

**PERCEPTIONS OF THE STUDENTS REGARDING CAMPUS-BASED  
RECREATIONAL SPORTS PARTICIPATION AT THE UNIVERSITY OF VENDA IN  
LIMPOPO PROVINCE, SOUTH AFRICA.**

**By**

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of Venda.**

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**June, 2021**

## DECLARATION

I, Zwiswa Thase Muthivhi declare that, the mini-dissertation titled: ***Perceptions of students regarding campus based recreational sport participation at the University of Venda in Limpopo province, South Africa*** is my own work and has not previously been submitted for a degree at any other university, that it represents my own work, and that all sources which I have quoted in the text have been acknowledged by means of a complete reference list.

Signature: 

Date: 15 Jun 2021

## DEDICATION

This work is dedicated to Lekau Mamabolo, Isaac Mamabolo and Esther Mashamba.

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I would like to thank everyone who has supported and encouraged me for without you the completion of this study would not have been possible:

To my Creator, the Lord Jesus Christ for being my pillar of strength and helping me persevere through this research journey.

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## ABSTRACT

Participating in sport and recreational activities has been considered as an important factor for health and general well-being, including the unity and educational process of students. Most universities encourage students during their time at the university to participate in recreational sport activities, and often provide a wide range of opportunities to cater for all levels and types of participants' needs. The aim of the study was to explore perceptions of students regarding campus-based recreational sport participation amongst undergraduate students at the Centre for Biokinetics, Recreation and Sport Sciences (CBRSS) in University of Venda. A qualitative research method and exploratory design was deployed to guide the study. Purposive sampling was used to recruit the study participants aged between 18 and 25 who meet the inclusion criteria. An interview guide was administrated to the study. Thematic analysis method was carried out on the transcriptions of data. The themes emerged from the study include: Factors that hinder students from participating in campus- based recreational sports activities, benefits of participating in campus- based recreational sports activities and factors that motivates students to participate in campus-based recreational sports activities. Based on findings, the study revealed that intrapersonal, interpersonal, and structural constraints were major challenges for the lower rate of participation in recreational sport programs on campus. Among others, lack of time (time scarcity due to academic commitment), lack of finance, transport, recreational sport facilities and programs were the main reported challenges which hinder participation in recreational sport on campus. On the other hand, the benefits of maintaining healthy lifestyle, socialization and fun were found as major motivational factors for students' participation. This study also provided possible recommendation which may result in higher rate participation in recreational sport programs among students at the University of Venda.

**Key words:** Campus, Perception, Recreational Sport.

## ACRONYMS AND ABBREVIATIONS

CBRSS Centre for Biokinetics, Recreation and Sports Science

NWU North West University

UCT University of Cape Town

UHDC University Higher Degree Committee

UKZN University of KwaZulu- Natal

UL University of Limpopo

UNIVEN University of Venda

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## CHAPTER ONE

### 1.1 INTRODUCTION AND BACKGROUND

Research demonstrates that campus recreation programming such as intramural sports, informal recreation, special events, and sport clubs play a vital role in student satisfaction, social integration, and academic persistence. Participation in recreational activities is recommended because it yields a variety of physiological, psychological, spiritual and social benefits (Warburton, Nicol and Bredin, 2016).

Nowadays, students give importance to recreational sport by creating some strategies to get rid or to avoid the school work pressure and to renew the strength in them (Tsigilis, Masmandis and Koustelios, 2017). Recreational sports have a lot of benefits for everyone. Recreational sports provide healthy lifestyle to whoever participates in them. The primary reasons why students engage in recreational sports activities might be, because the recreational sports are fun, enjoyable, there are different recreational sports activities that are offered in different universities; these include aerobics, soccer, netball, volleyball etc. (World Health Organisation, 2018).

A study that was conducted at Mara university of technology in Malaysia (2015) found that the best benefit of all is that students can maintain good health if they participate in recreational sports and activities. Furthermore, in the same study, it was revealed that a lot of students perceive recreation as extreme sports, social interaction, maintaining good health and as a hobby. It was found that most students are interested in joining recreational sports, however, there are constraints that hinder them from joining, they always said that they do not have time and use this as an excuse.

A study that was conducted in Adnan Menderes University (2019) revealed that most students who stay on campus are actually participating in numbers because they have enough time compared to those who stay off campus and at home. The study also revealed the importance of family support to students' participation in recreational sports. The students further revealed that lack of support from family contributes much to not participating in sport.

Whatman (2016) reports about the role of physical education in promoting recreational sport participation in schools and tertiary institutions in Australia. Furthermore, in the same study, it was revealed that most students who have good background of physical education and knowledge in Australia are the ones that participate in recreational sports than the ones who do not have. The study also referred to the debate that Australians are having on implementing physical education in higher institutions because they believe that there is a link between recreational sport and health.

While number of students entering higher education is increasing, different tertiary institutions outside of South Africa reported a 45% dropout rate among students (Bunting & Cloete, 2014). Stress and exhaustion are stated as being the most important factors contributing to students dropping out of higher education institutions (Bunting, 2014). A study indicates that extracurricular activities, such as campus recreational sports, can lessen student stress and exhaustion (Henchy, 2014). Participating in campus recreational sports increases the students' overall life-satisfaction and could also increase student retention and academic achievement (Henchy, 2014).

Research on campus recreational sport in South Africa seems to be deficient. The same cannot be said for research done in North America, as indicated by the historian Wilson (2016), who found that in the early days of campus sport, all sport codes were informal and, intended to take place in students' leisure-time. Wilson (2016) stated that, due to increase in student's demands for informal games, universities started to approve organized campus teams (Wilson, 2016). Today these are known as varsity teams or prestige sport teams. A huge number of students, who decide not to play for university's formal teams, choose to participate in informal sport. This was subsequently referred to as intramural sport or recreational sport (Wilson, 2016). Participating informally and not for the competition sparked the interest of university administrators, who recognized the value of students participating in recreational sport (Wilson, 2016).

The University of KwaZulu-Natal (UKZN) describes sport on campus as significance part of university life and the University provides for all students. University of KwaZulu Natal provides a number of indoor and outdoor sporting facilities on all four campuses for recreational purposes, which include swimming pools, gymnasiums,

jogging areas, tennis and squash courts. All other facilities, such as the sport clubs with their services, coaching and equipment, are to cater for the more competitive student. UKZN does not only host a number of formal sport codes, but there are other sporting codes, such as ballroom dancing, canoeing, mountaineering, surfing, volleyball, underwater sport and yachting, are also offered at the Pietermaritzburg campus and at Howard College. According to the UKZN administrators, the number of students who participate in sports increases each year (University of Kwa-Zulu Natal, 2015)

One of the bigger traditional universities in South Africa is the University of Cape Town (UCT), with more than forty sports clubs used by nine thousand students on campus (UCT, 2014). Campus sport at UCT is described as the only one chance for students to engage in physical or recreational sport of their choices (UCT, 2014). UCT offers more non-traditional sports, such as archery, hiking, mountaineering, skydiving and water-skiing, for the non-traditional and students with diverse backgrounds (UCT, 2014). UCT provides equal opportunities for all students to participate in the large variety of sports, from the novice to the more experienced student (UCT, 2014). Close to the UCT is the Stellenbosch University Sport Performance Institute (SUSPI), which supports the University of Stellenbosch (“Maties”) campus sport (SUN, 2014). “The recreational sport opportunities at “Maties” can be expressed as helping to the overall development of the students and personnel of the University as well as the local, national and international community” (SUN, 2013). Some of the services offered to the students at the Coetzenburg, Lentelus and Welgevallen facilities include the main sport codes such as hockey, tennis, cricket, netball, soccer and rugby (SUN,2014). UCT has proud record of achievements both in the Western province league and at national students’ tournament. The level of participation at UCT is very high and it includes all races. With an excellent record in wide variety of sports, UCT attracts sports people to campus (UCT, 2014).

The largest traditional university, the University of Pretoria “*Tuks*”, provides large number of recreational and competitive sport facilities and programs. Expressing campus sport as an essential part of the University of Pretoria experience on the interactive website of “*Tuks Sport*” indicates the high priority “*Tuks*” places on campus

sports. At “*Tuks Sport*”, their aim is to create a culture within which all participants will learn and develop on an equitable basis, the core values of sport such as team spirit, solidarity and mutual respect. “*Tuks Sport*” provides the students with 35 different sporting codes, including traditional hockey, netball, soccer and rugby. Some of the unique sporting codes offered at “*Tuks Sport*” are wrestling, underwater hockey, lifesaving, dancing, bodybuilding and aikido. “*Tuks Sport*” offers a professional home for athletes and volunteers who participate in recreational sports. Participation at the University of Pretoria is higher because it does not end with recreational sport but they also identify talent and they groom it into a profession (University of Pretoria, 2016).

The University of Limpopo create opportunity for their students to participate in twenty sporting codes, some of which at prestigious level and others at institutional level for recreational purposes. Some of the sporting codes that are available and still in the process of development at the University of Limpopo are aerobics, bodybuilding, badminton, basketball, chess, cricket, dancing, soccer, hockey, karate, netball, pool, rugby, softball, squash, table tennis, tennis, volleyball and athletics. The University of Limpopo has several unique sporting codes which include wheelchair, basketball and wheelchair tennis offered for disabled students. Since University of Limpopo is still under developing process, the level of participation is still lacking but they hope that in five years’ time the number of students participating in recreational sports will increase due to improved facilities and structures (UL, 2014).

South Africa has twenty-six public higher education institutions. These can be further divided into traditional and comprehensive universities as well as universities of technology (NWU Profile 2012/2013). University of Venda (UNIVEN) is a comprehensive, rural based academic institution, yet it has different sporting codes that it offers. UNIVEN has 15 sporting codes which include athletics, cricket, netball, rugby, soccer, tennis, volleyball, karate, chess, aerobics, body building, dance, badminton, softball, and basketball. UNIVEN has one stadium, one swimming pool, two soccer grounds, one rugby field and a sports hall. It is assumed that the numbers of participants in campus-based recreational sport programs are relatively high at the beginning of the year, but dramatically decrease within the process.

## **1.2 Problem statement**

The habits students engage in during their time at higher education institutions will predict their habits during their life span (Leslie, Sparling, and Owen, 2015). As a result of the increasing pressure that students are experiencing at universities, unhealthy lifestyles, stress and exhaustion are causes for concern to university administrators (Buting and Cloete, 2014). An unhealthy lifestyle can cause problems like metabolic diseases, cardio vascular diseases, hypertension and overweight. Students in tertiary education setting face a wide range of on-going stressors related to academic demands; this academic related stress can reduce academic achievement, decrease motivation and increase the risk of school dropout. Universities make use of campus-based programs such as campus recreational sports, to encourage students to become more active and invest in a healthy lifestyle for the rest of their lives (Leslie et al., 2015).

The University of Venda abides by its policies to deliver different services to staff and students on campus, such as general health, ball games organized for recreational purpose such as football, volleyball, rugby and basketball. UNIVEN also offers different activities in the form of recreational or competitive sport both in and out of campus. The researcher worked at UNIVEN Biokinetics unit as an Intern in 2017 & 2018, she also worked as a Biokineticist of UNIVEN soccer team. Through observation, UNIVEN has so many sports facilities and different sporting codes, the researcher observe that, it is only a few students who go to sports grounds to play during lunch time and when classes have ceased. Therefore, this study explored the perceptions of students regarding the campus based recreational sport participation.

### **1.3 Rationale of the study**

Several scholars across the country have conducted studies to address the issue of low levels of participation in sport and recreation at higher learning institutions (Kubayi and Surujal, 2014; Ziglio, Curie, Rasmussen. 2016; Blair, 2015). However, there is no known study conducted at the University of Venda regarding perceptions of students regarding campus based recreational sports participation.

### **1.4 Significance of the study**

The study can help University of Venda students because it can impact them with the knowledge, understanding and as well as making them aware of the benefits of sports participation. It can also bring emphasis of the importance of sport participation in tertiary education, so that they can provide all necessary resources and equipment to influence sport activities at tertiary levels. The study can also help the UNIVEN sports unit to structure their sports activities in a manner that they can attract lots of students and they can also utilize the information from this study in their recreational sport planning, which can result in program improvement. The study can contribute to the existing body of knowledge in the field of sports.

### **1.5 Aim of the study**

The aim of the study was to explore perceptions of students regarding campus based recreational sport participation among undergraduate students at the Centre for Biokinetics, Recreation and Sport Science (CBRSS), University of Venda.

### **1.6 Objectives of the study**

**1.6.1** To explore the perceptions of undergraduate students regarding campus based recreational sport participation at the CBRSS, University of Venda.

**1.6.2** To explore the challenges experienced by students in relation to participation in recreational sport programs on campus.

### **1.7 Definition of the terms**

- **Perception** is the awareness of something, on one's thoughts and feeling (McDonald. 2015). In this study perception is the awareness of something on the student's thoughts and feelings.
- **Recreational sport** are forms of recreation that involve physical activity that can take place through casual or regular participation, they aim at expressing or improving physical fitness and psychological well-being, that contribute to the formation of social relationships (Maron, Chaitman, Ackerman, De Luna, Corrado, Crosson, Deal, Driscoll, Estes & Araujo, 2016.). In this study



recreational sport is physical activity that takes place on casual or regular basis and aims to improve physical fitness and provide students with enjoyment and fun and to contribute to social relationship between students.

- **Student** is a person who is studying at a university or other place of higher education (Nilson, L.B. 2016). In this study a student is a person who is registered to study on a full time basis at the University of Venda.

## 1.8 Chapter Summary

This chapter provided the introduction and the background of the study and other aspect such students' participation in campus based recreational sports in different universities, the problem statement of the study. The significance, rationale and the purpose of the study were also described to gain an understanding of the expected outcome of this study. The, definitions of the different terms used in this study were included for clarification.

## 1.9 Layout of chapters

Chapter 1: Introduction and background

Chapter 2: Literature Review

Chapter 3: Research Methodology

Chapter 4: Results and Discussion

Chapter 5: Summary, Recommendations, Limitations and Conclusion

## CHAPTER TWO: LITERATURE REVIEW

### 2.1 Introduction

Participating in sports is believed to have beneficial consequences for social well-being and health. In this regard, Harris (2015) claims it helps to develop positive

moods, such as in communicating and eating patterns and reduces the usual impact of more severe life crises on illness symptoms. Therefore the history of campus recreational sports, benefits of participation in campus-based recreational sport activities, the conceptual framework, constraints to recreational sport participation were reviewed. This section provides discussions on existing studies related to the perception of students regarding campus-based recreational sport participation.

## **2.2 History of campus recreational sports**

According to Mittlestaedt, Robertson, Russell, Byl, Temple and Olgivie (2014) Sport and recreation activities have been an essential part of Higher Education institutions, dating back to the early 1800s in the United States of America. Initially, the US education system as a whole rejected it, and academics saw little value in sport and physical activities as a critical component of student development (Mittlestaedt et al. 2014). With the evolution of curricula, physical activity and sports programmes would come to play a significant role within student services departments.

The year 1852 saw the earliest record of a competitive university sport, which was a boat race between Harvard University and Yale University (Mittlestaedt et al. 2014). Subsequently, the first college basketball game took place in 1859 (Mittlestaedt et al. 2014), followed by the first athletics meeting which took place in the early 1870s (Rice, 2013). The early 1900s saw the formalization of campus-based sport by the University of Michigan and Ohio State University through formal appointments of sport directors (Mittlestaedt et al. 2014).

According to Mittlestaedt et al. (2014) football, basketball, athletics and tennis were the main codes of sports delivered on campuses during this period. Universities in North America began to follow in the footsteps of the University of Michigan and Ohio State University by appointing professionals to lead sport and recreation departments before the First World War commenced (Mittlestaedt et al. 2014). Post-World War II, universities in the United States experienced increases in student enrolment and retentions (Mittlestaedt et al. 2014).

The impact of sport and recreation in campus programmes changed attitudes among the academic community, which had initially rejected sport and recreation as a critical component of student health and development (Mittlestaedt et al. 2014). By the early 1950s, campus-based sport and recreation was valued to such an extent that academics formed the National Intramural Association (NIA), now known as National Intramural Recreational Sports Association (NIRSA) (Mittlestaedt et al. 20014). NIRSA was formed to serve as an advisory body to academic institutions delivering campus-based sports programmes and activities in North America (Mittlestaedt et al. 2014). Over the past 5 decades NIRSA has become a key organization in campus-based sport and recreation movement, playing a pivotal role in the advocacy of student health and development of campus-based sport and recreation programmes.

### **2.3 Benefits of participating in campus-based recreational sport**

Participating in sports is believed to have beneficial consequences for social well-being and health. In this regard, Harris (2015) claims it helps to develop positive moods, such as in communicating and eating patterns and reduces the usual impact of more severe life crises on illness symptoms. There are so many benefits of being involved in sport participation. One of the most contributions that sports participation makes is a role development in an area of social and emotional development. Humphreys, McLeod and Ruseki. (2015) recreational sports also form part of recreational activities that involve physical activities, and which are meant for pleasure, relaxation and fun, indicated that participation in extracurricular activities, such as music, sports, and games results in positive social development. Participation in sporting activities is associated with higher levels of self-esteem, educational attainment and aspirations, and lower rates of delinquency. Participation in sports, females can drive many of the benefits long reserved for male teenagers; sport participation develops healthy lifestyle habits. For at least four hours of physical activities in a week has been shown to reduce the risk of many diseases such as breast cancer and heart disease. Participation in sport plays a vital role in educating youth about HIV/AIDS pandemic, reducing anti-social behavior, enhancing social empowerment as well as social cohesion and improving social health (Humphreys, 2015).

## 2.4 Conceptual framework: The hierarchical leisure constraints model

The hierarchical leisure constraints model is a model that is developed by Crawford, Jackson and Godbey in 1991 (see figure 1). The model posits that leisure constraints exist at three levels: intrapersonal, interpersonal and structural. Intrapersonal constraints involve psychological conditions that are internal to the individual such as personality factors, attitudes, or more temporary psychological conditions such as mood. Interpersonal constraints are those that arise out of interaction with others such as lecturers, friends, peers and neighbours. Structural constraints include such factors as the lack of opportunities or facilities; the cost of activities that result from external conditions in the environment.

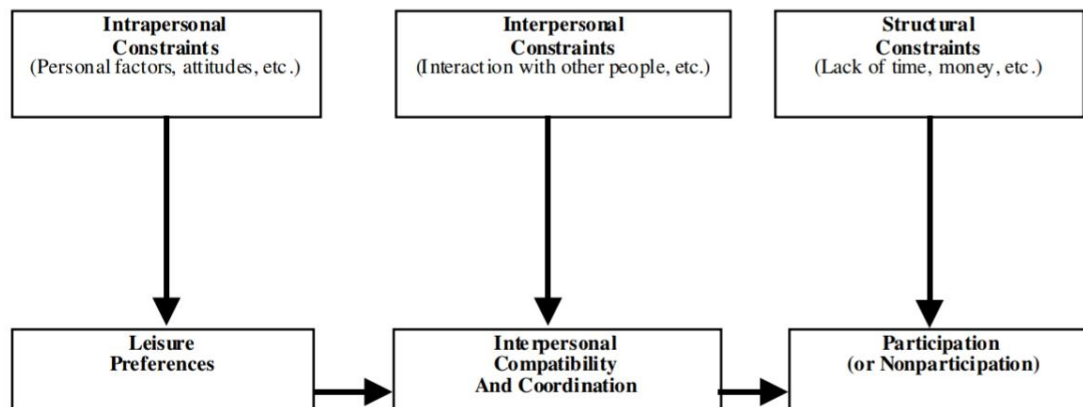
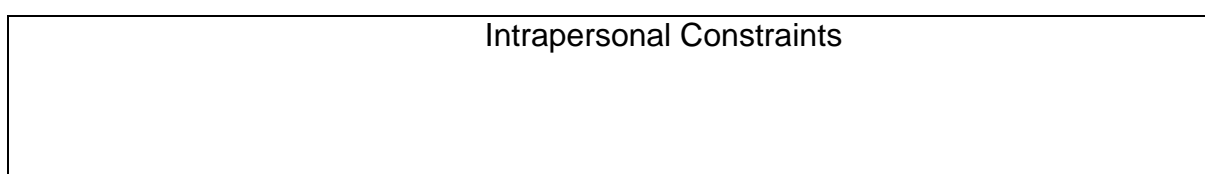
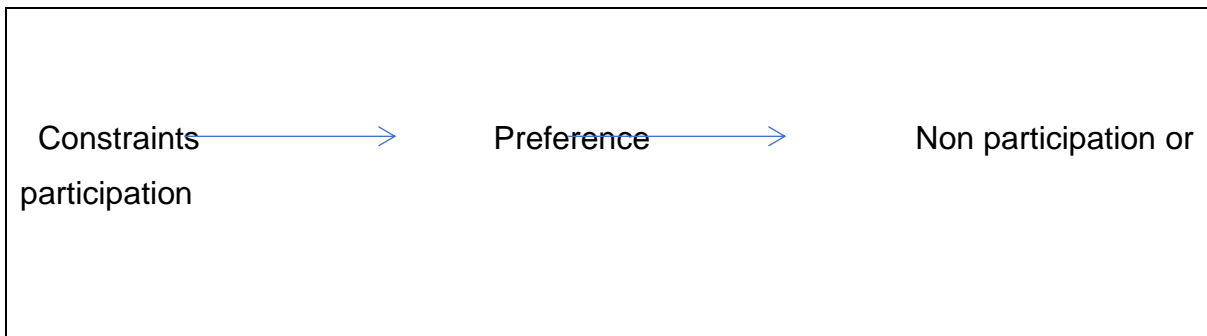


Figure 1. A Hierarchical Model of leisure Constraints (Crawford, Jackson and Godbey, 1991)

The intra-personal constraints are for internal or psychological constraints because are related to the prior experiences, causing individuals to either have an interest in a particular type of leisure activity or not. For example individual tend to choose leisure activities based on the experiences. Crawford, Jackson and Godbey (1987) argue that preferences or lack of interest in particular activities is influenced by self-confidence (see figure 2.1.).

### Figure 1.1: Leisure constraints by Crawford and Godbey (Intrapersonal)

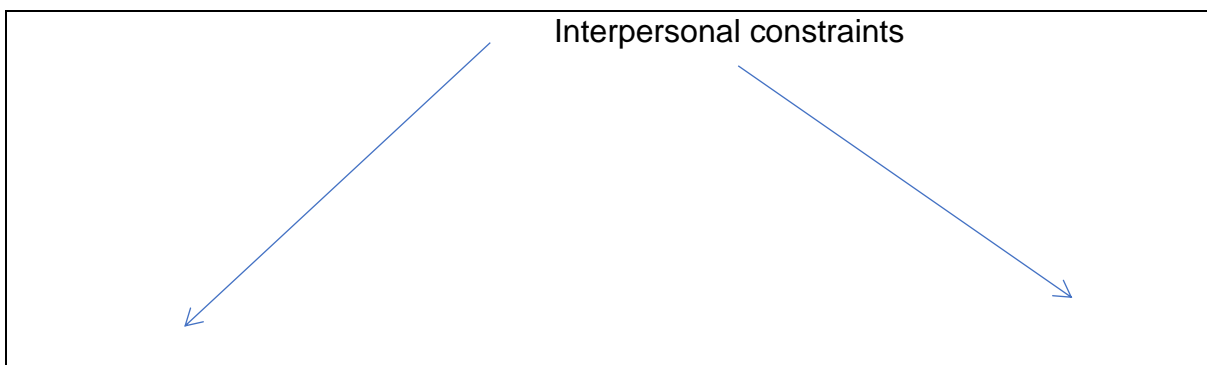


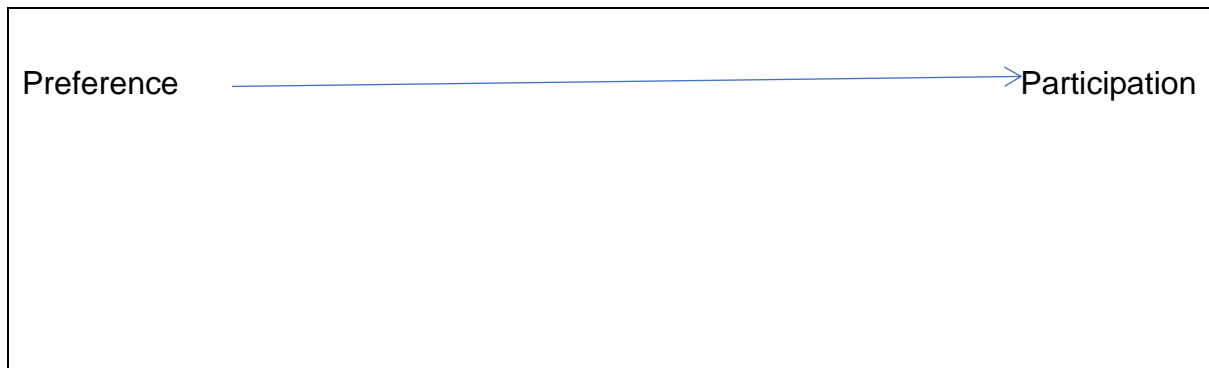


Source from Crawford and Godbey, 1987

Interpersonal constraints are social and cultural constraints. Many people feel that they need partners in order to enjoy participating in an activity. In other words, interpersonal constraints are more related to association with other people, which affect a person's preferences for leisure activity Crawford et al (1987) (see figure 2.2).

**Figure 2.2: Leisure constraints by Crawford and Godbey (Interpersonal).**

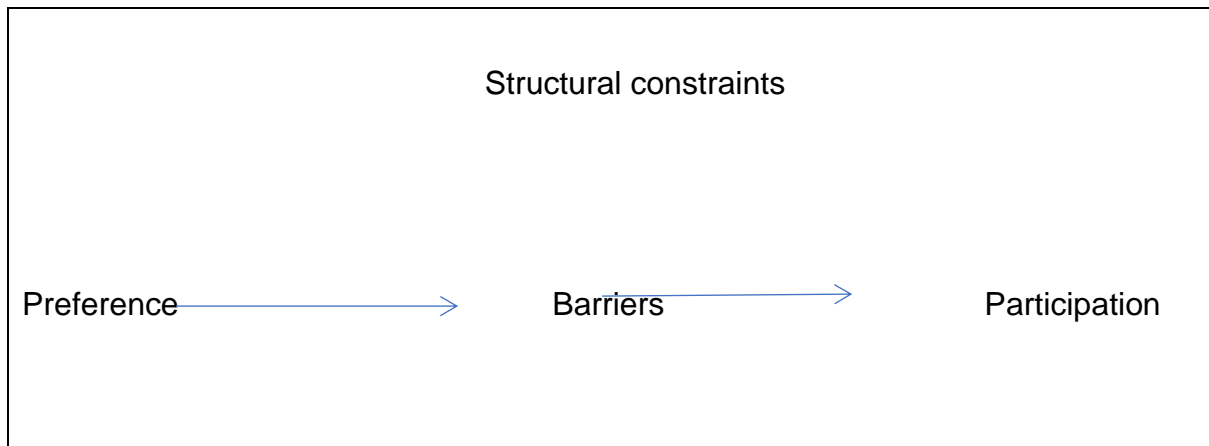




Source from Crawford and Godbey, 1987

Structural constraints interfere with leisure participation and preferences. If a person have preference for a certain activity, they try by all means to try and reduce the barrier in order to participate (see figure 2.3)

**Figure 1.3: Leisure constraints by Crawford and Godbey (Structural).**



Source from Crawford and Godbey, 1987

The hierarchical leisure constraints model is relevant to this study because students' perceptions rely on the three constraints. Due to high level of stress of exams and deadlines for assignments, some students may choose to go to play recreational sports just to relieve the stress and some decide to sleep in their rooms that are intrapersonal constraints. Some students may choose to play sports because their friends or classmates are also playing, that is interpersonal constraints. Due to lack of facilities or sports activities that a student wants, some students may decide not to participate in sports; that is structural constraints.

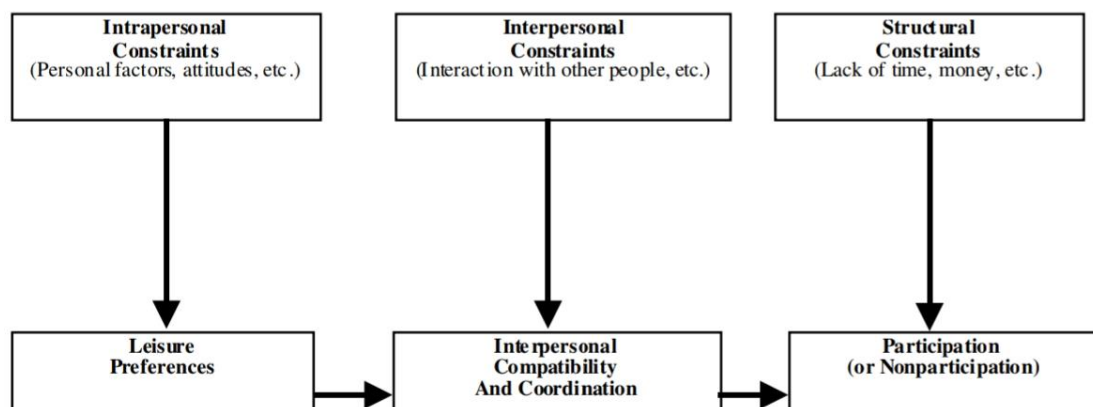


Figure 1. A Hierarchical Model of leisure Constraints (Crawford, Jackson and Godbey, 1991)

## 2.5 Motives for participating in campus-based recreational sports activities

According to Hoe (2017), the motives for participation in sport and recreation vary and are individual-specific. Sawir, Marginson, Duenert, Nyland and Ramia (2016) contend that engagement in sport or recreation activities serves to eliminate discrimination. Asihel and Colleagues (2005) said that sporting activities create environments that are socially cohesive and tolerant of a diverse population. In the long term, student engagement in sport and recreation activities reduces alienation, increasing one's chance of involvement in the life of the community (O'Sullivan, 2016).

In his study, Hoe (2017) found that skills development and friendship were the main reasons for engagement. Participants experienced a sense of enjoyment as the key motive to engagement in physical activities (Hoe, 2017). Ebben and Brudzynski (2018) found that the leading reason for participation in sport and recreation in the American student community is health. Lovell, Ansari, and Parker (2014), in the United Kingdom, place greater emphasis on participating in sport and recreation for physical fitness. Investigations by Ebben and Brudzynski (2018), Lovell, Ansari, and Parker (2014) place emphasis on the challenge of sedentary lifestyles.

Anokye, Pokhrel, Buxton, and Fox-Rushby (2015) they reported that many students use the recreational facilities as a place to meet new people, friends, and simply hang out, aiding in the development of social bonds and community. In particular, the first year students build social bonds based on the connection they have with their community, and students need to feel as though they belong somewhere and are part of the something that gives their lives direction

Peters, Scholtz, and Weilbach (2014) reported that the motives for participation in sport and recreation among university students are recognition/achievement, energy/stress relief, social interaction, challenge/enjoyment, health and physical wellness (Peters et al., 2014). The findings of Peters et al. (2014) expose the value of sport and recreation in the development of students, playing a role in decreasing the number of students who drop out of university in South Africa due to stress and depression.



The work of Peters et al. (2014) is further supported by Kubayi and Surujal (2014) who report that South African students experienced lower levels of anxiety, depression and stress following engagement in sport and recreation activities. In Henchy's (2015) work, students reported that sport and recreation engagement improved their quality of life. Students reported that their ability to manage stress had significantly or moderately improved as a result of participating in campus-based recreation activities (Henchy, 2015).

Noting the works of Henchy (2015), Peters et al. (2014), Kubayi and Surujal (2014), said that one can state that participation in physical activities is an achievement on its own, considering the current landscape of higher education, where high dropout rates and unhealthy lifestyles have been prevalent (Letseka & Maile, 2018; HEAIDS, 2014; Venugopala & Taylor, 2016).

Jensen's work in 2015 reaffirms the earlier findings of Allender, Cowburn and Foster (2016), in which the population stated that they experienced a sense of achievement by participating in physical activities as their psychological functioning improved. Henchy (2015), Hassmen, Koivula and Uutela (2014) found that individuals who engage in regular physical activities experienced significantly less depression, anger, distrust and stress than those who do not participate.

## **2.6 Constraints to campus-based recreational sports participation.**

The Hierarchical model of constraints proposed by Crawford, Jackson and Godbey. (1991) posits that there are three factors causing non-participation in sport and recreation, which are experienced in a hierarchical manner. The three factors are classified as intrapersonal, interpersonal and structural constraints (Crawford et al., 1991).

According to the Hierarchical model, one encounters intrapersonal constraints first, followed by interpersonal and then structural constraints (Crawford et al., 1991; Masmanidis, Tsigilis & Kosta, 2015). While the model proposed by Crawford et al. (1991) suggests that constraints to sport and recreation are experienced in a hierarchical order, studies over the years have differed, and have challenged the

ranking of constraints (Godbey, Crawford and Xen, 2014; Dhurup and Garnett, 2015; Halforty and Radder, 2015).

### **2.6.1 Intrapersonal constraints to campus-based recreational and participation**

According to Amusa, Toriola, Onyewadume and Dhaliwal (2014), intrapersonal constraints are internal psychological states of the person. Examples of intrapersonal constraints include stress, depression, anxiety, attitude, skills, perceived self-skill, religious beliefs, personal motivation, self-esteem, subjective evaluation of activities.

Yetgin (2014) found that feeling tired and fear of being injured lead to non-participation in sport and recreation among Turkish university students. In the same country earlier in the new millennium, Daskapan, Tuzun and Eker (2016) concluded that students lack the energy to participate in sport and recreation activities on campus after attending academic classes. In their work, Kubayi and Surujal (2014) highlighted students being very self-conscious about how they would be judged by their peers and therefore choosing not to engage in sport and recreation activities.

Peters et al. (2014) reported that students do not participate in sport and recreation at the North-West University because they lack knowledge about sport and recreation activities available on their campus. In his investigation, Hashim (2014) ranks information (lack of knowledge) about available activities as one of the key factors likely to influence one's decision about participating in sport and recreation activities on campus. Yetgin (2014) conducted a study on students pursuing physical education studies and concluded that fatigue, fear of getting injured and not knowing what activities were available served as constraints to participation in sport and recreation activities.

Intrapersonal constraints have a 'knock on effect' as they can lead to challenges when one attempts to build and sustain a social life in the community in which one lives. This is reflected in publications which highlight social challenges emerging as interpersonal constraints causing students not to participate in campus-based sport and recreation activities (Hashim, 2014).

### **2.6.2 Interpersonal constraints campus-based recreational and participation.**

Interpersonal barriers are those factors that affect sport and recreation preferences, for example, lack of partners (Amusa et al., 2014). Although previous research on the constraints found that interpersonal constraints appear to be less of a challenge when compared to intrapersonal and structural constraints, these should not be overlooked because student interactions are the driving force to developing social cohesion in the university community (Mugwedi and Mulibana, 2014).

Hoe (2017) found that female students attempting to partake in sport and recreation are more constrained by a lack of partners in comparison to their male counterparts. Hashim (2014) reports that students are more constrained by having few or no partners to participate with in sport and recreation. Forde, Lee, Mills and Frisby (2014) state that social inclusion is an on-going relational process in which institutions and the greater community are active and collaborative agents. Policies and practices of institutions set the scene for the success or lack thereof of subsequent interactions between students and the institution itself (Forde et al., 2014).

### **2.6.3 Structural constraints to campus based recreational sport and participation.**

Structural constraints are external factors that intervene between sport and recreation activity preference in an environment (Amusa et al., 2014). Structural constraints include finances, season, time, resources and access to or a lack of facilities (Amusa et al., 2004; Masmanidis, Gargalianos and Kosta, 2015; Lovell et al., 2014; Hashim, 2014). Financial circumstances and access to facilities are cited as the leading causes of nonparticipation in sport and recreation globally (Daskapan et al., 2016; Lovell et al., 2010; Hashim, 2012; Pule, Drotsky, Toriola and Kubayi, 2014).

A lack of time, finances, and facilities being inaccessible are cited as the leading reasons why university students do not participate in sport and recreation activity at universities on the African continent (Asihel et al., 2015; Lovell et al., 2014; Mugwedi & Mulibana, 2014; Halforty and Rader, 2015). At the University of Venda, Mugwedi and Mulibana (2014) found that academic workload, lack of equipment, transport

issues and facilities not being in suitable conditions exacerbated non-participation in campus sport and recreation.

Amusa et al. (2014) reported that financial constraints, too much academic work and transport issues are the barriers to sport and recreation participation in Botswana. In their study on adolescence in KwaZulu-Natal, Mchunu and Le Roux (2015) established that economic factors serve as the leading cause of non-participation. In Gauteng, Pule et al. (2014) described a limited number of coaches and qualified managers, a lack of variety of programmes being offered, an inadequate number of facilities, equipment being too old, lack of finances and lack of financial support from parents as obstacles to participation. Studies by Pule et al. (2014), Mugwedi and Mulibana (2014) support the findings of Masmanidis et al. (2015), Lovell et al. (2014) and Henchy (2015), who reported that limited access to facilities constrains participation in sport and recreation activities.

### **2.6.3.1 Lack of sports facilities**

Recreational facilities can be defined as any facility that provides at least one or two physical activity opportunity to an individual to engage in, for example weightlifting or yoga (Baker, Schootman, Kelly and Barnished, 2015). For students to be motivated to participate in sport, they need facilities that are conducive to sport participation. Recreational facilities at Universities are important in order to avoid student's physical inactivity. According to Reed (2017), the designing of university infrastructure, including the location of recreational physical activity facilities, could be related with the physical activity patterns of university students. Other universities are lacking in recreational facilities especially for those that are faced with limited financial resources, this end up making students not to participate in any activities because they make excuses that they won't participate in recreational activities because there are no enough sports facilities.

Baker et al. (2015) also stated that recreational facilities that are close to people or public recreation facilities such as playgrounds and recreational facilities has been found to affect physical activity behaviour in a positive way. This shows that the availability of recreational facilities has the potential to attract people to be more physically active. The existence of recreational facilities in a university helps to create

a healthy community of students who not only excel academically but are also physically active.

### **2.6.3.2 Lack of access to campus based recreational activities**

Allen and Ross (2016) report that most learners get discouraged from participating in sport because of lack of accessible and well maintained sport facilities. They suggested that the distance required of an individual to travel to a sports facility affects sports participation. Observations show that sports facility accessibility is considerably associated with the amount of physical activity a student participates in. Long distances may reduce the motivation to participate in recreational sports in campus as inability to access appropriate facilities is reported to likely act as perceived motivational barrier. Therefore, easy access to sports facilities may act as a motivator to encourage students to participate in recreational activities. For example, students that stays in campus they can easily access information about exercise, while those that are living further away from campus cannot easily access this information (Kim, Park & Lee, 2014).

Goldsmith, (2013) reported that the accessibility or availability of sports equipments to the respondents while they are performing in sports event or practicing in stadium. 205 out of 432 respondents of which 92 are female and 113 are male, has accessibility of equipments whenever they needed as their sports required while 147 respondents out of 432 do not have accessibility to sports equipments. 60 out of 432 of which include 28 of female and 32 of male are not sure about whether they have accessibility of equipment or not. 20 respondents out of 432 do not respond to this question, according to this report, those students that always have the access to the equipment they perform better than those students that lack the access to the training equipment.

### **2.6.3.3 Lack of inclusive recreational sports programs**

Sherrill, (2014) reported that the way in which older facilities were constructed was not meant to cater for disabled people. The hiring charge for specialized equipment for a specific recreational sport was another aspect that was quite expensive and showing non inclusive to students living with disability. For example, physically disabled students that wished to participate in aerobics would require specialized equipment that could include supported steps, additional bars for support and/or special balls, the

utilization of which depended on the weakest muscle group that needed support. Rimmer, Riley, Wang, Rauworth, and Jurkowski. (2014) reported that the adapted equipment for recreation was quite costly resulting in its unavailability to the participants. The hiring of special transport and equipment definitely placed a financial strain on persons with disabilities and affected their decision of participating in recreational activities. They further discuss that there are still stadiums and sports halls that wheelchairs cannot walk on and many activities that only caters the able students only so universities needs to renovate their structures most especially those that they have old buildings.

#### **2.6.3.4 Lack of finances**

Shernel, (2015) reported out that finances play a pertinent role in the participation of recreational sport. He expressed that the lack of finances discourages them from pursuing recreational sport and that finances serves as a constraint. For example, He further mention that one of his participants mentions that he is from a “disadvantage background” and that the lack of finances is a factor that “discourages” him from engaging in recreational sports. Participant also stated that the lack of finances “would prevent me from playing” recreational sports. Another participants by the name of said that she feels the lack of finances is “a big problem” as she cannot “rely on her\* grant” she receives because it would not be sufficient if a recreational sport is added to her list of expenses. The participants expressed that finances are perceived to be a constraint to recreational sport participation. This is consistent with Ghebremedhin-Asihel’s (2005) findings that the lack of finances for recreational sport was a general trend that affected all the students.

### **2.7 Chapter Summary**

Review of the literature suggests that students have so many perceptions that made them to participate and not to participate in campus-based recreational activities. This chapter covers the history of campus recreational sports Sport and it says that recreation activities have been an essential part of Higher Education institutions, dating back to the early 1800s in the United States of America. Benefits of participating in campus based recreational sports program, that students can have a good health by participating in recreational activities. Literatures on the motives for participating in campus based recreational activities reveals that students have many reasons its

either they motivate them to participate or not to participate in recreational sports activities. Literatures about the constraints to campus-based recreational sports activities also reviewed, under this we have the intrapersonal constraint, interpersonal and structural which talks about the facilities, and its availability or access.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1 Introduction**

Research methodology refers to the process of data collection, data analysis and interpretation of the results (Creswell, 2014). Methodology includes the study design, study setting, population, and sampling, Inclusion criteria, pre-testing of instrument, trustworthiness, data collection, data analysis, ethical considerations, and dissemination. Therefore this methodology section demonstrates the study approach, which is qualitative and exploratory design. This study was conducted at the University of Venda. Target population for this study was all third-year full-time students at the Centre for Biokinetics Recreation and Sports Science and a purposive sampling was used to select participant. Data was collected using a face to face interview and was analysed using the thematic analysis.

### **3.2 Study approach**



The Qualitative research approach deployed in this study because it involves collecting and analyzing non-numerical data to understand concepts, opinions, or experiences. Qualitative research approach aims at discovering underlying motives or desires, using in depth interviews (Silverman, 2018). Qualitative research approach is paramount important in education and behavioural sciences where the aim is to discover underlying motives of human behaviour then the human behaviour can be observed and analysed to reveal the rationale which motivates people to behave in a particular manner, thus in this study the researcher explored the perceptions of the students while using an interview to collect a data. The qualitative research approach was suitable in targeting the students' thoughts and also observing their body language while responding to the questions.

### **3.3 Research design**

An exploratory research design was used in this study because it generates new ideas, assumptions and better understanding. An exploratory research design is conducted about a research problem when there are few or no earlier studies to refer to or rely upon to predict an outcome (Creswell, 2014). An exploratory research design is useful and suitable to be used in this study because the researcher wants the thoughts and views of the students and by doing that, they researcher will be gaining the new ideas. And it will help the researcher to have the better understanding of the problem.

### **3.4 Study Setting**

This research study was conducted at the University of Venda which is an academic institution established in 1982. University of Venda is situated in Thohoyandou, Vhembe district, Thulamela Municipality, Limpopo Province in the Republic of South Africa. It is situated about 188km from Polokwane. The University of Venda (Univen) is one of the historically disadvantaged institutions of higher learning. In the 2019 academic year, the University of Venda had a total headcount of 17, 000 undergraduate and postgraduate students. (University of Venda, 2020) The majority of students at University are black and most of them come from Limpopo, Mpumalanga and Gauteng provinces. The University of Venda has four faculties which are: faculty of Science, Engineering and Agriculture. Faculty of management, commerce, and law.



Faculty of humanities, social science and education, and Faculty of health sciences. The University of Venda has 15 sporting codes namely, soccer, rugby, netball, volleyball, tennis, cricket, karate, aerobics, chess, goal ball, body building, dance, badminton, basketball and athletics. At Univen, there is one swimming pool, one stadium, one tennis court, two soccer grounds, one rugby field and a big hall for indoor activities.

### **3.5 Target Population**

Population refers to any specific collection of objects or respondents of interest in a study (Creswell, 2014). The target population for this study was all third-year full-time students at the Centre for Biokinetics Recreation and Sports Science who were registered for the 2020 academic year; they were 100 in number.

### **3.6 The sampling method**

Purposive sampling was used in the study. A purposive sampling is a non-probability sampling method that is selected based on the characteristics of a population and the objectives of the study (Creswell, 2014). There are 100 full time students registered in year 2020. However, sample size was determined by data saturation. Data saturation occurs when adding more participants to the study does not result in additional perceptive or information (Creswell, 2014). Data saturation in this study was reached after interviewing 24 participants. They were selected purposively for two main reasons: First, unlike the 1<sup>st</sup> students, third-year undergraduate students at the CBRSS can provide necessary information from their three years of experience in relation to participation in recreational sport at the University. Secondly, most of the third-year students are registered in the field of recreation and leisure which makes them qualified to provide substantial information on the field and the research study.

### **3.7 Inclusion criteria**

To ensure inclusion criteria, firstly, the researcher used students who were registered in 2020, who were doing third year. Secondly, the researcher used students who were between the ages of 19 years and above, who were willing to participate.

### **3.8 Data collection procedure**

The data was collected through face to face interview. Face to face interview is useful for targeting detailed perceptions, opinions and attitudes. The researcher used face to face semi-structured interview because it is the best when it comes to capturing the non-verbal language, emotions and behaviours of participants which in this study are the students (Silverman, 2018). The other reason why researcher used face to face interview, is that it's easy for the interviewees (students) to understand the questions, because if they do not understand the questions they can simply ask for clarification from the researcher.

Following were the central question: *“May you please explain to me what campus based recreational sport programme/activities meant to you”*. Probing questions from the interview guide which was developed based on the specific objectives of this study was used to obtain in-depth information on the perceptions of students regarding campus based recreational sports participation (Peu, 2016). The use of an interview guide was to ensure that the study objectives are covered during data collection. The interview guide served as a guideline for the interviewer so as to provide credible, comparable qualitative data (Cohen & Crabtree, 2006).

Individual face-to-face interviews were conducted for about 40-60 minutes. Data were collected until saturation was reached. Prior to the beginning of data collection, permission were sought from the director of students' affairs in order to gain access to the students. Thereafter, students were met and informed by the researcher and the assistant on the aim of the research. For those that agreed to participate, their consents were secured and verbal permission was also obtained to audio-record the interview, after which arrangements on the date and time for the interview was scheduled by each student.

The researcher approached the interview with an open-minded attitude in order not to appear judgmental so as to enable the participating students to speak about their perceptions freely (Peu, 2016). The sequences of the questions in the interviews were flexible and guided by the answers given by the participants. Various techniques for data collection were used, like taking down of field notes; this was used to record the researcher's own reflections and observations (Cohen & Crabtree, 2006).

Only English language was used during the interview process. Issues regarding ethics in interviews were discussed with each student/interviewee. All interviews were conducted in student's classroom.

### **3.9 Pretesting**

A pretesting was conducted within 3 students (one from each unit, in Biokinetics, Recreation and lastly Sports Science) and they did not form part of the study. These enabled the researcher to double check interview questions and all necessary procedures before actual research (Silverman, 2018).

### **3.10 Data analysis**

Thematic analysis was used to analyse data in the study. The researcher transcribed verbatim data by listening to the audio-recording. Recorded data from each interview was transcribed verbatim into transcripts. The researcher read each transcript repeatedly, examined the interview transcripts to identify the key words, or paragraphs or themes. The following six steps were followed (Bhattacharjee, 2015).

**Step 1:** Unit analysis, the researcher break up the interview into useful chunks of data, words, phrases, sentences and paragraphs.

**Step 2:** Open coding, the researcher went through the interview and gave one code to each chunk line of data. The researcher ensured that the code accurately describes the meaning segment of the text involved. When the researcher finishes opening coding the entire interview, she developed a list of all codes to look for similar codes and unessential codes. The objective is to reduce the long list of codes down to smaller, more manageable number.

**Step 3:** The researcher looked over the codes created and identify pattern among them, then starting to come up with the themes.

**Step 4:** The researcher examined the ideas that made up the themes and sub-themes, and looked at how they interacted with each other.

**Step 5:** Defining and naming the themes: The researchers now have the final list of themes and she start to name and define each of them.

**Step 6:** Constructing a narrative from the themes, sub-themes and codes and writing the results.

### **3.11 Measures to ensure trustworthiness**

Trustworthiness refers to the degree of confidence in data, interpretation, and methods used to ensure quality of a study (Pilot & Beck, 2014). The trustworthiness of the findings was substantiated through ensuring that the research process was detailed, transparent and open to scrutiny of other researchers. Personal investment in the study was made transparent through self-reflection and the findings of the study were related to data. Theoretical assumptions was stipulated and the findings was given contextual validity by linking to other work of similar genre (Pilot& Beck 2014).Trustworthiness is all about establishing these four criteria which are described in more detail below.

#### **3.11.1 Credibility**

Credibility is the confidence that can be placed in the truth of the research findings. It establishes whether the research findings represent plausible information drawn from the participant's original data and is a correct interpretation of the participants` original views (pilot& Beck 2014).The researcher ensured credibility by doing the prolonged engagement with the student during the interview and also prolonged engagement with the data; this means that the researcher did not listen to the recording once. Instead, the researcher listened several times and came up with themes. The researcher ensured credibility by peer debriefing, this means that the researcher gave the data to the colleagues to check researchers' understanding of the data and implications of the data.

#### **3.11.2 Transferability**

Transferability is the degree to which the results of a qualitative research can be transferred to the other context or settings with other respondents. The researcher facilitates the transferability judgment by a potential user through thick description

(Pilot, 2014). The researcher ensured the transferability by providing the thick description which include interpretation of context and capturing the thoughts and emotions. This means that the researcher provided a detailed account of the experiences during the data collection; these included the place where the interview was conducted and the number of participants.

### **3.11.3 Dependability**

Dependability is the stability of findings over time. Dependability involves the participants' evaluation of the findings, interpretations and the recommendations of the study such that all are supported by the data as received from participants of the study (Pilot, 2014). To ensure dependability the researcher made sure that the details of the procedure used in collection, recording and analysis of data have been given for audit trail, by giving such detail, other researchers will be able to duplicate and judge the soundness of the research.

### **3.11.4 Conformability**

Conformability is the degree to which the findings of the research study can be confirmed by other researchers. Conformability is concerned with establishing that data and interpretations of the findings are not figments of the inquirer's imagination, but clearly derived from the data (Pilot, 2014). To ensure conformability, the researcher provided an audit trail which highlighted every step of data analysis that was made in order to provide the reasons of the decision were made.

## **3.12 Ethical Consideration**

Research ethics refer to a moral distinction between right, and wrong, and what is unethical though not necessarily illegal. Ethics in research differ in societies (Creswell, 2014). The researcher ensured that all the necessary ethical issues are followed throughout the study.

### **3.12.1 Ethical clearance**

The researcher started by presenting study proposal to the departmental seminar for assessment. The researcher then presented study proposal to the School of Health Sciences Higher Degrees Committee for further assessment. After corrections, the study proposal was submitted to the University of Venda Higher Degrees Committee.

(UHDC) for approval. After getting the approval from the UHDC, the proposal were then be submitted to the University of Venda Research Ethics Committee to request for ethical clearance.

### **3.12.2 Permission to conduct the study**

After getting ethical clearance from the University of Venda Higher Degrees Committee, the researcher wrote a letter (Annexure B) to the University of Venda student affairs asking for permission to conduct the study with students as participants.

### **3.12.3 Informed consent**

Letter of information were given to students to read and understand what the study is all about. Informed consent (Annexure A) was provided to students to read and sign prior participating in the study. Sufficient information about the study were given to all students in a language that they feel comfortable with which is English. Participants were informed that they are free to withdraw from the study if they feel that they no longer want to form part of the study at any time.

### **3.12.4 Privacy**

Privacy refers to an individual's right to be free from intrusion or interference by others. It is a fundamental right in a free and democratic society. Individuals have privacy interests in relation to their bodies, personal information, expressed thoughts and opinions, personal communications with others, and spaces they occupy (Bhattacharje, 2015). In this study, the researcher protected the privacy of participants by collecting data in student's class where there were only student and the researcher at that time. The researcher put a notice on the door indicating that there is an interview in progress.

### **3.12.5 Confidentiality and anonymity**

The ethical duty of confidentiality refers to the obligation of an individual or organization to safeguard entrusted information. Confidentiality includes obligations to protect information from unauthorized access, use, disclosure, modification, loss or theft. Fulfilling the ethical duty of confidentiality is essential to the trust relationship between the researcher and the respondent, and for the integrity of the research

project (Bhattacharjie, 2015). The researcher ensured that any information obtained from students during an interview was kept in a locker where only the researcher has access. The researcher ensured anonymity by making sure that there is no link between information and the respondent. The researcher used pseudonyms in order for the information obtained not to be linked with the respondent.

### **3.12.6 Protection from harm**

To ensure the protection from the harm to the students, data was collected in student's classes and the tape recorder was kept in the locker where only the researcher has access. The following measures were followed to protect participants from Covid 19:

- There was a sanitizer available before and between intervals during interviews for study participants.
- Both the researcher/interviewer and interviewee were required to wear their mask throughout the interview session.
- There was a one-meter gap between the chair of the interviewee and the interviewer.
- Tape recorder was also sanitized after every session.

### **3.13 Chapter summary**

This chapter described the detailed process on how the study was conducted in order to achieve the study objectives. The study was qualitative in nature and used an exploratory design. Measures undertaken to ensure trustworthiness and ethical considerations were also described. Processes followed in data collection and analysis was outlined. The next chapter will focus on the study findings and the discussion.

## **CHAPTER FOUR**

### **STUDY FINDINGS AND DISCUSSION**

#### **4.1 Introduction**

The chapter presents findings of the study. As describe in Chapter 1, the aim of the study was to investigate perceptions of students regarding campus based recreational sport participation amongst undergraduate students at the Centre for Biokinetics, Recreation and Sport Science (CBRSS) at the University of Venda. Face- to face semi structured interviews was used to collect the data. The interview findings below have been presented qualitatively using quotes. The themes which emerged in this study are derived from the interview questions of the students at the CBRSS. Each theme, which emerged in this study, will be discussed. The presentations of responses from participants explain their perceptions regarding campus based recreational sport participation.

#### **The objectives of this study were:**

- To explore the perceptions of undergraduate students regarding campus based recreational sport participation at the CBRSS, University of Venda.
- To explore the challenges experienced by students in relation to participation in recreational sport programs on campus.

#### **4.2 Presentation of findings**



A total of 24 students we interviewed on one-on-one interviews until data saturation were reached. Students were asked the following central question: **‘May you please explain to me what campus-based recreational sport programs/activities meant to you?’** The researcher used an interview guide; to guide her through the data collection (**Annexure C**).

For ethical reasons, no real names are recorded and therefore pseudonyms have been used to protect the identity of participants and to ensure anonymity as shown in table 4.2.

**Table 4.2: Profile of the participants**

<b>Pseudonym</b>	<b>Age</b>	<b>Gender</b>	<b>Language</b>
<b>Alice</b>	<b>21</b>	<b>Female</b>	<b>Sepedi</b>
<b>Annikie</b>	<b>22</b>	<b>Female</b>	<b>Tshivenda</b>
<b>Lebo</b>	<b>21</b>	<b>Female</b>	<b>Sepedi</b>
<b>Aubrey</b>	<b>24</b>	<b>Male</b>	<b>Xitsonga</b>
<b>Bongi</b>	<b>23</b>	<b>Female</b>	<b>Xitsonga</b>
<b>Jimmy</b>	<b>21</b>	<b>Male</b>	<b>Tshivenda</b>
<b>Vutisani</b>	<b>21</b>	<b>Male</b>	<b>Xitsonga</b>

<b>Andani</b>	<b>22</b>	<b>Female</b>	<b>Tshivenda</b>
<b>Joy</b>	<b>23</b>	<b>Female</b>	<b>Siswati</b>
<b>Anesu</b>	<b>21</b>	<b>Female</b>	<b>Shona</b>
<b>Livhu</b>	<b>25</b>	<b>Male</b>	<b>Tshivenda</b>
<b>Wonder</b>	<b>22</b>	<b>Male</b>	<b>Shona</b>
<b>Precious</b>	<b>21</b>	<b>Female</b>	<b>Tshivenda</b>
<b>Ndivhudza</b>	<b>25</b>	<b>Male</b>	<b>Tshivenda</b>
<b>Nyawasedza</b>	<b>21</b>	<b>Female</b>	<b>Tshivenda</b>
<b>Dipou</b>	<b>22</b>	<b>Female</b>	<b>Sepedi</b>
<b>Isaac</b>	<b>23</b>	<b>Male</b>	<b>Xitsonga</b>
<b>Nonhle</b>	<b>21</b>	<b>Female</b>	<b>Sepedi</b>

<b>Kgaugelo</b>	<b>21</b>	<b>Female</b>	<b>Sepedi</b>
<b>Nico</b>	<b>21</b>	<b>Male</b>	<b>Xitsonga</b>
<b>Bheki</b>	<b>24</b>	<b>Male</b>	<b>Xitsonga</b>
<b>Mahlatse</b>	<b>21</b>	<b>Male</b>	<b>Sepedi</b>
<b>Charles</b>	<b>23</b>	<b>Male</b>	<b>Xitsonga</b>
<b>Londi</b>	<b>21</b>	<b>Female</b>	<b>Tshivenda</b>
<b>Marcia</b>	<b>22</b>	<b>Female</b>	<b>Tshivenda</b>

### 4.3 Summary of findings

A detailed presentation of the identified themes and sub-themes which emerged during the analysis is supported by direct quotations of participants with regard to their perceptions on campus-based recreational sport participations have been presented in table 4.3.

**Table 4.3: Summary of the findings from student's perceptions regarding participating in campus-based recreational sport participation**

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Theme	Sub-themes
<b>Theme 1</b> Factors that hinder students from participating in campus based recreational sports activities	1.1 Lack of facilities 1.2 Lack recreational programs 1.3 Lack of finances 1.4 lack of transport for students that stays off campus
<b>Theme 2</b> Benefits of participating in campus based recreational Sports activities	2.1 Physical fitness 2.2 Management of stress
<b>Theme 3</b> Factors that motivate students to participate in campus based recreational sports activities at University of Venda	3.1 Maintain a healthy lifestyle 3.2 Socializing

The sections that follow will highlight the key themes in this study. The first main theme that has emerged is the factors that hinder students from participating in campus based recreational sports activities, will be presented below. The sub-themes are; *lack of facilities, lack recreational programs, lack of transport for students that stays off campus.*

#### **4.3.1 Theme 1: Factors that hinder student's participation in campus recreational sports activities.**

Structural constraints are external factors that intervene between sport and recreation activity preference in an environment, for example finances, time and lack of facilities. These factors hinder students from participating to sports (Amusa et al., 2014). The following sub-theme emerged from this theme: lack of facilities, lack of recreational programs and lack of financial.

##### **4.3.1.1 Sub-theme 1.1: Lack of facilities**

The findings of the study revealed that majority of students are aware and understand recreational Sports activities that are offered in the University of Venda. There are several recreational Sporting codes that cater students including those who have disabilities. However there are factors that discourage them from participating in recreational sports activities that are offered in the campus. According to Mugwedi (2014) lack facilities being inaccessible are cited as the leading reasons why university students do not participate in sport and recreation activity at universities on the African continent, and facilities not being in suitable conditions exacerbated non-participation in campus sport and recreation. The results of the study indicated that limited recreational Sports facilities and poor maintenance of facilities are amongst factors that discourage students from participating in recreational sports facilities. The statement was confirmed by the participants who said:

*“There are different Sports facilities in the institution; however they cannot accommodate even half of the population of the institution. Sports facilities are not well maintained in our university. Management must at least increase the sports facilities or do something”*

*“Sometimes I feel bored when I think of going to the practice because we do not have enough playing grounds, sometimes we share our ground with the male soccer players then we are forced to use a corner of a playing ground. But it’s not only us because even the rugby ground at our university it was design to cater the soccer and rugby, sometimes is first come first serve”*

The participants indicated that the management of university of Venda should increase their sports facilities. Participant has raised the issue of playing at the corner of the playing ground and she specified that the management must increase the playing grounds. In that way there will be more students who will want to participate in recreational sport activities. Her statement was supported by Reed (2017) that the designing of university infrastructure, including the location of recreational physical activity facilities, could be related with the physical activity patterns of university students. Other universities are lacking in recreational facilities especially for those that are faced with limited financial resources, this end up making students not to participate in any activities because they make excuses that they won't participate in recreational activities because there are no enough sports facilities. Baker et al (2015)

they also said that for students to be motivated to participate in sport, they need facilities that are conducive to sport participation. Recreational facilities at Universities are important in order to avoid student's physical inactivity.

#### **4.3.1.2 Sub-theme 1.2: Lack of recreational programs**

Findings from this study revealed that there are students who decided not to participate in campus based recreational sport activities because at the university they remove a basketball and a tennis court and never replaced it; instead they build student affairs offices where there was a tennis court. A participant commented:

*"I do not participate in any of the recreational activities on campus because I used to play basketball but they removed the basketball court and now there is no basketball at our campus, so I started to lose interest in recreational activities".*

Lack recreational programs contribute a lot when it comes to the participation of the students. The students are very picky, because they choose what they like the most so that they can enjoy their time.

*"I do not participate in sports because my condition, as you can see am disable I cannot walk, I depend on my wheelchair, so my wheelchair are my legs, so at our university there is no recreational programs for us disable people. To be honest there is no inclusion for students with disability".*

*"The recreational programs at our university are not structured well or they are poorly structured. There are no available programs for special students".*

This was supported by Sherrill, (2014) when she reported that the way in which older facilities were constructed was not meant to cater for disabled people. The hiring charge for specialized equipment for a specific recreational sport programs was another aspect that was quite expensive and showing non inclusive to students living with disability.

#### **4.3.1.3 Sub-theme 1.3: Lack of finances**

In this study students that participated in this study reported that lack of finances for recreational sport was a general trend that affected their campus recreational participation. This was supported by the participants who said:

*“Whenever we raise an issue that involve money to the management they always tell us that they do not have money or their budget is low, so I think the UNIVEN management must swallow their pride and start looking for the sponsors”.*

*“Management should try to utilise their budget in a good way, because at UNIVEN they always say that they don’t have the budget”.*

The statement of above from the participants was supported by Shernel, (2015) when she reported that finances play a pertinent role in the participation of recreational sport. He expressed that the lack of finances discourages students from participating in recreational sport activities and that finances serves as a constraint. For example, he further mentions that one of his participants mentions that university must budget accordingly in order to have good maintained infrastructures.

#### **4.3.1.4 Sub-theme 1.4: Lack of transport for students that stay at home**

Most of the participants that stays at home or off campus they said they do not participate in campus recreational sport activities, so the students that stays at home they feel like the campus recreational activities are for students that stay on campus.

The following are some of the comments made by participants:

*“I am not participating in recreational activities at campus because I stay at home and I use a bus, so I won’t be able to manage”.*

*“I would like to participate in recreational activities in campus but my only problem is that I stay off campus and UNIVEN streets are dangerous at nights”.*

*“I don’t participate now because this year I did not get a room on campus, I used to play and I love this activities, the benefits of it Yoh!! I played when I was doing the first and second year”.*

The study conducted by Allen and Ross (2016) suggested that the distance required of an individual to travel to a sports facility affects sports participation. Observations show that sports facility accessibility is considerably associated with the amount of physical activity a student participates in a long distances may reduce the motivation to participate in recreational sports in campus as inability to access appropriate facilities is reported to likely act as perceived motivational barrier.

#### **4.3.2 Theme 2: Benefits of participating in campus based recreational activities**

Participating in sports is believed to have so many benefits for social well-being and health. In this regard, Harris (2015) claims it helps to develop positive moods, such as in communicating and eating patterns and reduces the usual impact of more severe life crises on illness symptoms. There are so many benefits of being involved in sport participation. The following sub-themes emerged from this theme; physical fitness and manage stress.

##### **4.3.2.1 Sub-theme 2.1: Physical fitness**

The findings of the study reveal that even though there are students who do not take serious the benefits of participating in recreational sports activities, there are those who know the benefits of participating in recreational sports activities and they are taking those benefits into consideration.

This was highlighted by one of the participants when she said:

*“I always want to be physical fit and have an ideal body weight that’s why I enjoy participating in recreational activities, every spare time that get I make sure that I use it fruitful by being active”.*

Another participant confirmed that it’s not all students that do not know the benefits of participating in recreational sport activities, by saying:

*“There are benefits of participating in these activities, benefits such as enhancing fitness, muscular endurance, social cohesion and having fun.”.*



The statement above was supported by WHO (2018) who reported that recreational activities, especially outdoor ones improves ones health like maintaining weight and lower the body fat percentage, reduce blood and cholesterol levels, increasing muscular strength, flexibility, muscular and endurance, body composition and cardiovascular endurance. Overall it increases ones stamina and energy level resulting in more focus for academic and academic activities besides also having an impact on one's class attendance and attention thus leading to more learning. And as we all know "health is wealth".

#### **4.3.2.2 Sub-theme 2.2: Management of stress**

The study revealed that most of students are always depressed by the school work and sometimes they need a break from their books. Three participants said that:

*"There are many things that motivate me to participate in recreational Sports activities, things like formulating friendships, having fun, socializing, enhancing fitness and relieving stress participating in recreational Sports activities has many benefits such as losing weight, maintaining fitness".*

*"Participating in recreational activities helps to reduce stress and also help in refreshing and also you get time to socialise. And ooh yes sometimes I need sometimes away from my books".*

The statements above were supported by the report that was made by Kubayi and Surujal (2014) when they that said mental health are essential for overall physical health. Recreational activities help manage the stress. It provides a chance to nurture oneself and provide a sense of balance and self-esteem, which can directly reduce anxiety and depression. There is also an increased motivation to learn as it can serve as a laboratory for application of contents learnt in classroom teaching. It provides a channel for releasing tension and anxiety thus facilitating emotional stability and resilience. Such activities help students to become more self-reliant, emphatic, self-disciplined and stress free.

#### **4.3.3 Theme 3: Factors that motivate students**

It became known from the findings of the study that there are factors that motivate students to participate in campus-based recreational activities. The following sub-themes were developed under this theme; maintain the healthy life style and socialising.

#### **4.3.3.1 Sub-theme 3.1: Maintaining a healthy lifestyle**

The study findings revealed that students don't just participate in campus-based recreational sport activities, there are motivated to do it. Most students believe that they can maintain a healthy lifestyle if they keep on participating in campus-based recreational activities: here are some of the comments:

*:"I love being healthy that's why I keep pushing but hey believe me there days that you will feel like you don't want to go and play but the moment you start think about your motives you can stand up even if you don't want to".*

*".....when you are living a healthy lifestyle, you are not prone to disease, like your immune system in your body can be able fight those diseases that want to attack your health by its own, like you don't have to waste your money by going to pharmacists to gets medicine".*

The statements above were supported by In Henchy's (2015) report that sport and recreation engagement improved students' quality of life and helps them to maintain the healthy life style. Participation in sporting activities is associated with higher levels of self-esteem, educational attainment and aspirations, and lower rates of delinquency. He said that students that make recreational a priority are more likely to feel satisfied with their lives overall.

#### **4.3.3.2 Sub-theme3.2: Socialising**

The finding of the study revealed that students needs some time to socialise with others and also make new friends. It was confirmed that meeting new friends also increase student's cycles. Participants commented by saying that:

*“The reason that made me to start participating in recreational activities, Is that I was bored, imagine staying in your room the whole weekend. I wanted to make new friends and be able to socialise with other”.*

*“... I love talking a lot so because at practice we are many, I always get a chance to talk with other, you know how us ladies we are mus”.*

It is true that students needs new friends and time to socialise, the statements above of the participants were supported by Anokye, Pokhrel, Buxton, and Fox-Rushby (2015) when they reported that many students uses the recreational facilities as a place to meet new people, friends, and simply hang out, aiding in the development of social bonds and community. In particular, the first year students build social bonds based on the connection they have with their community, and students need to feel as though they belong somewhere and are part of the something that gives their lives direction. Hoe (2017) also said that in his study he found that skills development and friendship were the main reasons for engagement.

#### **4.4 Summary of the chapter**

Chapter four analysed the data collected from students perceptions regarding the campus based recreational sport participation and the results were discussed with literature control. The data revealed that students that are involved in recreational sport participation are faced with challenges like the lack of facilities and recreational programs and it also make other not to participate.

## **CHAPTER FIVE**

### **Summary, conclusions, limitations and recommendations**

#### **5.1 introductions**

This chapter presents the summary, conclusions, recommendations and limitations derived in the conduct of the study which is to explore the perceptions of the undergraduate students regarding campus based recreational sports participation at the Centre for Biokinetics, Recreation and sports sciences. It also provides the recommendation that can be pursued by UNIVEN sports unit to structure their sports activities in a manner that they will attract lots of students. The study was conducted at the University of Venda, the respondent were all third-year full-time students at the Centre for Biokinetics Recreation and Sports Science who are currently registered in the year 2020 which were 100 in number. They were selected using purposive sampling.

#### **5.2 Summary of the study**

The aim of the study was to explore perceptions of students regarding campus based recreational sport participation among undergraduate students at the Centre for Biokinetics, Recreation and Sport Science (CBRSS), University of Venda. The objectives of the study were as follows:

- To explore the perceptions of undergraduate students regarding campus based recreational sport participation at the CBRSS, University of Venda.
- To identify the challenges experienced by students in relation to participation in recreational sport programs on campus.
- To provide possible recommendations and increase the recreational sport participation rate at the University of Venda.

A qualitative research approach was deployed. An exploratory research design was used. The target population for this study were all third-year full-time students at the Centre for Biokinetics Recreation and Sports Science who are currently registered in the year 2020 which were 100 in number. The researcher used purposive sampling method and the point of data saturation was reached at after the twenty four participants. The data collection instrument was a semi structured interview using an interview guide and data was analysed using thematic analysis approach. Emerging themes and sub themes were discussed using literature control.

### **5.2.1 Factors that hinder students from participating**

The study finding revealed that there are factors that hinder students from participating in campus recreational activities. Such factors includes: lack of facilities, lack of recreational programs and lack of finance. The study findings revealed that at UNIVEN there are limited sports facilities and some of the facilities are not in good conditions meaning that the management are failing to maintain those facilities and some of the recreational facilities are old. So when the sports facilities are not maintained, other students find it hard for them to go and play or participate. Few students that stays off campus they find issue of transport as a barrier to them. However is quiet interesting finding that even though other students are not motivated by the way facilities and infrastructure are, there are still others students who are enjoying going to the sports ground and practice daily. On the issue of sports facilities other students mention that sports facilities are few and they cannot even cater the halves of the university students. The study assumes that if the UNIVEN management and the sports unit renovate and increase their facilities many students will start to participate in campus-based recreational activities.

### **5.2.2 Benefits of participating in campus-based recreational activities**

The study findings revealed that students are aware that there are benefits that they can get from participating in campus based recreational activities like being physical fit and able to manage the stress. The findings of this study also revealed that students are stressed by their schoolwork therefore they use the campus based recreational activities to manage their stress. There are other students that just like their body and they use the recreational activity to stay physical fit and they do not want to have excess weight. The study assumes that if all students are aware of this benefits none of them wouldn't want to participate.

### **5.2.3 Factors that motivates student to participate in recreational sports activities**

The findings of the study revealed that majority of students are motivated to participate in campus recreational activities and some of the factors that motivate them include: maintaining a healthy lifestyle and being able to socialise. So students believe that if they keep on participating in recreational activities they reduces their chances of getting diseases The findings shows that students are bored and sometimes they need to socialise with other and making new friends and enjoy their lives at campus. The study assumes that there is no one who do not like to maintain a healthy lifestyle.

### **5.3 Study limitation**

The study mainly focused on the students at University of Venda, and uses students at the Centre for Biokinetics, Recreation and Sports Sciences (CBRSS). As such, future studies must consider other schools at the university or use other universities. The study was only conducted at CBRSS; therefore the findings of the study cannot be generalised to all students at UNIVEN.

### **5.4 Conclusions**

The following were the conclusions of this study;

- Different reasons prompted the student not to participate in campus-based recreational activities.

- Some of the reasons may be dealt with so as to increase the number of students participation
- Other students that stays off campus they feel neglected because they say campus recreational activities are for students that stays on campus.
- Students complained about the money for transport for those that stays off campus.
- Students that stays on campus seems not to be affected by the issues transport,
- Most of students complain about the poor facilities that they are not being maintained well at their university.
- Students are aware of the benefits that they can get from participating in campus- based recreational activities.
- They are students that are enjoying participating in campus based recreational activities.
- Maintaining a healthy life style was the priority for most of students that participate on campus-based recreational sport activities.
- Some students use the campus-based recreational activities to manage their stress.
- Other students use campus-based recreational activities to get new friends and to socialise with other.

## 5.5 Recommendation

- The university management and sports unit need to improve their facilities and maintain their old stadium in a manner that it caters all students at the university including those with disability, there must be inclusion.
- University management and sports unit need to increase campus-based recreational activities that will cater all students.
- University management and sports unit need to look for sponsors as to increase their budget.

- For students that stay off campus university management need to maintain their streets lights and make sure that all lights are working so that student won't walk on darkness.
- University management must hire the security to patrol on the street, most especially on the bridge during the night for students who stays off campus.
- Marketing and recruiting of University sports needs to be done across all codes of sport and recreation to increase number of participants of the students and to increase the participation frequencies of students.
- The university management and sports office unit need to recruit participants according to their school, for example the setting two weeks for recruiting and they said Monday they are going to recruit students at the school of Health and Tuesday they are going to recruits students and the school of Law etc...
- University and the management should organise a wellness day and teach students about the benefits of participating campus-based recreational sport activities.
- UNIVEN sports unit need to create a tournaments of the students that stays off campus against the students in campus to motivate those students that stays off campus to live an active life style.

## **5.6 Indications for further research**

This study has highlighted a number of researchable aspects that could be pursued further by those involved in campus-based recreational sport activities. The results from University of Venda reveal that some of the reasons why students do not participate in campus-based recreational sport activities are the lack of facilities and lack of recreational programs therefore, an urgent need to address the issues surrounding the negligent of management, as to why they are neglecting their facilities. This research has implications stretching far beyond University of Venda, and they can serve as a point of departure for more intensive analyses such as conduct a research using different target population to validate the findings of this study.



## 5.7 Dissemination of results

Findings from this study and recommendations will be kept at the University of Venda library; a copy will be submitted to University of Venda sports units. The findings from the study will be published in peer-reviewed and accredited national and international journals as well as presented at seminars and conference.

## 5.8 Chapter summary

The findings revealed that students are not participating in campus-based recreational sport activities because of lack of facilities and lack of recreational programs. And these also affect those that participate.

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## **ANNEXURE A: Informed consent**

### **Univen Informed consent**

#### **Letter of information**

**Title of the research study:** Perception of students regarding Campus-based Recreational Sport Participation at University of Venda in Limpopo Province, South Africa

**Researcher** : Muthivhi Zwiswa Thase

**Supervisor** : Dr Solomon A

**Co-Investigator** : Dr Mashau N.S

**Brief Introduction and Purpose of the Study:** Participation in recreational activities is recommended because it yields a variety of physiological, psychological, spiritual and social benefits. The aim of the study is to investigate perceptions of undergraduate students regarding campus based recreational sport participation at the Centre for Biokinetics, Recreation and Exercise Science (CBRSS), University of Venda.

**Outline of the procedure:** It will be a one-on-one interview between the participants and the researcher; the interview will take place in one of the classes at the department for CBRSC. The researcher will ask questions to the participant and then the participant is expected to answer. The participant will also be informed that everything that they are going to say will be recorded.

**Risk and discomforts:** Participants will be assured that there will not be any harm that will happen to them since it is all about talking and everything that they will say will be kept confidential. The following measures will be followed to protect participants from Covid 19:

- There will be sanitizer available before and between intervals during interviews for study participants.
- Both the researcher/interviewer and interviewee will be required to wear their mask throughout the interview session.
- There will a one-meter gap between the chair of the interviewee and the interviewer.
- Tape recorder will be also be sanitized after every session.

**Benefits:** participants will be told about the benefits that they might acquire from the study like, bringing the emphasis of the importance of sport participation to their university, so that management can provide all necessary resources and equipment to support sport activities. The students will also be informed about the importance of engaging in sports activities as it helps them to be healthy and stay physically fit.

**Reasons why the participants may be withdrawn from the study:** The non-compliant students as well as those who might fall sick will be withdrawn from the study. However, there will not be any penalties or consequences for withdrawal from the study. Participants who opt to withdraw for any reason will be allowed without prejudice.

**Remuneration:** All participants who will participate in this study shall not receive any remuneration

**Cost of the study:** All participants who will participate in this study will not be expected to pay any cent.



**Confidentiality:** The researcher will ensure privacy by collecting data in student's class where there will only be the researcher and the student. The student will be interviewed one at a time. The researcher will put a notice on the door indicating that there is an interview in progress. The researcher will ensure that any information obtained from the students during an interview will be kept in a locker where only the researcher will have access. Anonymity will be ensured; there will be no link between information obtained and the respondent. The researcher will use pseudonyms for the information obtained not to be linked with the respondent.

### **Personal to contact in the event of any problem or queries**

Please contact the researcher on 072 6556551 or 065 8804620, my supervisor 072 1035969 or my co supervisor on 076 1733777, or the University Research Ethics Committee Secretariat on 015 962 9058. Complaints can be reported to the Director: Research and Innovation, Prof GE Ekosse on 015 962 8313 or Georges Ivo.Ekosse@univen.ac.za.

## **CONSENT**

### **Statement of Agreement to Participate in the Research Study:**

- I hereby confirm that I have been informed by the researcher, Muthivhi Zwiswa Thase), about the nature, conduct, benefits and risks of this study.
- I have also received, read and understood the above written informational letter regarding the study.
- I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.
- In view of the requirements of the research, I agree that the data collected during this study can be processed in a computerized system by the researcher.
- I may, at any stage, without prejudice, withdraw my consent and participation in the study.

- I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study.
- I understand that significant new findings obtained during the course of this research which may relate to my participation will be made available to me.

<b>Full Name of Participant</b>	<b>Date</b>	<b>Time</b>	<b>Signature</b>
---------------------------------	-------------	-------------	------------------

I, .....	.....	.....	
.....			

(Name of researcher) herewith confirm that the above participant has been fully Informed about the nature, conduct and risks of the above study.

Full Name of Researcher

.....	<b>Date</b> .....	<b>Signature</b> .....
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## **ANNEXURE B**

### **Letter to request permission**

#### **Perceptions of students regarding campus based recreational sport participation at University of Venda, Limpopo, South Africa**

Ms ZT Muthivhi

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Private Bag X5050

Thohoyandou

0950

Dear Sir/ Madam

Request for permission to conduct a study at the Centre for Biokinetics, Recreation and Sports Sciences

I, Zwiswa Thase Muthivhi (student number 11634488) request your permission to collect data among undergraduate students at the CBRSS. I am currently a master's student in Public Health. My research title is "Perceptions of students regarding campus based recreational sport participation at University of Venda, Limpopo, South Africa". The main purpose of the study is to investigate perceptions of undergraduate students regarding campus based recreational sport participation at the Centre for Biokinetics, Recreation and Exercise Science (CBRSS), University of Venda. The study may help University of Venda students because it may also bring emphasis on the importance of sport participation in tertiary education, so that they can provide all necessary resources and equipment to support sport activities at tertiary levels. The study may also help UNIVEN sports unit to structure their sports activities in a manner that will attract lots of students.

A one on one interview will take place in one of the classrooms at CBRSS; the researcher will construct a questionnaire and ask the students on a one-on-one basis while recording the interview for the purpose of data analysis.

I look forward to your positive response.

Yours faithfully,

Muthivhi ZT (Ms)

## ANNEXURE C

### INTERVIEW GUIDE

**One central question:** May you please explain to me what campus-based recreational sport programs/activities meant to you.

1. Are there recreational sport programs available to all students on campus? If yes, which one?
2. Do you participate in recreational sport programs on campus? If NO, WHY? If yes, in which type of recreational sport activities are you involved?
3. How are recreational sport activities and programs structure on campus?
4. What can motivate you to participate in campus-based recreational sport activities?
5. What benefits would you think you can gain from participation in recreational sport programs on campus?
6. From your own experience or observations, do you see any challenges in recreational programs and activities on campus? If yes, please explain in more details?
7. What recommendations would you provide to improve students' participation in recreational sport activities on campus?

