmail.com
mmalema@uwc.ac.za
0719476446
0219592245



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APPENDIX F: Ethics certificate



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31 March 2020

Mr MJ Malema
SRES
Faculty of Community and Health Sciences

Ethics Reference Number: BM20/2/1

Project Title: Guidelines for leadership development using leisure education as a tool for youth with physical disabilities in South Africa.

Approval Period: 13 March 2020 – 13 March 2023

I hereby certify that the Biomedical Science Research Ethics Committee of the University of the Western Cape approved the scientific 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 annually by 30 November for the duration of the project.

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

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

Director: Research Development
University of the Western Cape
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NHREC Registration Number: BMREC-130416-050

FROM HOPE TO ACTION THROUGH KNOWLEDGE



APPENDIX G: Example of a transcription

INTERVIEW WITH PARTICIPANT 3

SPEAKERS

Researcher and Participant 3

Researcher: Information ensures I've captured everything we are discussing today. Is that okay?

Participant 3: It's okay.

Researcher: Okay so, um, as I said yesterday, when I met with you guys, my research is on youth with physical disabilities. And the main aim is to build resilience, empowerment, and resilience in the long term. Because what we've observed is that there's quite a lot of challenges amongst youth with physical disabilities, in a sense of participating in their chosen activities of choice, either their leisure, preferred activities, and so forth, which makes it somewhat difficult for other youth to make use of their own free time. And hence, in this study, the aim is to develop guidelines for youth so that they can become leaders. And they can influence and motivate one or two other peers they know. So that they can come together and participate in leisure activities of their choice, without relying on any one government, any stakeholders, so that they take that initiative themselves, and then they can start, you know, having someone to lead them in those activities to make sure that they influence the other, the other one influences the other one, you know? So that's really much the idea of what this is about. So what I want to speak to you today, it's about two things. It's about leisure, education, and leadership development, and how that relates to leadership, and how that relates or how youth with physical disabilities can benefit in terms of making sure that they are well equipped. And yeah. Do you have any questions for me so far?



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Participant 3:

All the way you are perfect.

Researcher: Perfect! So from, from your own understanding, this is basically just what comes to your mind is I asked these questions, there are no wrong or right answer. You can just speak your mind, you know this. Share with me what you understand when I asked these questions and obviously, when you need clarity, I'll sort of expand a bit so that you you're at least familiar with the context of what we discussed. So just, just to get started. What do you think leisure education is?

Participant 3: For me, is for me to be a leader? At my own. It's, it's the most important thing, because I can take leaders and I can learn people about everything about what I know you see? Like, like I told you yesterday? I like to I underline most of you music and I like dancing you see? So I've got a little bit so close, then I can learn people internals, MC, so for me, it's like, it's my job. I talk with a lot of people in a positive is a chance that they can give me as a community leader, or just to improve his feelings. So it won't be, it won't be great if I can do it. I nearly I got it.

Researcher : So what you're saying is that your understanding of leisure education, it's about transferring your skills and knowledge to the other person is that which is okay? Okay!

Participant 3: Yes! Yes!

Researcher: And then what about leadership development? What comes to your mind? When you hear the term leadership development? What does it mean to you?

Participant 3: What it means to me is what you own as nurses. So for me to give back to the community, in the African community to power themselves. And for me, for me that like be put it like this, like a business. And if I start as a business or as people that can, my persons who can help me and the person is and then if you don't get money out, I can take, share all my fineness in my word.



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Researcher: So, basically what you're saying is that leadership development is about empowering not only yourself, but then people around you?

Participant 3: That's what, that's what I know, to be a leader is. It's too many ups and downs. If you can, why not?

Researcher: Okay, that is quite interesting. It's quite interesting, because you you are, you are speaking about building a community which then can translate into you know, an area which can go to a province and then eventually, the whole country is developed through that.

Participant 3: Like, I like I see this, if you, if you got to businesses around you then the other businesses around you. So you can do it. Okay, well, I want to open walls or work.

Researcher: Okay. And tell me, um, you know, in your own opinion, leisure as being what people do at their own time, right? In what ways do you think that is important for youth with physical disabilities?

Participant 3: Only I can be just we must exercise to keep the body fit. All I can do is to keep my body fit only to improve but in.

Researcher: Okay, so, so, so, so basically, what you're saying is that leisure is important so that you can improve your well-being as an individual. And it can benefit those participating in leisure to improve their health and well-being in a proper state of mind and complete wellness.

Participant 3: I most important well, I don't know what it does for others but it helped me built up my confidence.

Researcher: Okay, you know, because you say is mean that through



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engagement in leisure activities, like you said, Now you can improve your confidence. Is that what you're saying? So, we found that in our research, that youth with physical disabilities, they sometimes don't feel that they can act as role model for others. In your own opinion, why do you think that might be the case?

Participant 3: Well, it's difficult because some people they always think they are healthy and confident but beyond the they are not. We can do everything the label person. Why? Why do they put us aside in time when they go?

Researcher: We must must look at the backside. Most companies like taking disabled persons apply early. So why? Why? Why are the people? No, I'm not saying why other people but some of them are disabled persons are under on DMC

Participant 3: That only leaving the NCO to get out and then get this to me, very weak point. Because I know they say is a 95% of able person's at work but there is 5 %disabled persons survey. While you can get what you pay for what you do?

Researcher: So, what I'm getting is that there's a lot of what you're saying is that there is no equality and abled bodies, able bodied people, they look down on people with physical disability. And....

Participant 3: And for me, I wasn't born like this. I was, I was, I was in an accident incidentally I was a baby. It let me down what it does: my mind is working, and my hands are working. So why, why not? I cannot, I can do it. If I can do it why can't anyone do it?

Researcher: Okay,

Participant 3: And even myself. It's, it's the strongest point of tears to believe in yourself and strive forward not backwards.

Researcher: Okay, and tell me in your own opinion, again. We've learned that



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sometimes youth with physical disabilities don't feel confident about their decision-making skills, you know? Why do you think that might be?

Participant 3: Alright, I'm gonna say it this way we are our hype persons. They can make their own decisions the way they want to. I would but your decision must come from school. If you fail, they come down. Don't, don't be sad. Because there's always another way to do better like me, I wasn't supposed to work. I was supposed to work at this place. But we are in Adelaide where the only thing is where I will be out on eat. I will be a leader a good leader. Always a good time to follow up again. Know in your heart is barely there.

Researcher: And from, from your own experience, from your observation in your opinion, what are the challenges that youth with physical disabilities experience as they try to develop in becoming a leader in their own society? Or in their own community at home and so forth? What are some of the challenges that you think?

Participant 3: Because number one, if you are leaving a one on one will follow you. They will make the boss say it's just nonsense. So why? I'm not saying good person. I know what a Yeah, it is I am. And I would be what I want to be seen. And it's, it's hard to be here. I wasn't, I didn't want to go to a conference in Joburg. And there was a guy who was disabled. And he was talking to tons of people. Nobody listened, one thing he said that he said it's like, improve the people wrong about him is a good political hearing. And I'm so proud if of myself that I can do sober. I like what I want to be nobody's judging. But even my family's judging me. So why, why my co-workers want to be right now. But in the future, it won't be the turn for me to be the leader of my field, in my community. I want to leave I want to be a good example. I want to take all the violence and so I dancing. Now, I want to first say you've got God knows us. Yes. If he, if he can, just as open as he does, organization would not appreciate.

Researcher: And, you know, I think part of my passion in wanting to pursue this research is for practically zero to give a platform for youth with physical disabilities to be able not only to prove to anyone, but then to make meaning of



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something that they wish to do, you know, their contribution matters, you know, and all they need is an opportunity. And in that opportunity, you know, I'm very moved, but what about what you're saying now about wanting people to give you an opportunity to show them love to you and show them that you can make a difference. You just need a platform. You just need a BNC but at the end of the day, you can do what you set your mind to accept which is beautiful. For me, is a lead form this good for sure. I'm actually out of with, I'm so humbled to hear what he's saying and what you're sharing with me. And I pray that God opens the door for you. So that you can really show out exactly what it is that you need to do, you know, fulfill your purpose, you know, less in shock. Now, I wish you all the best in that, and I will most definitely be having you in my prayers, making sure that whatever desires you have in your heart, God can open the platform for you. Thank you. So I'm just going back on for now into the discussion that we are having. Earlier on, we spoke about leisure education, and you spoke about leisure education as for you, empowering other people, making sure that they realize what they can do through leisure activities at their own time, and so forth. So we learned that in our research, that leisure education can promote active engagement in youth, by active engagement, we mean that they are part and parcel of something, you know, keeping them in in involved and engaged in a particular problem. So I just want to understand from your opinion, how do you think getting youth involved in different programs can help them develop leadership?

Participant 3: There's always a way only if you start with that, you will start small start with what I mean by big is that can you learn from them? Pull them out differently. Hopefully, you see what they are all about. And you give them a little before we dive in to see what they are up to a party that you must be able to use in your community. It's not art, but if he or she is a better, what you want to see but this is why we're not quite going to lock in if you want to do that yet, that's one of our one on one personal email platforms. We are a people open in our community

Researcher:

And tell me also about motivation. How can that help to develop leadership?



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Participant 3: So for me, I started developing bikes. Open your eyes are bigger must be enough. So everything is that once or twice stronger then. Believe in yourself everyone wants to be overwhelmed not only to be a leader the sad but open doors would you still wouldn't be up and up people like me are already smiling it's good believe in yourself for sure.

Researcher: Yeah, no, it's beautiful. Beautiful then what about self-development? How can self-development help you with physical disabilities to develop leadership? T

Participant 3: That's not easy. It's not easy for us mass, mass, mass, mass learn them give them all what do they have? They can tell you see from day one day one if they didn't want it's, it's up to them but if they don't take them away I'll be keeping the you can watch okay.

Researcher: And what about attitudes and values? How can that help to develop leadership?

Participant 3: I think on our on these small activities is to take your mind off everything is honorable but focus on good one okay.

Researcher: And, and well what about the like someone's attitude and values How can that help to develop leadership?

Participant 3: Is your person see what it's like to see what went wrong and then you come from that, you must not stop. I think that will be done. The attitude changes. We were excited people [BAD INTERNET CONNECTION, I COULDN'T MAKE OUT WHAT THE PARTICIPANT WAS SAYING.]

Researcher: Say for example, you want to develop a program, right? A leisure program or leadership development for youth with physical disabilities. Right, you want someone to be able to be a good leader, you want someone to enjoy their own free



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time to do whatever they want and so forth. Right? What would you recommend to be part of that particular program? So that that particular person, a youth with physical disability can develop their leadership skills? What components would you recommend for a program to be in place? So that they so to do so to develop leadership in youth with physical disabilities?

Participant 3: I didn't think but no, it's because well, they must always play the inside out by opportunity take any day so that they get your test to improve isn't bad, their minds, but leadership about it will work out for you. Because if you do, it is always too fast. To be a good man. So if I say what I'm saying like there is always a particular person, put them together. Okay, so you see?

Researcher: So, so what you're saying is that part of the components would be to have someone that can act as a support these for the other one. Like, like a peer mentoring, kind of?

Participant 3: Y

Researcher: Okay, so so basically to be successful, you cannot take on a journey by yourself, but then you need some support structures along the way to become successful?

Participant 3: Obviously, it's a good one protocols if you're a business person will always don't always tell you for sure, is how I see it, that's how I want to be I like being down and talking to you by Skype. But if there is something in the background that shows me but the business is all about what our empire is about I can see and I can feel it. I can feel but it is, it is, it is, is a circle around me is always around me. But maybe the process is start being applauded around everyone. That's what you want, always be around. A lot of people see what I was doing. What does it what is it teaching you?

Researcher Okay, because what we're what you're seeing now speaks



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to this next question that I had for you, but I think you've answered it sufficiently by giving, the giving now because we, we found that it was important to encourage people to take part in leisure activities that meets the needs of society.

Participant 3: You know, that's the most important thing I want to be. Because your community is not either communities to work by the people who are present. So why not get out that person? Teach them, then go jogging, get on their feet? It will be a great honor.

Researcher: I'm sure. And, and we, we are almost done. But I'm enjoying speaking to you, you know, I'm just absorbing all these experiences and reflection that you're sharing with me. It's quite exciting. I, I had wished that we had, you know, time. Yeah. But I'm very excited with what you're sharing with me. And I can feel that you're speaking from a place of passion. That is something you're enjoying, to play around, you know, to, to, to make it a reality at some stage. And I can say, energy as you're speaking that, you know, you're really passionate about what you're talking about. I love what I'm talking about not only know, he will, he will, he will most definitely open those doors. I just want to ask you again. Because we found that it was important to encourage people to participate in leisure activities in which they can increase their knowledge. Why do you think this is important for leadership development?

Participant 3: They have knowledge in leadership, knowledge, and will learn with your mindset. So get your confidence in your so this is good. This is this is in a pocket is a person that's able to run over you take the equity out, guys down the item person at the end, you must always say I will be what I want to be. I don't think that I don't want to proceed.

Researcher: Very beautiful, Calvin. Very beautiful. I just have one last question for you, then we can just talk about general stuff. And we conclude. I just want to ask you the last question I have for you. We've also learned that it was important to help people identify their own skills and abilities that they can use in leisure activities, right? So when you're helping people to identify different skills and



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abilities, they can use the same skills they've been that they've identified in leisure activities. How is that important for leadership development, in your opinion?

Participant 3: They must might not always be in particular what? Everyone needs to be a leader. Everyone needs to know what is a leader in the world, people are able to work or activities. Wow. That is so so basically, it's a two-way street as you identify your own skills, and you sort of engage others, the end you contribute towards something, the other party would also reciprocate. So, I would share, see if I can still do all go together. See, and then they can go from there. Da, da, Mo. That's been the same way to

Researcher: Calvin, is this something else that you wish to add? Like? Did you maybe mean to add something to this discussion that we omitted in our initial discussion? Do you wish to contribute anything else to our current discussion?

Participant 3: It is a multiple added to that. This is my main point. If it is follow that I can I won't go in.

Researcher: But thank you, thank you so much. I cannot thank you enough for taking the initiative to speak to me, I really appreciate and I've learned quite a lot from speaking to you now. And I wish you all the best in your project and community so that you can contribute all the positivism you've shared with me. And I pray that God will also open that door for you. And I just want to thank you, Kevin, you've really opened my eyes and I'm really grateful to have had this chat with you. Thank you. I'm gonna stop.



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APPENDIX H: Invitation to participate in the study



INVITATION TO PARTICIPATE IN A STUDY PROJECT

Title: Guidelines for leadership development using leisure education as a tool for youth with physical disabilities in South Africa.

Life transition occurs to everyone when they assume new roles in their lives; this may also cause a change in leisure behaviour. Life transitions can be in a form of interventions; hence, the South African government encourages a national and global intervention that would see people with disabilities being included in mainstream society activities. The latter advocate's equal opportunities, living independently, having education, employment, and social integration. However, equal opportunities for people with disabilities have not been achieved due to unbalanced and inadequate resources in communities. The current study is aligned to the National Development Plan, and proposes that through leisure education, youth with disabilities will increase and sustain their leisure knowledge, make their own opportunities for leisure and become independent to their own social needs; thus, developing leadership. Therefore, the aim of the study is to gain an understanding of leisure education as a tool for leadership development among youth with physical disabilities, in order to develop guidelines for use in the South African context.

Who can be part of this study?

- A young person with a physical disability living in the Western Cape.
- Must be 18-34 years old of age.
- Must be able to read and write independently.
- Belong to a recognised NGO recognised by APD (day-care or hostel)

Who can I contact to be part of this study?

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