



PERCEIVED MOTIVATIONAL FACTORS INFLUENCING LEISURE-TIME PHYSICAL ACTIVITY INVOLVEMENT OF TEACHING AND NON-TEACHING STAFF IN TERTIARY INSTITUTIONS IN ONDO STATE, NIGERIA

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ABSTRACT

The benefits of involvement in leisure-time physical activity have attracted individuals, groups and governments to it. There is compelling evidence that an active and fit way of life has many important health benefits and that sedentary habits are associated with increased risks of numerous chronic diseases and decreases longevity. The aim of this study was to identify motivational factors influencing leisure-time physical activity involvement among staff of tertiary institutions in Ondo State. For the purpose of the study, 200 teaching and 200 non-teaching staff were selected for the purpose of achieving equal representation of the staff population from Government-owned tertiary institutions in the state using convenience sampling technique. The result of the study indicated that the major factors influencing involvement in leisure-time physical activity among the staff are personal motivation/interest and peer group influence. It thus suggested that the motivational factors for involvement in leisure-time physical activities among various social groups therefore need to be understood by leisure managers and coaches as this will assist them to fashion out programmes that will meet the needs and aspiration of the people.

Keywords: Physical activity, Leisure involvement, Workplace leisure, Self-determination, Tertiary institution.

INTRODUCTION

The overwhelming benefits of involvement in leisure-time physical activity (LTPA) have grown to become a strategic health importance and thus attracted the attention of individuals, groups and world organizations. International bodies such as World Leisure Organization, World Tourism

Organization, World Travel and Tourism Organization, International Council for Physical Health Education, Recreation Sport and Dance, World Health Organization etc are actively involved in propagating physical leisure time activity programmes around the world because of its tremendous contributions to individuals and community development (Ajibua, 2012). Jennen and Uhlebuck (2004) acknowledged that participation in leisure activity affects quality of life and life satisfaction. An international expression of the benefits of leisure can be found in the “Declaration of human rights of the United Nations (UNO, 1998; Enable, 2006). The Declaration recognizes the right of everyman to rest, to leisure, to freely participate in the cultural life of his/her community and emphasizes the importance of ensuring that even children have full opportunity for play and recreation which will completely promote the development of their personality.

A body of literature supported the fact that comprehensive work-based physical leisure activity programme can yield promising health behaviour changes of employees (Cho, 2004). National Association of Sport and Physical Education study (2003) submitted that participation in physical leisure activities make one fit, gives participants more energy, greater mental alertness, reduces stress and allows for better time management. Recent findings revealed the potential of participation in leisure-time physical activities to contribute to positive health not merely the absence of diseases but associated with the capacity to enhance life satisfaction and ability to improve individual’s capability to withstand stress (Gautam *et al.*, 2007). Similarly, it has the power to create social cohesion and increase productivity (Ministry of Sport and Recreation., 2008; Fadoju and Alletta, 2010), prevent cardiovascular diseases (Stewart, 2004; Braith and Stewart, 2006); (Tompkins *et al.*, 2008), reduce the risk of diabetes and improve plasma lipid (American College of Sport Medicine., 1990), reduce premature mortality and morbidity (Buchsch, 2004; Ford *et al.*, 2008), enhance bone health later in life and improve academic achievement (Castelli *et al.*, 2007), influence a person’s mentality (Tomori, 2000), prevent musculoskeletal disorder Daskap *et al.* (2005), increase leukocytes and stimulate immune system (Paramjyothi *et al.*, 2011), help to build and maintain muscular strength and endurance (Ibrahim, 2012), enhances self-esteem, self-confidence and self-concept (Harthworth, 2008), reduce obesity (Dunlavy, 2008); (Cuaderes *et al.*, 2004), serve as preventive mechanism for risk behaviour, prevents disabilities associated with old age (Trenbath, 2005), reduce fatigue (Ericksen and Brunsgaard, 2004), prevent metabolic syndrome (Jennen and Uhlebuck, 2004), nurtures holistic sense of wellness, promotes psychological and environmental benefits (Academy of Leisure Sciences., 2010). Iso-Ahola (1999) maintained that basic to leisure is motivation and therefore defined motivation as the forces that cause immediate and permanent individual behaviour and originates in the behaviour process of his/her physical and psychological needs. Robbins (2001) defined motivation as the eagerness of exerting insistent efforts for the achievement of goals and the satisfaction of personal needs. Deci and Ryan (1985), in their studies of motivation developed the theory of self-determination. According to the theory, an individual’s attitude is a result of an internal or external motivation or lack of it. Individuals become motivated internally or externally in high or low levels or do not become motivated at all and as a result they quit the activity. When there is the internal motivation the active individual

feels autonomous, participate in the course and joyfully learn dexterities (Trilianos, 1993). On the other hand, motivation that functions because of marks, rewards or praises, is motivation caused not by the activity but by the use of the external rewards (Filippou *et al.*, 2009). The importance of intrinsic motivation (internal) over and above extrinsic motivation has long been espoused. Cho (2004) study pointed out that intrinsic motivation rather than extrinsic motivation is more dominant within leisure behaviour.

Cagla *et al.* (2009) explained that understanding the factors that motivate people to participate in leisure-time physical activity is important to encourage persistence in physical activity participation which is advantageous to the development of physical and psychological well-being of the people. Earlier, Weinberg and Gould (2007) suggested that this research area should engage the interest of investigators, because these efforts will enable leisure manager and coaches to prepare programmes and physical activity experiences that will fulfil people's needs and contribute positively to their personal development. Iso-Ahola (1989) remarked that motivation is the main determinant defining the intensity and depth of involvement in leisure pursuits. Apparently, proper understanding of what motivates people to participate in leisure will not only engender effective programme planning, but will also have implications for health counselling programme for facilitating adaptive behaviour for an enhanced life expectancy among University staff. Cagla *et al.* (2009) explained that majority of study examining the motivation for involvement in leisure-time physical activities have primarily focused on developed countries, while there is dearth of literature on the subject matter in the developing countries. Arising from this background issues, this study investigated the motivational factors influencing the involvement of staff of tertiary institutions in Leisure-Time Physical Activity (LTPA).

METHODOLOGY

A descriptive survey design was used for this study. The population for this study were the teaching and non-teaching staff in all Government owned tertiary institutions in Ondo State namely, Adekunle Ajasin University, Akungba-Akoko; Adeyemi College of Education, Ondo; Federal University of Technology, Akure; Federal College of Agriculture, Akure and Rufus Giwa Polytechnic, Owo. The convenience sampling techniques was applied to select 40 teaching and 40 non-teaching staff from each of the institutions. The total respondents for the study were 400. A structured and validated questionnaire tagged, "Motivation for Leisure Involvement Questionnaire (MLIQ)" was used to collect data for the study. The reliability test was carried out using Cronbach Alpha statistics which is a measure of how reliable and consistent the instrument was. The questionnaire was administered to respondents through research assistants. The responses of subjects were hopefully sincere since names were not written on questionnaire. The data generated was analysed using descriptive statistics (mean, standard deviation and standard error) to establish the strength and magnitude of motivational variables influencing leisure-time physical activities amongst the sample staff of the institutions.

RESULTS

In order to elicit information on the motivational factors influencing leisure-time physical activity involvement among the University staff, each of the nine motivational factors were descriptively analysed to determine the strength and magnitude of the opinion of respondents. Findings in table 1 showed an overwhelming consensus among teaching and non-teaching staff that personal motivation/ interest was a motivational factor that influenced their participation in leisure activities. 193(96.5%) and 176 (88%) teaching and non-teaching staff respectively claimed they participated in leisure time physical activities because of personal motivation/ interest. While, 62% of teaching and 46% non-teaching staff claimed that though they were interested, they were not encouraged to participate in leisure activities by their employers. On the contrary, lesser percentage of 45 % of non-teaching staff claimed they received encouragement from their employers to participate in physical leisure activities.

The findings further indicated that 32.5% of teaching and 34 % of non-teaching staff did not believe that the support of the family to participate in physical leisure activities was a motivational factor for physical leisure activity involvement. The result also showed that 98(49%) of teaching and 42% of non-teaching staff claimed that availability of enough free time was not one of the factors that motivated them to participate in physical leisure activities. 98 (49 %) of teaching and 42 % of non-teaching staff maintained too that they were not motivated to participate in leisure time physical activities because there was enough free time. The data also indicated that 56.5% and 49.5% of teaching and non-teaching staff respectively claimed that job security was not a factor that motivated them to participate in physical leisure activities. This showed that job security was not a factor that motivated employees to participate in leisure activities in tertiary institution in Ondo State. Respondents were also asked if having less workload in office was a motivating factor for them to participate in physical leisure activities. The information gathered revealed that 61% of teaching staff and 49.5% of non-teaching staff submitted that having less load of work in the office was not a motivation for them to participate in physical leisure activities. This showed that less load of work in office was not a motivational factor for staff participation in physical leisure activities in tertiary institutions in Ondo State. The data in table 1 indicated that 54.5 % of teaching and 49.5 % of non-teaching staff were of the opinion that they were not motivated to participate in leisure time physical activities because they had skills in some recreational and sporting activities. This seems to show that having skills in some sporting and recreation activities was not a motivational factor in leisure activity programme involvement. The employees were also asked to indicate if earning good income was what motivated them to participate in leisure activities. The result showed that 55% of teaching and 47.5% of non-teaching staff did not believe that good income was a motivational factor for participation in leisure activities, but 19% respondents agreed. Furthermore, the study indicated that 44% of teaching and 43.5 % of non-teaching staff agreed with the opinion that peer group influence was a motivational factor for them to participate in leisure time physical activities. On the contrary, 26.6% of teaching and 28.5% on non-teaching staff

disagreed that peer group influence is not a motivational factors for their participate in leisure time physical activities.

DISCUSSION

In the study, most respondents maintained that they participated in leisure-time physical activities because of personal motivation/interest. This is in agreement with Cuaderes, [Parker and Burgin \(2004\)](#) and [Chiu and Kayat \(2010\)](#) studies. According to them personal motivation/interest is the largest contributor to the frequency and magnitude of participation in leisure time physical activity. [Gibbons, Humbert and Temple \(2010\)](#) remarked that individual's state of motivation influences behaviour, affect and cognition. [Deci and Ryan, 1985](#) referred to these as the consequences of motivation and posited that individual who are self-motivated are more likely to engage in positive behaviour (e.g. involvement in physical leisure activities). It thus means that personal motivation/interest is an important aspect of motivation. It attracts people to get involved in physical activity. Individuals with high level of self (personal) motivation level prepare and motivate themselves and work independently without any external support or "pressure". [Csikszentmihaly \(1990\)](#) explained that personal motivation is an internal motivation that brings about the feeling of satisfaction and joy. [Lau and Chen, \(2012\)](#) argued that the more favourable a person's attitudes and subjective norms are toward an activity, the stronger should be his intension to act positively toward the activity.

The study also indicated that there was no motivation from employers to participate in physical leisure activities. [Skougarrd and Berggren \(2010\)](#) pointed out that it is a motivating factor for employees when their employers offer support for physical leisure activity programme involvement. In line with this argument, [Tjan \(2009\)](#) maintained that employees are happier when employers focus on intrinsic motivation such as provision of leisure-time physical activities than external rewards. He further submitted that employees become more committed to their organizations when they are supported by their organizations to do what they like or perceived will add value to their lives. This action on the part of the employers implies they are interested in activating workers for high productivity. Motivation has to do with the inner will of an individual to do things with zeal and commitment. It encourages people to seek out and meet challenges. The provision of adequate motivation improves leisure-time activity participation ([Oyeniya, 2010](#)). Participation in Physical activity is more enjoyable and satisfactory when it is done in group. This study confirms this. The study revealed that peer group influence is a motivational factor for participation in physical leisure time activity. [Maithya et al. \(2012\)](#) noted that from observing others an individual may form an ideal of how new behaviours are performed, and on later occasions this coded information may serve as guide for action. [Bandura \(2001\)](#) noted that people acquire behaviours through the observation of others and then imitate what they have observed. The result of this study also indicated that majority of respondents were of the opinion that availability of enough free time for leisure, job security, having less workload in the office and

good income were not motivational factors for leisure time physical activity involvement. These findings were in disagreement with Jackson (2005) who argued that enough free time, job security, having less workload in office, and good income are motivational factors influencing leisure-time physical activity involvement. Demfeh *et al.* (2011) opined that although workload may limit individuals from participation in physical activity, but individual participation in physical activity depends more on his/her priorities, interest and commitment to the particular activity. Also, majority of the respondents disagreed that having skill in some recreational activities was a motivational factor for participation in physical leisure-time activities. This is not in tandem with the study of Mullin, Hardy and Sutton (2007) and Demfeh *et al.* (2011). Mullin *et al.* (2007) submitted that developing physical skill in recreation and sporting activities is an incentive for personal physical leisure activity involvement. Demfeh *et al.* (2011) are of the opinion that skill acquisition levels play a significant role in how individual or group act toward physical activity. They posited that individual is not comfortable in doing things he or she has no foundations to build on. However, there was divergence opinion between teaching and non-teaching staff when asked if family support was a factor that motivated them to participate in leisure time physical activities. While teaching staff agreed that family support was a motivational factor for leisure time physical activity involvement, non-teaching objected that family support was not a motivational factor for their involvement in leisure-time physical activity.

CONCLUSION

For 'Physical activity for all' to be achieved among employees of tertiary institutions in Nigeria, it is very important that leisure managers and coaches understand what motivates people or their clients to participate in leisure-time physical activities. People will naturally buy into what interest them and will add value to their lives. From the result of this study, it was clear that what spur people to participate in leisure-time physical activity are personal motivation and peer group influence. Therefore, leisure managers and coaches must understand these motivating factors and consciously work towards meeting them.

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Table-1. Perceived Motivational Factors Influencing Participation In Leisure-Time Physical Activity N=400

| n-200 | Teaching Staff (n-200) | | | | | | | | | | Non-Teaching staff (n-200) | | | | | | | | | | | | | | |
|--|------------------------|-----|-----|------|-----|------|-----|------|-----|------|----------------------------|------|-----|------|-----|------|-----|------|------|-----|------|------|------|-----|---|
| | NR | | D | | SD | | UD | | A | | SA | | NR | | D | | SD | | UD | | A | | SA | | |
| | Fre | % | Fre | % | Fre | % | Fre | % | Fre | % | Fre | % | Fre | % | Fre | % | Fre | % | Fre | % | Fre | % | Fre | % | |
| Personal motivation/ Interest | - | - | 7 | 3.5 | - | - | - | - | 12 | 60 | 73 | 36.5 | 12 | 6 | 10 | 5 | - | - | 2 | 1 | 67 | 33.5 | 10 | 5 | |
| Encouragement from employers | 6 | 3.0 | 41 | 20.5 | 83 | 41.5 | 26 | 13 | 32 | 16 | 12 | 6 | 28 | 14 | 51 | 25.5 | 41 | 20.5 | 19 | 9.5 | 48 | 24 | 13 | 6.5 | |
| Family support | 13 | 6.5 | 32 | 16 | 33 | 16.5 | 56 | 28 | 41 | 20.5 | 25 | 12.5 | 17 | 8.5 | 48 | 24 | 44 | 22 | 24 | 12 | 55 | 27.5 | 12 | 6 | |
| Enough free time | 6 | 3 | 50 | 25 | 48 | 24 | 33 | 16.5 | 57 | 28.5 | 6 | 3 | 25 | 12.5 | 43 | 21.5 | 41 | 20.5 | 22 | 11 | 58 | 29 | 11 | 5.5 | |
| Job security | 6 | 3 | 47 | 23.5 | 66 | 33 | 54 | 27 | 27 | 13.5 | - | - | 28 | 14 | 48 | 24 | 51 | 25.5 | 18 | 9 | 43 | 21.5 | 12 | 6 | |
| Less workload in office | 6 | 3 | 66 | 33 | 56 | 28 | 25 | 12.5 | 35 | 17.5 | 12 | 6.0 | 28 | 14 | 48 | 24 | 51 | 25.5 | 18 | 9 | 43 | 21.5 | 12 | 6 | |
| Skill in some sport or recreational activities | 19 | 9.5 | 55 | 27.5 | 55 | 27.5 | 33 | 16.5 | 32 | 16 | 6 | 3 | 29 | 14.5 | 37 | 18.5 | 58 | 29 | 14.5 | 37 | 18.5 | 35 | 17.5 | 4 | 2 |
| Good income | 19 | 9.5 | 55 | 27.5 | 55 | 27.5 | 33 | 16.5 | 32 | 16 | 6 | 3 | 29 | 14.5 | 37 | 18.5 | 58 | 29 | 14.5 | 37 | 18.5 | 35 | 17.5 | 4 | 2 |
| Peer group influence | 26 | 13 | 33 | 16.5 | 20 | 10 | 33 | 16.5 | 63 | 31.5 | 25 | 12.5 | 25 | 12.5 | 51 | 25.5 | 37 | 18.5 | 20 | 10 | 58 | 29 | 9 | 4.5 | |

Source: Fieldwork 2011

Key: N- No Response, D-Disagree, SD-Strongly Agree, UD-Undecided, A-Agree, SA- Strongly Disagree, Fre- Frequency