

BEHAVIOURAL DETERMINANTS OF PARTICIPATION
IN LEISURE ACTIVITIES OF SOKOTO STATE CIVIL
SERVANTS.

BY

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**DEPARTMENT OF PHYSICAL AND HEALTH EDUCATION,
FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA.**

2006.

DECLARATION

I hereby declare that this thesis has been written by me and that it is a record of my own research work. It has not been presented in any previous application of higher degree. All quotations are indicated and the sources of information are specifically acknowledged by means of references.

SHANTALI, SHUAIBU AMINU.

Date

CERTIFICATION

This thesis entitled, "Behavioral determinants of participation in leisure activities of Sokoto State Civil Servants" by Shantali Shuaibu Aminu, meets the regulations governing the award of the Degree of Master of Science (M.Sc) in Sports Management and has been read and approved for the award of the Degree of Master of Science (M.SC) in Sports Management, Ahmadu Bello University, Zaria, for its contribution to knowledge and literary presentation.

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The behavioural determinants of participation in leisure activities of Sokoto State Civil Servants.

SHANTALI, SHUAIBU AMINU

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**Master of Science (M.Sc)
Sports Management**

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DEDICATION

The researcher wishes to dedicate this research work to the Almighty Allah, who gave him the fortitude to sail through the tough time, and also to his late father, Alhaji Shuaibu Shantali and late Sarkin Kudun Gusau, Allaji Suleiman Isa.

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ABSTRACT

Reasons for participation in leisure activities with regard to values and ideas vary from person to person, from community to community and from culture to culture. The purpose of this study was therefore to investigate the behavioural determinants of participation in leisure activities of Sokoto State Civil Servants. To achieve this, hypotheses were formulated and ex post fact research design was adopted. A total of four hundred (400) copies of self – developed and standardized questionnaire was printed and distributed among the junior and senior staff of the ten selected ministries from the state. A total of three hundred and ninety five (395) copies of the questionnaire was returned. The simple convenient sampling technique was used to select respondents from each of the selected ministries. The data collected were analysed at the Institute of Agricultural Research (IAR) ABU, Samaru, Computer. Centre, using the SPSS statistical package at probability level of $P < 0.05$.

- i. Descriptive statistics of means and standard deviation were computed for all the variables of all junior and senior civil servants separately.
- ii. Correlation coefficient for the selected variables was computed for the reliability.
- iii. Pearson Product moment correlation among variables was computed for relationship.
- iv. Stepwise Multiple regression analysis was computed for prediction of behaviour.

The study revealed that, despite the facilities provided by the government and private organizations for participation in leisure activities, there was a decreasing level of participation in leisure activities. It was recommended that efforts should be made to involve all and sundry in providing leisure centres in work places and people should be enlightened on the leisure activities in improving health and fitness.

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CHAPTER ONE

1.0 INTRODUCTION

Socio-cultural and economic development of ancient civilizations was augmented by continuous and consistent exploitation of resources of one group by another, by military dominance and slave labour (Hoff and Ellis, 1992). This economic exploitation provided affluence and free time for leisure activities for the relatively small dominant segment of the population. In western world, rapid industrialization brought about such an economic explosion, for the first time on the national scale that the standard of living reached the level that hitherto was unattainable. These significant developments made more free time available for many people (Sapora, 1975).

The rapid industrialization and consequent automation robbed millions of people of their creative identity and changed their work into automatic activities that led to boredom with little personal expression. The fast growing urban life made people lead tense and caged existence that resulted in an alarming increase in mental illness. This condition has changed life in the home and increased pressure upon the school, the community and the government to assume greater responsibilities than ever before to meet the challenging and the changing needs of the different segments of the population.

For the comprehensive understanding of the concept of leisure in ever changing complex social and industrial system, it is necessary to consider the historical development of the philosophy of leisure or non work behaviour, and perhaps, the total life style of people from the ancient time. Non-work time or free – time behaviour appeared to have had a significant influence on the rise and fall of different past civilizations (Sapora, 1975). The paintings of the ancient civilizations show a clear cut evidence of the attention given by these civilizations to non work creativity, from which one can realize the place of leisure activity in the life style of the people.

The Aristotelian concept of leisure as a “condition of state of mind” or state of being free from the necessity of labour is the basis of modern concept of leisure. The Aristotelian concept of leisure does not exclude labour but the absence of the obligation or the necessity to perform labour as primary condition of life (Ahola, 1990). The

development of the lifestyle of western civilization directly grows out of the Judaic – Christian philosophy and the industrialization of the western world. The leisure class of these people included those who were able to establish wealth and power, which enabled them to reach the state where work in their life was not a necessary condition for their survival. They had time and resources for education and learning of social roles and to engage in cultural pursuits in relatively free state of mind (Mommaas, 1997).Eijck and Mommaas, 2004.

In Africa, on the other hand, leisure has been an essential part of life. It was hardly associated with wealth and social status. People engaged in leisure activity to recreate the lost energy and to become prepared for the next day's labour (Venkateswarlu, 1991 & Ladani and Adeyanju 1994). There had been that dichotomy of work and leisure or play and work. However, in the modern concept of leisure, this dichotomy does not exist (Becon, 1975). In modern times, technology has its serious and overriding influence and effect on our daily lives. It has actually assisted us in many other ways while it again has made all spheres of our lives dependent on it. This dependence therefore has greatly influenced our leisure life and activities. People can no longer differentiate between leisure and real work. This inability or difference in our understanding of leisure or work has made many people in the society not to engage in meaningful leisure activities and therefore denying people of the overall benefits that are derivable from such experience (Sapora, 1975).

Abound in our neighbourhoods are several centres purported to be play centres or recreational areas invented by the people to have fun. The full benefits that are attainable from participation in leisure activities can be best expressed and explained

personally. It is actually not what is extrinsic but rather intrinsic. Several calls have been made on our government to set-up leisure centres for people to relax and have a desirable life style and that, If the government or private spirited people can endeavour to invest in the establishment of recreational or leisure centres, it will go a long way in solving most of the problems encountered presently and in the future. This generation has more problems than the past one. But we have abundant resources that can be expended on creating adequate and desirable leisure venues. To establish such centres we need more information about leisure interests of people. For example, it is necessary to know what happens to people due to different leisure and work experiences. Such information is necessary to clarify objectives and formulate basic concept of leisure (Mannel, 1984).

Several theoretical approaches have been applied for the study of out door leisure participation, in order to identify the factors that either facilitate or limit participation in out door leisure activities (Holden, 2003; Kyle and Boecon 2003). In several studies, the theory of planned behaviour (Theory of Planning Behaviour) was applied to determine the association between the intention to participate as well as actual participation (Kouthouris and Spontis, 2005). According to T.P.B Ajzen, (1988), human behaviour is determined by an individual's intention to perform the intended behaviour. In its turn, the intention is determined by combination of three independent factors: which include, attitude toward specific behaviour, subjective norms, and perceived behavioral control. In context of all these, the more positive attitude an individual has, the greater is the societal pressure placed on him. Moreover behavioral intentions are more likely to be positive. Participation in out door leisure activities has

unique characteristics, because it requires an individual to invest time, effort and energy. In addition there are several external and internal factors that limit the choices of individuals to participate (Godin, 1993) Michels and Kugler, (1998). Several investigations have been conducted in other countries to examine participation in leisure activities by applying the theoretical framework of planned behaviour Courneya and Friedenreich, (1999):

In Nigeria, especially in Sokoto State, no studies seem to have been conducted to find out the attitude toward participation, perceived behavioral control, subjective norm or role identity of senior and junior staff of the civil servants of Sokoto State government in relation to their participation in leisure activities. This study was conducted to find out the attitude towards participation, subjective norm, perceived behavioural control, role identity, reasons for and obstacle's to participation in leisure activities of the civil servants.

1.1 STATEMENT OF THE PROBLEMS

The attention of scientific community to the issue of leisure was drawn only a century ago, especially after industrialization in Europe. Studies conducted in Europe and America since then have been dominated by issues of leisure participation and social stratification Mommaas Vender, Bramham, Henry (1996) Mommaas, (1997) Eijck and Mommaas, (2004). Such studies were more strictly driven by interests of public planning, in which sociological perspective dominated the agenda. Central issues focused on the non-participation of the segments of the population and related patterns of social and cultural inequality. Specifically, these studies were directed to answer the question, "why were the lower classes underrepresented in publically appreciated

leisure activities and why did they not participate in voluntary activities and use public sports? (Mommaas, 1997). Direct explanations emphasizing the instrumental role of lack of time, bad working conditions, and a lack of money and knowledge went along with indirect explanations that focused on the role of class – based status competition and the associated exclusionary practices class based status (1959) Beckers and Mommaas, (1991). Whatever the specific explanations used, there was consensus about the basic social and cultural structure informing both the leisure research and the leisure policy agenda. On leisure, this structure was organized around dichotomies between public and commercial, the complex and the simple, the active and the passive and so on . This cultural hierarchy reflected and maintained by a differentiation in the social structure based on the inequalities in income and education. Those high on income and education differentiated themselves from low on income and education by more refined and more complex and prestigious forms of leisure participation especially found in public sector. (ISO – Ahola, 1988; ISO-Ahola, and Parker, 1986; Atchley, 2004). They rather concentrated on the socio-psychological factors of leisure, as leisure patterns exhibit change continually across life span (ISO – Ahola, 1980; Kelly, 1997). The changes that have occurred in post independent Nigeria, must have influenced the leisure patterns of Nigeria especially affluent Nigerians.

The socio-economic changes experienced by Nigerians, especially after oil boom has had significant impact on the behaviour (Becon, 1975). This behaviour changes appeared to have significant influence on the attitudes, attention and patterns of leisure of the Nigerians. There appeared to be no research evidence linking these different behavioural factors with the decision of the individual to participate in the leisure

activities. This investigation was therefore conducted to find out the relationship between the following behavioural factors and leisure patterns, and also the reasons for participation and various obstacles to participation in leisure activities among senior and junior civil servants of Sokoto State.

- a) Attitudes towards leisure activities
- b) Specific norms in leisure activities
- c) Perceived behavioural control in leisure activities
- d) Role identity in leisure activities

Senior civil servants normally belong to middle class. However, the junior civil servants belong to lower class. As there has been no scientific information on the leisure patterns of these civil servants, this study was conducted to find out the attitudes of these civil servants towards leisure activities and the patterns of their participation in these activities.

1.2 RESEARCH QUESTIONS

This study was conducted to answer the following research questions:

- 1) Are there differences between senior and junior civil servants of Sokoto State in their reasons for participation in leisure activities?
- 2) Are there differences between senior and junior civil servants of Sokoto State in their obstacles to participation in leisure activities?
- 3) Are there differences between Sokoto State senior and junior civil servants in their attitudes towards leisure activities, subjective norms, role identity and perceived behaviour control in relation to leisure activities?

- 4) Are there differences between senior and junior civil servants of Sokoto State in their patterns of participation in leisure activities?
- 5) Are attitudes towards leisure activities, subjective norms, role identity, intention to participate and perceived behavioural control related to one another?

Basic Assumptions

On the basis of available research evidence, the following assumption were made for the purpose of this study.

- 1) Decrease in working time results in an increase in free time.
- 2) Leisure has different meanings for people with different backgrounds and also in different contexts.
- 3) Leisure participation level is ultimately intimately associated with quality of life, and life satisfaction as people become older.
- 4) Changes in leisure participation and attitudes are closely linked to changes in socio-economic and educational level.
- 5) Attitudes towards leisure intentions, perceived behaviour control, subjective norms, role identity, and patterns of participation in leisure activities of Sokoto State civil servants can be objectively assessed.

1.3 HYPOTHESES

On the basis of research questions and assumptions, the following hypotheses were generated for the purpose of this study:

Major Hypothesis

There are no significant differences between senior and junior Sokoto State Civil Servants in their reasons for and obstacles to participation and attitudes towards leisure activities, perceived behaviour control, subjective norms, role identity and patterns of participation in these activities.

Sub Hypotheses

1. There are no differences between senior and junior civil servants of Sokoto State in their patterns of participation in leisure activities.
2. There are no significant differences between senior and junior civil servants of Sokoto State in their reasons for participation and obstacles to participate in leisure activities.
3. There are no significant relationships among reasons for participation and obstacles to participate in leisure activities, attitudes towards leisure activities subjective norms, perceived behaviour control and role identity relating to leisure activities of civil servants of Sokoto State.
4. There are no significant differences between senior and junior civil servants of Sokoto State in their attitudes towards leisure activities, role identity, subjective norms and perceived behaviour control in relation to leisure activities.
5. Participation in leisure activities cannot be predicted by behavioural factors.

1.4 PURPOSE OF STUDY

The purpose of this study was to investigate the behavioral determinants of participation in leisure activities of sokoto state civil servants. Further more the following are some of the purpose for which this study was made.

1. To find out the attitude towards participation, perceived behaviour control, subjective norms or role identity of senior and junior civil servants of Sokoto state; in relation to participation in leisure activities.
2. This study was also conducted to find out the attitude towards participation, subjective norms, perceived behavioural control, role identify, reasons for and obstacle's to participation in leisure activities of the civil servants.
3. This study was also conducted to find out the relationship between the behavioural factors, leisure patterns and reasons for participation, and various obstacles to participation in leisure activities among senior and junior civil servants of Sokoto state.
4. As there has been no scientific important on the leisure patterns of senior and junior civil servants of Sokoto state, these study was conducted to find out the attitudes of these civil servants towards leisure activities and the patterns of their participation in these activities.

1.5 SIGNIFICANCE OF THE STUDY

This research would make the following contributions to the body of knowledge about the participation of civil servants in leisure activities: -

- 1) Participation in leisure activities is determined largely by socio-economic and cultural patterns (Hoff & Ellis, 1992). These factors determine the leisure patterns of people by moderating their attitudes towards leisure. There has not been reported research evidence, to the knowledge of this investigator, about the attitudes of Nigerians in general, and the people of Sokoto State in particular,

towards leisure activities. The findings of this study would reveal the attitudes of Sokoto State civil servants, senior and junior, towards leisure activities.

- 2) As attitudes towards leisure activity are determined by socio-cultural factors, they differ from segment to segment of any population towards leisure activities. Senior and junior civil servants of Sokoto State have significant socio-economic differences. However, no research seems to have been reported on the differences between these two categories of civil servants of Sokoto State in their attitudes towards leisure activities. This study would reveal if there are any differences between these two segments of civil servants in Sokoto State, in their attitudes towards leisure activities.
- 3) As the attitudes towards leisure activity differ from segment to segment of the population because of socio-economic differences, there is variation in their patterns of participation in leisure activity. There has not been any research evidence on preferences and patterns of civil servants of Sokoto State in their leisure activities. As this kind of information is necessary to promote participation in leisure activity, the results of this study would provide the required information on the preferences and patterns of participation of senior and junior civil servants of Sokoto State in leisure activities.
- 4) Participation in leisure activity may be determined by the subjective norms of the individual, which refer to the social pressure, that is placed on the individual to perform specific behaviour. Little research has been reported to show whether subjective norms are related to participation in leisure perceived. The results of

the study would show whether subjective norms influence participation in leisure activities or not.

- 5) One of the determinants of participation in leisure activities is perceived control of the individual. However, in respect of the interest of the individual, there may be some obstacles to participation in leisure activities. This may be internal or external. Perceived behavioural control influences behaviour (participation) both directly and indirectly through an independent effect on behavioural intention. There has not been any research evidence to show such association between perceived behaviour control and participation in leisure activities. Similarly this research would also find out whether there is any association between intention to participate, role identity and actual participation.
- 6) There are many reasons for people to participate and obstacles to participate in leisure activities. This research would show how these reasons and obstacles differ in the case of senior and junior civil servants of Sokoto State.
- 7) This study would bring to light new areas of research in leisure activities, which may be investigated in future.

1.6 DELIMITATIONS

This research was delimited to the following:

- 1) This research was conducted on attitudes towards leisure activities, subjective norms, role identity, perceived behaviour control, reasons for participation, barriers to participate and leisure pattern of Sokoto State civil servants.
- 2) This study included both senior and junior civil servants of Sokoto State government.

1.7 LIMITATIONS

This study had the following limitations which was considered at the time of interpretation of the results:

- 1) Attitudes are measured by different scales. For the purpose of this study attitudinal statements were prepared as the basis of leisure needs, reflections of biological, sociological, psychological needs of individual for leisure activities. The statements might not fully reflect the different aspects of general attitude. However, every attempt was made to ensure all aspects relating to leisure were covered.
- 2) Leisure patterns are determined on the basis of participation in leisure activities that are popular in Sokoto State. Therefore the list did not include all the leisure activities popular in different places in Nigeria.

1.8 OPERATIONAL DEFINITION OF TERMS

The technical terms used in this report are operationally defined below:-

1. **Leisure-** any time outside any kind of work.
2. **Leisure activity-** Physical activity in which people participate voluntarily during their leisure time.
3. **Attitude -** Disposition of the individual preference toward object or person
4. **Behaviour:** The action or reactions of a persons under specified circumstances
5. **Determinant:** Tending to or serving to determine.
6. **Participation:** Taking part in recreational activities

7. **Recreation:** Refreshment of one's mind or body after work through diverting activity e.g. playing game.

CHAPTER TWO

2.0 INTRODUCTION

The purpose of this study was to determine the behavioural determinants of participation in leisure activities of civil servants of Sokoto State. All related literature available in Journals, theses, books and proceedings were critically reviewed and presented in this chapter under the following sub – headings

- 1) Concept of Leisure
- 2) Leisure within the concept of culture
- 3) Leisure needs and motives
- 4) The inter-relationship between leisure and work
- 5) Time style and leisure decisions
- 6) Life style and leisure patterns
- 7) Effect of leisure education programme on healthy use of free time
- 8) Summary.

2.1 CONCEPT OF LEISURE

The concept of leisure in our present civilization is difficult to interpret, just as it has been in all civilizations of the past (Sapora, 1975). He further stated that the behaviour of people during the time when they are not engaged in work or survival activities had in the past received little scientific attention. It has been only recently that the study of leisure behaviour has become a legitimate area of investigation. A specific body of knowledge has developed directly related to work as well as non work behaviour, to the effect of changing behaviour patterns related to mental and physical health (Sapora, 1975).

The economic and cultural development of ancient civilizations was augmented by slave labour, by military dominance, and exploitation of resources of one group by another. This production and economic wealth provided affluence and time for leisure activities for a relatively small segment of the population (Sapora, 1975). In western civilization and particularly the United States, there has developed for the first time on such a national scale, a tremendous industrial economy and a general standard of living heretofore unattainable. These developments made more free time available for many people (Sapora, 1975).

To understand the modern concepts of leisure in our complex social and industrial system, one must consider the historical development of the philosophy of leisure or non-work behaviour, and indeed the total life style of people from earlier times, including work. It is unmistakably clear that non-work time (or non-obligated “free time”) behavior has had a significant influence on the rise and fall of the various civilizations that have preceded us. While some attribute very little importance to this influence, others consider it even more significant than the influence of those activities directly related to work or “purposeful” functions Shaw, (1985).

As a matter of fact, the Aristotelian concept of leisure as a “condition or state of mind” or “state of being” free from the necessity of labour, more than ever forms the basis for our concepts of leisure today. The Aristotelian concept does not exclude the absence of the obligation or the necessity to perform labour as a primary condition of life (Sapora, 1975).

The development of the life style of western civilization was a direct product that grew out of the Judaic-Christian philosophy and the industrialization of the western

world. The leisure class of European and only United States included people who were able to establish wealth and power which enabled them to reach that state of being where work in their lives was not a necessary obligation to their survival. They had time and resources for education, and learning of social roles, play and development of a variety of cultural pursuits involving creativity and personality development, as well as to engage in societal control processes in a relatively free of mind Sapora, (1975).

The word “leisure” evokes a variety of thoughts, images, and concepts. Normative denotations of the word have traditionally been expressed in terms of free time of activity and some scholars have added state of mind as an alternative definition of the word (Mannel & Kleiber, 1997). Other leisure scholars have critiqued this popular conception (e.g Dustin & Goodale, 1999; Hemingway & Parr, 2000; Kelly, 1996) and have related leisure from a critical perspective, to emancipatory action (e.g Hemingway, 1990), participatory democracy e.g Stormann, (1993) and community development e.g Arai & Pedlar, (1997). The hermeneutic of leisure may appear superficially to be a purely academic exercise. However, Ellis and Witt (1990) posited that definitions of leisure arguably impact on how recreation practitioners conceptualize and implement services. Furthermore Whitson and Slack, (1989) pointed out that “.. the discourses of management, and indeed of leisure, need to be understood as linguistic and socio-historical constructs which reflect, at any given time, the state of play in ongoing struggles to refine institutional “mission”. Unfortunately, what practitioners know, or at least believe, to be true about the meaning(s) of leisure has not been adequately addressed.

The relevance of leisure and leisure studies to leisure service practices has been discussed, particularly in response to Burdges (1985) essay and more recently in essays by Estes, (2000), Hemingway and Parr, (2000) Parr, (2000) and Sessomos, (1986) suggested that although a considerable amount of research has addressed the meaning of leisure in people's lives, what we have not considered is the possibility that "to the masses, leisure is what the public relations and advertising executives say it is. Average citizens could not care less about the debate on whether their activities are recreational, leisure expressions, exercise, play, or a state of mind". He also suggested that "Rather than chastise the public for its failure to understand the significance and importance of leisure, we should be developing data about a system that the public has come to accept as important". The implication is that leisure services should find as its starting point, the public's understanding of leisure and develop products and services that capitalize on the reinforcement the public's perceptions of leisure.

Mannel and Kleiber (1997) suggested that leisure has alternately been defined and operationalized as an objective phenomenon. As an objective phenomenon, leisure is understood to be an activity or set of activities, a particular setting such as a beach, or a specific time period, and is typically measured through time- budgets or activity inventories. However, time-budget studies and activity inventories have been criticized, particularly due to inconsistent results and an "external definitional vantage point". That is, leisure is defined and operationalized by its researchers who "typically assume that specific activities have a common meaning or are defined as leisure by every one in the study.

As a subjective phenomenon, leisure is understood to be “.. mental experiences of an individual while engaged in leisure activities and the satisfaction or meaning derived from these involvements” (Mannel and Kleiber, 1997). As a subjective phenomenon, leisure also has been operationalized both externally and internally. From internal vantage point, researchers have used the definitional approach to elicit the criteria people use to define the experiences as leisure. In a study by Shaw (1985), research participants were asked to clarify their activities as leisure, work, a mix of leisure and work, or neither leisure nor work. Interviewers then asked the participants about “perceptual factors” which led the individual to classify an activity in a particular way. These perceptual factors supported the notion of leisure as a subjective experience (an internal subjective perspective) Shaw found that freedom of choice, intrinsic motivation, enjoyment and relaxation were the perceptual factors most associated with the experience of leisure.

Howe and Rancourt (1990) revealed the challenges of accepting definition of leisure as free time or activity and proposed that while leisure certainly takes place in time and space, a state of mind definition allows researchers to focus on the relationship between leisure experience and the concept of self. They further qualified leisure experiences as “the personal, subjective experiencing of leisure” (P. 400). Defining as a state of mind or experience facilitated what Mannel and Kleiber (1997) termed the “Psychologization of leisure studies”, specifically the application of social psychological theories, concepts, and methods to understanding leisure behaviour. According to Hemingway and Parr (2000), the social psychological approach legitimated and contributed to the body of leisure research in three ways. First, it offers a man

satisfactory framework in traditional social scientific terms than existing descriptive efforts. Second, it provides argument for leisure centrality to individual well-being. Third, it gives practitioners an apparent means to validate program advocacy and design using research findings.

In another contrast to social psychological approaches, Mobily (1989) conducted a study to ascertain the validity of popular definitions of recreation and leisure among a group of high school students. Two free – list techniques were used to compare responses to the key words leisure and recreation with previous studies. He found little support for definition uncovered in previous research using more psychometric approaches, specifically words associated with freedom, intrinsic motivation, and final orientation were rarely mentioned in response to the key words. However, fun, enjoyment/pleasure was the most frequently mentioned response category. Mobily concluded that for these high school subjects, leisure was best defined by pleasure (and related terms) and specific passive activities (e.g sleep, television, relaxation, reading). Leisure seems to mean leisurely” (p.19) Kelly (1996) emphasized that “what makes an activity leisure is the definition of the action by the participant. It is something more than just a state of mind. However, leisure is directed action in the sense that there is real decision” Kraus (2001) allowed that, in addition to free time and activity, leisure may also be considered as a state of mind or attitude, either transitory or as a way of life.

Rossmann and Schlaatter (2000) defined leisure in their program planning text as “... an experience that is most likely to occur during an engagement that is freely chosen for the intrinsic satisfaction inherent in participating in it”. From this perspective, the role of a leisure services programmer becomes an “experience facilitator” rather

than simply an “activity provider”. Edginton et al (1995) discussed leisure as a means of seeking balance in our hectic lives.

In many societies, people use leisure as a way of counter-balancing stress that results from living and working in technologically – oriented, competitive, rapidly changing society that requires attention to a high degree of stimulation in the form of information, media communication and human interaction. Leisure, whether it is viewed as activity, free time, or state of mind, provides opportunities not only for relaxation, self improvement, cultural and family stability and interaction, but also for escape, novelty, complexity, excitement and fantasy

Leisure is a bit more complex but tends to be the broadest definition related to fun. The Oxford English Dictionary, the definitive source for word origins, states that leisure is “the state of having time at one’s own disposal; time which one can spend as one pleases; free or unoccupied time” and has basically been in use since the 1300’s (Wittold, 1991).

In the early definition of leisure, Veblen (1994) defined leisure as “non production, consumption of time” Veblen said that the intent of leisure is different from work. It was symbolic of high status because it does not create wealth. This use of leisure to show off wealth was referred to as “conspicuous consumption” He further added that meanwhile those were enjoying the new leisure revealed in the freedom. They toiled all week to have their half Saturday and full Sundays to themselves.

2.2 LEISURE WITHIN THE CONCEPT OF CULTURE

Modern American culture seems to have the need for discrepancy between leisure and work more than any other culture in the world. We really forget the

possibility that other meaning besides our own might exist It is necessary to explore the different meaning that leisure has for people of other cultural backgrounds. It is also important to keep in mind that there is no way of regarding any culture in which the results can be taken as truth about the cultural concept of the leisure in its entirety. Values and ideals vary from person to person and from community to community.

The western concept of leisure in most cases contains some notion of the need to get away from pressures, to have time for one's self, in order to do exactly what one would be doing were they not required to work. This is one concept which has not been found in some other cultures. Infact it was quite an offensive idea to the Indo-Canadian women interviewed for the journal of leisure research (Shaw, 1985). The researcher slowly asked the women questions about how they spent their times rather than asking them to differentiate between their leisure and their work. Ten women were asked and all expressed discomfort with the western concept of leisure as a time to escape. Family is the central concept of social behaviour in India. All importance for the individual revolves around the family (Shaw, 1985). Most of these women also said they would quit their jobs, or their husbands would quit their jobs, if it came to the point where their children would be spending time alone at home. This attitude towards work as secondary to "leisure" is not so common among Americans or if it is, it is not widely practised. Similarly, native American cultures tend to see leisure as inseparable from most other concerns and interests. In one study, Malloy et al. (1993) suggested that the marginal economic levels characteristic of many native American communities would give little meaning to the categorization of recreation as a self-expressible motivated type of free time.

Sports are the common leisure activity in modern America, whether that means playing them or watching them. Most native Americans traditionally incorporated sport into their daily lives, but the modern Euro- American approach is much different. The James Bay Cree of Canada was found to play a mix of native and European games, (Flannery, 1987), hide and seek, high jumping, and Snow-Snake sliding a log in the snow for distance) are among the games played both by children and adults. These games however played much more in the spirit of skill building and beltering the abilities of one self and of each other than they were for competing to win or humiliate others.

There is a current phenomenon regarding the way people spend leisure time in the modern western world. It is almost work of a different kind. People tend to be so perplexed about wasting time and about making the most of the time when they don't have to work that they drive themselves to exhaustion in an attempt to make "good use" of their leisure time. This is because of the extent to which we differentiate between the two. The majority of us are completely absorbed in the system of consumerism; we work in order to have money, we have money in order to buy things to amuse ourselves with. We do not see leisure as it is where some thing we must get as much as possible of in the time allotted, and we gain little of rejuvenation and replenishment from it as a result. There is evidence everywhere of the possibility of a world in which the line between work and leisure is much thinner and it is becoming a very critical issue and we have a lot to gain by considering the views of other cultures in this matter.

2.3 LEISURE NEEDS AND MOTIVES

The concept of leisure needs is important from practical consideration. In a way, the future of the entire field of leisure studies as well as the recreation profession

depends on the construct of leisure need. That is, it could not be shown that people have a need for leisure and recreation, professional and practitioners might as well give up and begin searching for new jobs (Iso- Ahola, 1980). The problem is not whether people need leisure and recreation but rather, whether professionals are able to “sell” leisure need” to those who make decisions about the development of our profession and thus affect people’s psychological wellbeing and will also aim at demonstrating the importance of leisure need in human behaviour. Within one’s biological dispositions early socialization of social learning experiences influence what specific activities a person becomes interested in. Biological forces and early socialization experiences jointly shape an individual’s personality, which perhaps best summarizes the foundations of all human behaviour, including leisure behaviour. It should be stressed that while one part of personality is fixed (biological factors) another part of it is open to social influences and thus to change. For example, even though a person biologically may not have much talent for playing musical instruments, he may however, develop talent in a strongly supportive and encouraging social environment, and thus playing piano may become his favourite leisure activity. Or, consider the fact that many, if not most people, have biological tendencies toward many different types of activities since one person can not participate in all the activities he is capable of doing he has to select which activities to engage in. Such selection is determined by his socialization experiences and the social environment he is living (Vannier, M. et al.,1977).

The importance of the joint influence of biological dispositions and early socialization experiences is that they form the foundation for the individual need for optimal arousal and incongruity. The person does not participate in one and the same

activity, in the same manner, in the same place, with the same friends etc (Iso Ahola, 1993). Even if he spends most of his free time in one leisure activity, he seeks variety “within” this activity in order to meet the need for optimal arousal or incongruity. While this need has its biological roots, it is also influenced by one’s social environment and thus appears as “active leisure participation to one person and “passive” leisure engagement to another depending on social influence Iso-Ahola, 1993). Similarly, at the next level of causation, leisure behaviour can be explained in terms of intrinsic motivation. Specifically, people have a tendency to participate in leisure activities for such intrinsic rewards as feelings of self determination and competence. As stated above, one derivation of this explanation is that people have a tendency to participate in those leisure activities that permit them to make dispositional causal attributions. Thus perceived freedom and competence are at the heart of intrinsically motivated leisure behaviour. It is important to note, however, that the influence of these factors is exerted within the framework of the need for optimal arousal. For example, a person who plays tennis during free –time because he feels he is good at it, does not always play with the same opponent nor does he select an opponent he can beat easily. This is because such an opponent soon becomes repetitive, boring and unchallenging. Iso-Ahola (1993) further stated that most popular way of explaining the reasons why people participate in various leisure activities is to pose this question directly to them.

Indeed, it is practically impossible to avoid social influences on behaviour. In fact, Fitzgerald, (1997) inferred that self-actualization is a result of the socialization process and cultural values rather than of basic needs. Apparently, by self-actualization Maslow meant to refer to those forms of behaviour that are engaged in pursuant to

one's free will and result from perceived competence rather than from the latest social fads. But consider a person who is extremely capable of doing things in needlework. She spends much of her free-time in needle points, knitting, and macramé. One day, however, crochet becomes popular in her town,. And she decides to try it because many of her friends do so. In this context, Brockett's (1976) observation is relevant; "pursuit of happiness is contradiction – the more vigorously happiness is pursued, the further from reach it recedes. Once this pursuit is forsaken for involvement in some actually personally meaningful activity, however, happiness becomes a possibility. Personally meaningful activities do not follow the newest fads.

Personally meaningful activities are those that are conducive to feelings of self determination and competence. Thus, the pursuit of happiness and self-actualization come close to what was earlier defined as intrinsic motivation. The use of such a unitary motivational concept, in lieu of several sets of basic needs is clearly justified by Wahab and Bridwell's (1976) findings, because higher order needs categories clustered together. This therefore, suggests that self-actualization is highly abstract concept which does not exist independently from other psychic needs in people's minds, unless it is made by implication, a socially desirable response. Intrinsic motivation (i.e an individual's desire to do what he wants and what he is capable of doing) is characteristic of higher – order needs. It is logical, therefore, to suggest that those persons whose leisure is intrinsically motivated are in fact "self-actualizing" and come close to reaching personal happiness.

Thus far it has been argued that intrinsic motivation constitutes the basis of an individual's leisure behaviour. In so doing, the role of perceived freedom (self-

determination) and perceived competence in leisure motivation is stressed. Despite the emphasis placed on an individual, it would be audacious to state that intrinsic motivation exists in a social vacuum. Intrinsic motivation has its own social character. To a considerable extent, environmental forces determine how intrinsic motivation develops to influence human behaviour. For example, the effects of environmental factors are tremendous and negative when they (extrinsic rewards sanction, norms etc) induce a person to conclude that participation in an activity is externally motivated. Unfortunately, much leisure behaviour seems to be externally motivated Kelly (1976) found that 26% of all leisure activities were perceived as having “some obligation” and 29% as having “considerable obligation”. Environmental factors can reduce the role of intrinsic motivation in leisure behaviour either by minimizing an individual’s perceived recreational freedom or by limiting perceived competence to perform certain leisure skills.

The effects of social factors can also be less apparent. Many activities (e.g tennis, concerts, spectator sports) require the presence of others. Thus, people often seen to direct their intrinsic motivation to social recreational activities. Another case of less apparent social influence are people who jog during their free-time. Even though they may be highly competent to jog, they would not do it if they were the only people in the world to do so. They have seen others jogging and have learned through the socialization process that such exercise is good for their heart and their psychological well-being. Thus, their intrinsic motivation clearly operates in the social milieu, though they are not necessarily aware of it. In sum, intrinsically motivated leisure behaviours are social in that (1) It involve, activities in which others participate, which also require

the presence of others, and (2) they are sometimes affected by external factors like trophies, sanctions, and norms (Iso-Ahola, 1993).

Another way of considering the social nature of leisure motivation is the one reported by Mercer (1973). Based upon Bradshaw's work, Mercer distinguished between normative and comparative recreational needs. Even though Mercer talked more about these needs at the societal level, the distinction is applicable at the individual level as well. Normative needs refer to the norms of leisure participation established by outside sources. For example, physiologists contend that to maintain the heart in good condition, one should exercise at least three times a week for half an hour at a time so that the heart is beating about 150 times per minute. This, then, clearly sets a norm as to how many free-time hours should be spent weekly for physical exercise if a person is concerned about keeping the body in good shape. Such norms, however, are a matter of subjective interpretation rather than external sanctions.

Comparable leisure need refers to the relative ability or disabilities of individuals to make use of recreation opportunities for one reason or another (Mercer, 1973). For instance, if a teenager gets a motorcycle, this is likely to arouse a comparative need for motorcycling among friends, or a physically handicapped person who has not learned to swim may develop a comparative need for swimming when seeing friends swimming. Viewed in this light, the comparative leisure need is characteristic of those people who change their leisure interests according to the newest fads. But the comparative need has another aspect. Festinger (1954) called it a drive to achieve an accurate appraisal of one's abilities. He posited that if non-social means are not available for comparison, a person will evaluate personal abilities by comparison with those of others, especially

with abilities of a person whose abilities seem to be similar to one's own. Thus, to have an enjoyable and stimulating tennis game (i.e one which is conducive to feelings of competence), a person selects an opponent who is similar in ability.

In sum, the comparison need refers to a situation in which people decide to pursue a leisure activity because others do so or because they want to compare their skills to those similar to others. Even if a person's participation is promoted by comparative or normative "needs", it is possible that such extrinsically motivated leisure behaviours become intrinsically motivated. For that to occur, however, the person has to be able to derive feelings of self-determination and personal competence from leisure participation. (Mercer, 1976). To find out why people participate in various leisure activities, researchers have typically used a procedure according to which subjects are given a series of motivational statements and then asked to evaluate the importance of each reason for their participation in various activities. In one of the first studies, Bishop (1970) presented subjects (College students) with 13 different activities and asked them to rate the degree to which they would feel like participating in each of them, after having been in ten situations characteristic of five need theories (surplus energy, relaxation, catharsis compensation and task generalization). The results showed surplus energy, catharsis, and compensation were more useful than other "need theories" in explaining the relationship between antecedent situations and subsequent leisure participation. The surplus energy theory refers to leisure involvement prompted by a need for stimulation. This need results from excess energy left over after gratification of biological demands. Catharsis refers to leisure participation initiated by a need to release emotional tension and anxiety. According to the compensation theory,

leisure engagement results from a need to compensation for unattained goals in other domains.

A further examination of the Witt and Bishop data reveals that the subjects' responses along the "restoration- relaxation" dimension were similar to their responses along the catharsis and compensation, whereas "diversionary – relaxation" bore resemblance to surplus energy. Restoration-relaxation refers to passive leisure involvement (e.g television watching, napping) following activities that cause fatigue because a person had been busy and under pressure. Diversionary relaxation refers to participation in active leisure activities (e.g partying, playing competitive games) following situations that have not necessarily caused fatigue in a person, but provided only few opportunities to escape from routine (Witt and Bishop, 1970).

Taken together, this study clearly supports the contention that leisure provides an important avenue for gratifying the fundamental need for optimal stimulation and arousal. If work and their daily activities are perceived as requiring relatively little energy, persons tend to use their leisure for burning up that "surplus" vitality through active pastimes on the hand, daily activities are viewed as strenuous and energy consuming, persons exhibit a tendency to engage in less energetic activities. It is important to realize, however, that "surplus energy" is entirely an individual matter, which is strongly shaped by the socialization experience. While "surplus energy has its biological roots, it is primarily determined by social learning (Witt and Bishop, 1970).

The Witt and Bishop findings provided evidence for an individual tendency to use leisure in a manner commensurate with one's need for optimal incongruity, but the results do not justify predictions as to people's participation in specific activities. For

example, it is common for people to plan for social parties many days before hand. At the time a person is supposed to leave for a party, he may be extremely tired, both mentally and physically, due to the prior activities of the day. The optimal incongruity theory predict that the individual would spend that evening quietly and passively would not hold true because of an earlier commitment to go to a party. High use of energy during the day, however, could reduce the activity level of one's behaviour at the party so that one might be more passive, less talkative and less social than usual. The final point to be noted about the Witt and Bishop findings is that the way a person chooses to relax depends in part on prior situational and social experiences. At any given time, a person tends to select that activity from an individual leisure repertoire, which best meets the demand for relaxation. Since all activities in the person's leisure repertoire (not free-time repertoire) are intrinsically motivated, they are also activities which produce feelings of competence and self-determination. These are activities which are expected to provide enjoyment, and of course, those activities vary in the amount of required energy. Since all enjoyable activities are also relaxing activities, selection of one activity can be reduced to choosing from intrinsically motivating activities, the choice in part depending on the desired energy expenditure.

The above reasoning is strongly supported by a recent study. Kelly (1979) found that reasons intrinsic to the activity dominated subsets' leisure choices. Even with the most popular reason ("because I like it") removed from the intrinsic category, intrinsic reasons out weighed the second most important category (relational or social) by about a 2-1 margin. This finding becomes even more important when it is considered that the study involved adults from three communities from the east and west coast. To be sure

the above reason (“I like it”) should not be removed from the intrinsic category, because it is basic upon feeling of competence and self-determination which are the basic ingredients of intrinsic motivation.

In a different approach, Tinsley, et al (1977) asked college students to rate each of five popular leisure activities in terms of their importance in relation to 45 predetermined leisure needs. The results showed that 42 needs were specific to leisure activities, indicating that the same activity was perceived to satisfy different needs. For example, bicycling was highly rated in response to the needs, called independence, catharsis, and ability –utilization, or considered the other way, reading, bicycling, attending plays, concerts and lectures, and drinking and socializing were perceived to satisfy the “ability – utilization” need to relatively high degree; bicycling and drinking (and socializing) were expected to do the same for the “catharsis” need.

In a design which is much better conceptually, London, et al (1977) not only considered activities and the needs they satisfy but also individual differences in the degree to which various activities are perceived to satisfy the same needs. The results showed that subjects (college students) perceived leisure activities in terms of three basic need dimensions: (1) the extent to which they provide “feedback” about one’s competence, (2) the degree of one’s “liking” to perform the activity and (3) “positive interpersonal involvement”:. These findings lead to considerable support to the concept of intrinsic motivation underlying leisure behaviour. Because the leisure needs statements, like those provided by Tinsley et al (1977), overlap considerably, leisure motivation can best be explained by using such a terse concept as intrinsic motivation.

The London et al study is important in several respects. It clearly demonstrates that people do not walk with 45 leisure needs from which, they extract such obscure need dimensions as deference (Finsley et al., 1977) before participation. Rather, leisure needs tend to cluster together in people's thinking. This can perhaps most concisely be described as intrinsic motivation. While feelings of competence and self-determination (and thus enjoyment) are common to every one's intrinsic motivation, individuals differ in the degree to which they view these elements as important to their leisure involvement. They also differ in terms of activities through which these feelings are sought and in the degree of social interaction desired. For example, the London, et al. finding demonstrated that one group of individuals regarded sports as primarily competence producing, another group viewed them as both competence producing and social interaction – involving, and yet another group saw them as low in both aspects. Although the London et al. study was done on college students, similar results have been obtained when testing other subject populations as well (e.g Mckeachie, 1974; Richiel, 1975). Mckeachie's study, for example, produced such competence – oriented factors as mechanics, crafts, intellectual, and neighbourhood and glamour sports.

To provide leisure services that best satisfy most people's intrinsic motivation, it is essential to acquire information about how well a given recreation programme meets the intrinsic leisure needs of those surveyed. Simply asking people to state their leisure preference, as is conventionally done, is insufficient. For example, two groups of individuals may express strong preferences for playing volleyball but they may differ considerably in the reasons for participation. One group of players may be primarily interested in volleyball because of the accompanying feeling of competence. If so, they

are likely to want feedback about their performance in the form of a competitive league. The other group may be interested in volleyball mainly because of positive social interaction involved, preferring less competitive and more informal games. It would, therefore, be a mistake to mix these two groups of individuals when organizing volley games. In many recreation centres, the only method of evaluating the effectiveness of various programmes has been to keep statistics on participants in terms of their demographics (e.g sex, age), qualities. In the light of the studies reviewed above, such practice is inadequate for designing and providing leisure services.

As pointed out earlier, intrinsically motivated leisure behaviour often takes place in social contexts. This is possible because (1) many leisure activities are so structured that they require the presence of others, and (2) many people define their perceived competence in terms of interpersonal competence. Therefore, social interaction can be both a cause and an effect of leisure involvement. Empirical evidence of favour of social interaction as a leisure motive is strong and unambiguous. Somewhat depending on the population studied and the way in which social interaction is operationalized in the past different reports emerged as one of the leading reasons for leisure participation when subjects are given a list of leisure motives from which they select (Kelly, 1976).

Wassinger et al (1987) found positive interpersonal involvement (e.g developing close friendship, cooperating with other people) to be one of the three basic dimensions of leisure needs. Other factor analytical studies (e.g Ritehie, 1975) have also shown that social leisure is one of the key dimensions of leisure participation. Kelly's (1976) data revealed that the "relational" category is the second most important group of reasons for leisure participation; "enjoy the companions and it strengthens relationship" are the

most important items under the category of relational. The subjects of the study by Wagner and Raps (1972) ranked affiliation (“chance and be with others, meet new people and cooperate with others”) as the most important category of leisure involvement. Even if social interaction is not ranked as the most important reason for leisure involvement, it nevertheless is considered an important one. This is clearly evident in Graof’s(1975) data, which revealed that 76% of the assembly line workers interviewed rated the reason. “it allows me to be with people I like” as every important or importance for participation in the favorite leisure activity. At the same time, however, this motive was ranked no better than the fifth most important among other motives. Rather obviously, social interaction is rated as an unimportant leisure motive when a person participates in an activity (eg. hiking) to avoid social contacts. Knopp (1972), for example, reported that solitude was one of the leading motives of participation in outdoor recreation for urban residents, whereas social interaction serves the same function for people in rural farm areas. While social interaction is an essential part of everyone’s leisure experience throughout the life span, it seems to be particularly critical to the elderly. Thus, it has been demonstrated (Graney and Borke, 1975; Shamir, 1976) that physical and psychological well-being of old persons depends on their opportunities for social interaction.

Crandall (1973) reviewed past research on social interaction and reported some relevant data on the basis of his review. He concluded that “the case for the importance of social leisure based on the literature is a strong one”. He also reported data from two large samples, one of them being a national probability sample. These studies explored the relationship between social leisure and total leisure experience. This was done by

correcting subjects' effective ratings of various aspects of leisure. Although the correlation was generally smaller in the national sample, a similar pattern of results emerged in the two reports. It appeared that items designed to estimate social leisure were related to total leisure (median 35) as closely as items measuring other aspects of leisure. This social item that correlated more highly to total leisure feelings than other items was "the feelings about things you do and the time you have with friends".

As was seen, social interaction and interpersonal competence constitute an essential part of this process. Crandal (1978) clearly pointed out that practitioners ought to pay at least as much attention to improving social interaction among leisure participants by improving physical facilities and other non-social interaction among leisure participation as to improving physical facilities and other non-social aspects of involvement. It is contended by this writer that instead of focusing on activities, professionals and practitioners should exert major effort on finding out how various facilities and programmes could be changed and reorganized so that they would encourage and support social interaction. In addition, practitioners should know why people participate in their programs. The London et al. (1977) study clearly suggested that those persons who are compatible are grouped together. The practitioner's task, therefore, goes far beyond the usual cafeteria activities and facilities and keeping sample statistics of participants' characteristics.

2.4 TIMESTYLE AND LEISURE DECISIONS

A different person might have given no advance thought at all to what to do on Saturday and as instead, may have engaged spontaneously in a completely different activity-play tennis, visit friends, or take a nap. In this, it is clearly shown that a person's

customary manner of time perception and time use, his or her timestyle, has a persuasive influence on his or her leisure activities, (Bergadaa, 1990; Feldman and Hornik, 1981). The literature related to timestyle shows only occasional efforts at investigating relationships between different aspects of timestyle and individual behaviour in a specific domain. Leisure stands out as particularly worthy of investigation because decisions about leisure are, infact, active decisions on how to spend or consume specific blocks of time. Leisure activities follow from the initial allocation of time to leisure (Cotte and Ratneshwar, 2000). This part forms the conceptual framework for how people approach decisions regarding leisure time. Although grounded in the prior literature on time, this theorizing represents a significant departure from previous approaches to the problem of time use (Hirschman, 1987). The economic approach, characterized best by Becker (1976), treats time as a fixed resource and assumes people want to maximize use of money and minimize time expenditures on all activities. A somewhat related approach is that of Feldman and Hornik (1981), whose conception of time usage means that people choose among desirable activities and then make time and money trade off. The sociological time budget approach is primarily empirical, and it concentrates on collecting and analyzing time diary data (e.g. Robinson and Godbey, 1997). Both the economic approach and the sociological time budget approach have conception similarities in their reliance on a fixed, objective view of time, for many other sociologists (e.g. Marks, 1977; Lewis & Weigert (1981) as to improving physical facilities and other non-social aspects of involvement. It is contended that instead of focusing on activities, professionals and practitioners should extend more effort to finding out how various facilities and programmes could be changed and reorganized so

that they would encourage and support social interaction (Lewis and Weigert, 1981). In addition, practitioners should know why people participate in their programs. The London et al. (1977) study clearly suggested that those persons who are compatible are grouped together. The practitioner's task, therefore, goes far beyond the usual cafeteria activities and facilities and keeping simple statistics of participants' characteristics.

2.5 INTERRELATIONSHIP BETWEEN WORKERS AND LEISURE

In keeping with the purpose of this study the researcher has focused on the antecedents and consequences of leisure and recreation behaviour. While it is important to study leisure and recreation for their own sake, one should remember that leisure is not the only aspect of life. No matter how important leisure is to an individual, people nevertheless have to work in modern society. In other words, work and leisure are the two major components of the cognitive and behavioural repertoire. Therefore, leisure should not only be analyzed as an isolated aspect of total human behaviour. This calls for an examination of the interrelationship between work and leisure, that is, the effect of work on leisure and vice versa. The role of leisure in total behaviour can also be analyzed by determining its contribution to the quality of life. In universal yet simple terms, it may be stated that quality of life is a function of work and leisure. This leads to an analysis, which seeks to determine the relative contributions of work and leisure to the quality of life.

Though sociologists have paid considerable attention to the relationship between work and leisure, psychologists and social psychologists have almost entirely ignored this area of research. Thus, it is not surprising that an individual (and thus individual differences) have been overlooked in the past when the work-leisure relationship has

been subjected to theoretical and empirical investigation. Parker, (1971) and Whensly (1960, 1980) distinguished three major hypotheses to explain the effect of work on leisure. The first of these is the idea that working experiences tended to carry or spill over into free – time. That is “the long arm of the sub reaching out into life away from work” (Moissner, 1971). If their jobs are monotonous, unchallenging and provide little or no autonomy and control over work, their leisure behaviour becomes passive, idle amusement. The second hypothesis proposes the opposite effects, stating that work experiences are compensated by the choice of free time participation. In other words, people compensate for the negative aspects of their job in their free – time. If for example, there is constraint in the job, social activities would allow them to exercise control over life and to interact socially.

The third hypothesis (Becon, 1975; Moissner, 1971; Parker. 1971) posits that work and leisure are independent of each other, one having no discernible effect on the other. While Wilensy (1961 1980) is typically credited for proposing the first two hypothesis the spill – over and compensation ideas were already put forth by such classic authors as Adam Smith and Karl Max Smith (1937) noted that a factory worker “whose whole life is spent in performing a few simple operations becomes as stupid and ignorant as it is possible for a human creature to become”, therefore supporting the “spill-over” hypothesis. Marx argued that class society makes workers feel alienated and helpless with regard to their work, the consequence of the working day spilling over to their free-time. But Max also asserted that “the development of human personality for its own sake” can begin only after work. This implied that bad working experiences might be compensated for by the wise choice of free-time activities. On the other hand, he was

skeptical about the possibility of compensation, because capitalistic society creates false consumer (leisure) needs and lures people to participate in activities, which are mainly geared toward meeting these false needs rather than toward developing human personality for its own sake.

Some of the work-related variables that might influence a person's leisure behaviour are success on daily work and the leisure interests of co-workers. As for performance, the first variable, job satisfaction in distinct occupations varies as a function of a person's job performance, each day. If, for example, a businessman has made excellent sale on one day, the good mood resulting from his successful job performance is likely to carry over into his leisure behaviour. He may improvise and take his family to a good restaurant and perhaps to the movies after work. It is therefore reasonable to suggest that those factors that lead to the feelings of successful job performance have a positive influence on an individual's leisure behaviour and leisure satisfaction. Kelly (1996) likes the feelings of successful job performance, the second variable co-worker's leisure interest has been totally overlooked in the past. This is surprising because its effects are potentially quite strong. Workers are able to talk about their leisure experiences and thereby influence each other's leisure preferences and participation. It would be important to determine the extent to which co-workers' leisure patterns are similar in various occupations and the degree to which co-workers are in fact affecting intentionally or unintentionally the leisure behaviour of others. It may be argued that lack of similarity between workers leisure interest prevents cohesiveness from developing among workers in a given work unit. If so dissimilar leisure interest might decrease work's job performance and productivity, since it is known that the

cohesiveness is positively related to productivity (Backeman and Helmerill, 1975). It may also be proposed that workers' similar leisure interests help to develop friendships which in turn may increase social atmosphere, cooperativeness, and cohesiveness among workers. These latter factors, in turn, have been shown tinkered job satisfaction (Argle, 1972). Other questions may be raised about the influence of co-workers' leisure interests. It is reasonable to expect that in certain professions and jobs, there is social pressure for workers engaged in leisure activities considered appropriate for them. Because of the social status or norm implied by job, a person may feel strong social pressure to participate in those leisure activities that often workers typically engage in. For example, if other factory workers watch teahouse during their free – time and drink beer after work, a person may feel pressured to do the same, even though he dislikes those activities. Otherwise, the individual might not be able to communicate and interact with his fellow workers, thereby possibly creating a negative working environment. If he continues his preferred personal leisure habits (e.g. going to performing arts centers and reading novels), he might be mocked and told that those are leisure activities of the bourgeoisies, not appropriate for the workers.

Similar social pressure might be exerted at the other end of the social class continuum. That is, a businessman may feel pressure to join an elites social club and to play golf with other businessmen. He might fear that his business would suffer due to customers' boycott if he does not participate in certain public services during his free time. Another businessman may conform to this principle and spend his free time in visible form (e.g. serving as a chairperson of the united way fund raising) in order to implicitly promote the sales of his business. A different type of social pressure may arise from social parties

given by fellow workers. In many white-collar occupations, workers give social parties, which every one is expected to attend. A person who does not show up may be labeled wired or deviant, and this in turn may affect how others treat the individual in the job. Finally, when the effects of co-workers leisure preferences and interests are examined, one should also consider the possible mediating influence of social status and power of a co-worker, that is, whether, the leisure interests of superiors have more effect on a person's free-time participation than the interests of subordinate co-workers.

Of course, it is possible that co-workers alter a person's leisure behaviour patterns without any social pressures. The mere existence of different leisure interests on the part of other workers may make a person change his free-time habits. A person may first participate in the activities of others out of curiosity, but may subsequently develop a liking for them. Or others may be able to persuade an individual to participate (e.g. go to a stadium to watch games) by presenting the positive aspect of these activities. One way in which working partners often temporally influence each other's daily leisure participation is through evaluation of present leisure occurrences, like movies, theater, and musical performance, etc. by telling fellow workers about a trip to the movies previous night and by evaluating the movie a person influences the other person's probability of attending it. In a similar vein working partners often remind each other about the forth coming free-time happenings such as daily television programs. In short, it is obvious that, whether directly or indirectly, co-workers affect one another's leisure behaviour. In addition, due to their social status, many jobs apparently have implications for leisure participation. Unfortunately, the extent of these influences is not known

because no research has been conducted on this subject. This area thus remains an important target for future research (Argle, 1972).

The interrelationship between work and leisure includes not only the effects of work on leisure but also the influence of leisure on work. Unfortunately, however, both theoretical and empirical investigations have failed almost entirely to examine the latter relationship. This is surprising, since there are no apparent reasons to assume that job performance and satisfaction are unaffected by leisure behaviour. In fact, precisely the opposite may be true as indicated by many examples of how work performance and satisfaction are shaped by prior leisure participation. Perhaps the most obvious of these is concerned with the influence of physical fatigue. That is, if a person spends free-time in watching television late in the evening or partying and drinking until the small hours of the morning, work motivation is most likely going to suffer the next day, or at least early in the morning.

When the effects of leisure on work are being examined, some caution should be exercised. The fact that leisure affects work does not mean that it is possible to classify activities according to their ability to contribute to good job performance and high contributions. This follows that in jobs different activities mean different things to different people, because the reason for leisure participation even in the same activities differ from individual to individual, and because the effects of leisure participation are not stable with respect to time and space.

Therefore, an examination of the leisure-work relationship should consider subjective perceptions of leisure, instead of simply correlating objective indicators of leisure participation with job performance and job satisfaction on work. Again, the

concept of leisure or work in itself is meaningless, because it is the individual who attaches certain values and meanings to these concepts, and the effects of cognitions then determine the effect of leisure behavior on work. Human cognitions, in turn, are social influences.

It is well established in the literature of the subject that job performance or productivity is positively (though moderately) related to job satisfaction (Argle, 1972; Uroom, 1964). To increase productivity, it is therefore necessary to enhance job satisfaction which has been a favorite subject of research among American Industrial psychologists which is hardly surprising. A long list of variables assumed to affect job satisfaction has been subjected to empirical research. Among them are variables dealing with the intrinsic nature of work (variety, autonomy, use of skills and abilities) and hours of work, incentive conditions (pay and fringe benefits, occupational status, promotion aspects, security) conditions of work group (cohesiveness, popularity, group size, opportunities for interaction), supervision (leader's warmth in personal relations, participation in decision—making, the company (size and type), as well as individual differences (personality, sex, age, orientation to work, e.t.c.) (Argle, 1972; Locke, 1976; Warr and Wall, 1975).

Finally, the influence of leisure experience on the development of interpersonal behaviour and relations on the job are to be considered. It has been argued (e.g. Schrank, 1978) that employers should recognize the human “need to socialize” and take this basic need into account when designing the work structure. Such requirement is strongly supported by Colligan and Stockton's (1978) results, which showed that lack of opportunities to communicate with one another on the job contributes to the

development of psychogenic illness (characterized by stress, muscular tension and depression among workers. If workers are provided with opportunities to socialize and share their experiences on the job (Schrack, 1978), then their leisure experiences become important in the development of interpersonal relations on the job. Co-workers' leisure interests may be particularly critical in this regard. If workers have common leisure interests, they may have much to talk about. Increased interpersonal communication in turn is likely enhancing interpersonal satisfaction. If so, similar leisure interests may give rise to cohesion among workers, and this in turn is known to be positively related to job satisfaction and performance (Argle, 1977; Bakeman and Helmreich, 1975). Moreover, recollection is an important part of multi-phase recreation experiences (Clawson, 1963; Hammitt, 1987). That is, leisure engagement consists not only of the "on-site" activities, but also in recollection of collier experiences. Often this phase is the most enjoyable one. If people do not have changes to reminisce and talk to anybody, how many of them would continue, for example, to go to stadiums and watch football game? While many possibilities and places exist for sharing recreational experiences (e.g. social parties, family and friends) one of the most common of them is talking to co-workers on the job. It might even be argued that recreational participation is incomplete until previous experiences have been shared with others, particularly with co-workers. If so, it indeed becomes imperative for employers to provide opportunities for their workers to socialize and talk about leisure experiences. As a result, employers may see workers to be more satisfied with their jobs

2.6 LIFESTYLE AND LEISURE PATTERNS

In 20th century, the history of the study of leisure has been dominated by issues of leisure participation and social stratification (e.g. Mommaas of al; 1996; Mommaas, 1997). In this line of research, mostly driven by public planning interests, sociological perspectives dominated the research agenda. Central social and cultural inequality posted the question specific why were the 'lower' classes underrepresented in publicly appreciated leisure activities? Why did they not partake in voluntary activities and use public sports – or cultural facilities in a proportional measure?

In line with this area of research, leisure activities are no longer seen as guided by status competition and established cultural hierarchies but by a playful search for fun and diversity. At stake is a change in the social and individual significance of leisure and consumption. An example of this approach is delivered by the work of Wynne and O'connor (1995). Based on a combination of quantitative and qualitative research of the leisure practices of members of younger households in Manchester (UK), they concluded that the variety of leisure practices of the different functions of the middle class no longer fit into the continuity of taste boundaries put forward by Bourdow (1984). They see their results "as suggestive of a de-differentiation of previously structured and tested in these cultural fields with relatively large 'middle grouping' engaging in what could be termed a 'sampling culture' in which traditional practices and competencies are rejected or, at least, no longer adhered to strictly (Wynne and O'connor, 1995). The authors witnessed a move from a participation pattern based on terms of cultural scarcity and cultural competence to one that emphasized enjoyment, spectacle, ease of entry, and a crossing of genres. A relation exists with the work of the British sociologist, Gidden (1992) on the transformation of intimacy. Today, leisure participation serves as

life instead of lifestyle politics, that is, a politics of self-actualization. Under the current conditions of high-modernity, external legitimations of fate, vocation, tradition, or estate has given way to self-referential systems of legitimization. People increasingly have to make choice as part of the construction of a “narrative of the self” (Giddens, 1991), instead of being able to refer to tradition or custom. In this context, individuals must produce, stage, and cable together their own do-it yourself identities.

A combination of the second approach that stresses the changing socio-economic composition of the middle class (Savage et al; 1992) and the third that emphasizes new ways of evaluating leisure participation and consumption (Wynne and O’connor 1995), is delivered by Martins (1998). For individuals working in newly emerged jobs in the post-industrial economy, personal qualities are becoming more important relative to standardized qualifications or available resources. The people involved have to present themselves as offering a unique service closely linked with their personality. That unique service is based on an expertise or “socially useful knowledge” (Martin, 1998) that is not only built up through formal education and training, but also through one’s own experiences, interests, and contacts. Collecting an interesting portfolio of work experiences is important along with engaging in the right type of leisure activities at the right time and in relevant social networks. Being more market-instead of firm oriented, the value of these new professionals is dependant not just on their organizational loyalty and their knowledge and skills, but also on their entire personality (Brown, 1995).

Martins’ (1998) notions of the lifestyle and identity, what he calls the middle class bricolour, will be most important for the self-employed. For them, a more mixed leisure

repertoire is hypothesized. They will be more interested in legitimate culture (e.g., museum, theater, literature) than private sector workers. On the other hand, their leisure is likely to be more sociable and more costly than what we expect to find among the civil servants. The importance of their social network, their image, and their “narrative of the self” demands a socially active lifestyle incorporating receptions, out door dinners or going out in general. Given that both culture and sociability will be important for hawking one’s abilities successfully, these self employed generally prefer leisure activities that require in the input of money over time. For example, their cultural participation will be more likely to include attending performing arts than reading. Their leisure pattern is expected to come closest to a lifestyle that might be labeled postmodern. Linking this idea to the work of Savage et al (1992), they are thought to resemble his private sector professionals and specialists (with many likely to be self-employed). We thus expect that the self-employed members of the new middle class engage more in sociable leisure than their public and private sector counterparts, and they participate in highbrow activities more than private sector workers.

This picture of the self –employed is in contrast with Bourdow (1984) image of the traditional petite bourgeoisie that comprises a subsiding segment of the labor market. According to this traditional image, the petite bourgeoisie is characterized by conservative values and a traditional (weberian) work ethic. Like the protestant capitalist described Weber (1992), the members of the petite bourgeoisie are convinced “ that they owe their positive to a simple, ‘heroin, thrust’ like and therefore express in all areas most austere and traditional values” (Bourdow, 1984). They take culture seriously to allow them selves any importance in dealing with it. Also, they are not lavish because

they are too much aware of the fact that they, or their parents, have often made great sacrifices to achieve their current well-being. Among the contemporary self-employed, we expect to find a leisure pattern that is more similar to descriptions offered by Martins (1998) and Savage et al. (1992) than to the traditional petite bourgeoisie. From the late 1960s through the mid-1970s the number of self-employed decreased relative to the number of employed in the Netherlands but self-employment went up again during 1980s. The proportion of the craftsmen, farmers and retailers among the working population has decreased sharply. The large part of this increase took place within the service sector (e.g. finance, Business, and others). This implies that if the category is self-employed is expected to lead to leisure pattern resembling Martins and Savage's notions rather than those of Bourdieu, and Weber.

Furthermore, leisure participation has been identified as playing an important role in the quality of life and life satisfaction of older adults. Changes in leisure participation as people get older, and the implications of these changes in participation for well being, have received some research attention, though problems in measuring leisure have hindered this research (Mannell and Oupuis, 1994). Of the several theories of aging and well-being that propose a likeness between levels of the activity, including leisure participation, and quality of life, two of them have received considerable research attention. Activity theory asserts that people will be happiest and, most fulfilled in direct proportion to how much activities they are able to maintain as they grow older (Hooyman and Kiyak, 1996), and there is some evidence that older people who are more active are in fact happier (Kelly et al; 1987). The theory with the most support is continuity theory (Atchley, 1988). Those activities and relationships that have been

cultivated and maintained over a long period in people's lives are viewed to be the most likely to contribute to well-being by allowing older adults to maintain a sense of integrity and continuity with their past. However, continuity without an opening to some change may jeopardize older adults' quality of life if it means that there is no adaptation to new circumstances (Atchley, 1993). With respect to leisure, Iso-Ahola (1980) suggests that there is a need for both continuity and change at all stages of life, though the need for change may decrease.

Some research suggests that leisure activity levels may be better predictors of life satisfaction than even health and income. However, while positive relationship between leisure activity level and the life satisfaction of older adults had been frequently found, there is a lack of the theory and research on what types of relationships, and it does appear that participation in some types of activities correlate more strongly with life satisfaction than participation in others. Social, outdoor, and sports activities have been shown to have the strongest associations with life satisfaction among older adults. Activities such as membership involuntary association also show a positive relationship to life satisfaction for older adults. Nonetheless, the types of activities that are significantly related to life satisfaction have been found to vary by age even among older adults themselves. Researchers (Kelly et al 1987), have found that sports, travel, and outdoor activities are the most important predictors for those aged 55 to 64. Involvement in community organizations, culture and art activities, and travel were the most important activities for young older adults (65-76). Home based activities and informal social activities were the most important contributors for those over 74. There was also some evidence that social leisure involvements may be more important to

older adults than younger adults. For example, social involvement was unrelated to life satisfaction among those aged 40 to 54, but is an important positive factor in the satisfactions of older adults. Also high investment in serious leisure activities, which require commitment and offer opportunities for the development of competence and social integration, has been found to be particularly important to life satisfaction among older adults (Mannell, 1993; Stebbin, 1992). These findings remind us that a higher level of leisure participation by itself is insufficient to foster well being. The satisfactions and meanings people derive from their leisure participation also have important implications for life satisfaction (e.g. Brown and Frankel, 1993, Guimn, 1980).

2.7 EFFECTS OF A LEISURE EDUCATION PROGRAMME TO PROMOTE HEALTHY USE OF FREE TIME

It is important to understand the role leisure plays in the development of individuals because leisure is a “key context for education and learning, for health care and the decisions that impact people’s health” (Irby and Tolman, 2002). Several researchers have argued that leisure engagements have the potential to contribute to a youth’s successful transition into adulthood. Issues such as the development of autonomy from parents, experimentation with social roles, achievement orientation, and identity development are often associated with leisure behaviour and experience (Larson, 1984). Larson, and Csikszentmihaly, (1994). Recognized the important developmental opportunities afforded by participation in healthy leisure, time wise. Learning life long leisure activities becomes a necessity for civil servants in Sokoto State especially when viewed from the context of the inherent advantages in shaping the behaviour of individuals.

The way youth focused research and youth programs have been conceptualized over the last thirty years has gradually evolved a body of scientific theory and evidence about the nature of vulnerability, risk and opportunity in leisure activities (Eastman, 2001). Many programmes currently strive to both reduce the impact of risk factors and promote factors that are conducive to well-being (Garbarino, 2001; Sameroff, et al; 1997). For example, Pittman and Colleagues (2000) argued that the goals of youth development programs should be to simultaneously prevent problem, promote development, and encourage engagement. This focus is consistent with the family of contemporary human development theories that highlight the role of “multidirectional influences “and” developmental systems” (For and Lerner, 1992; Larson, 2000; Lerner, et al; 2001; Silberasen and Todt, 1994) and provides the metatheoretical basis for the time wise intervention.

Despite the evolution in the thinking about how to develop effective prevention programs, the youth development approach is still relatively new and has been often ignored; with the more epidemiological or risk reduction approach to reducing problem behaviours continues as the norm, especially in school – based settings. This is documented by the numerous “risk reduction” or prevention” curricula that are available to middle school teachers (e.g substance use, prevention programs and sex education programs). These observations are ironic when positioned next to John Dewey’s argument in 1912 that schools should be educating youth for the wise use of leisure time. Even though “leisure education” programs have been developed, particularly those devoted to after school child care and sports, they have not always been sustained and typically have been targeted to youth with disabilities. Moreover, they did

not focus on the whole population of students. Although the expanded prevention perspectives, which included health promotion and positive youth development have been at the fore of some recent youth programs (e.g. positive Action program, Flay, Alfred & Ord, 2001), typically the free time context is still ignored and an implicit assumption has been that if youths are prevented from engaging in risky behaviour, they will naturally possess skills for the constructive use of free time and meaningful engagement in leisure pursuits. Unfortunately, this is not typically the case dealing with the choices associated with increased amount of freedom that has been associated with stress because there are fewer clear guidelines on how to manage daily decisions (Larson & Richards, 1994) and many youths do not know how to make their time meaningful and reap healthy and developmentally supporting benefits from their free time choice (Carnegie Council, 1992). In an era where the leisure of many youths is dominated by TV watching, computers and video game playing, it is not surprising that the ability to self initiate meaningful activities alone or with peers is an uncommon skill. To further compound this issue, leisure among some youths today is so often tightly structured and controlled that by the time they reach the age where they are getting autonomy from parents, and are concomitantly faced with blocks of “freedom” (i.e. leisure time), they are often unprepared and ill-equipped to construct meaningful activities.

To understand the role leisure plays in healthy adolescent development, a close examination, of how leisure contributes to healthy development is essential. Self determination, intrinsic motivation, perceived self competence, and pleasurable experiences have been treated as defining elements of optimal leisure experiences (e.g.

Mannel & Kleiber, 1997; Neullinger, 1981; Iso-Ahoha, 1980). However, as Kluber (1990) argued, these defining elements of optimal leisure experience have often been oversimplified, resulting in a rather undifferentiated view of leisure experiences. That is, the personal and environmental conditions associated with optimal leisure as the process by which one achieves these optimal states of engagement have not been given adequate consideration (Kluber).

2.8 SUMMARY

In summary, leisure has become an increasingly important component in people's lives and there are growing expectations that leisure and recreational facilities should be provided by those adults. The concept of leisure in our present civilization is difficult to interpret, just as it has been in all civilizations of the past. The behaviour of people during the time when they are not engaged in work or survival activities has in the past received little scientific attention. It has been only recently that the study of leisure behaviour has been a legitimate area of investigation.

It has also been noted that people who are involved in planning and providing leisure services have been too busy planning and organizing structured, substitute activities for people in constricted environments to consider what is happening to participants.

Finally, leisure behaviour can be explained in terms of intrinsic motivation especially, people have a tendency to participate in leisure activities for such intrinsic rewards as feelings of self-determination and competence. As stated previously, one derivation of this explanation is that people have a tendency to participate in those

leisure activities that permit them to make dispositional causal attributions. Thus perceived freedom and competence are at the heart of intrinsically motivated leisure behaviour. In Africa on the other hand, leisure has been an essential part of life. It was hardly associated with wealth and social status. People engaged in leisure activities to recreate the lost energy and to become prepared for the next day's labour. All these contribute to determining the individual's attitude and behaviour toward leisure participation and what he achieves both intrinsically and extrinsically.

CHAPTER THREE

METHODOLOGY

3.0 INTRODUCTION

The purpose of the study was to find out the behavioral determinants of participation of Sokoto State senior and junior civil servants in leisure activities. For the purpose of the study, the behavioral determinants included reasons for participation, obstacles for participation in leisure activities, attitudes towards participation in leisure activities, subjective norms in leisure activities, perceived behavioral control in leisure activities and role identity. To achieve this purpose, the research design, the population, the sample, development and validation of the instrument, administration of the instrument and statistical analysis used in this research are described in this chapter.

3.1 RESEARCH DESIGN

As the information required for this study was already available, ex post facto research design was used to achieve the purpose of this study. In this design, the instrument developed (questionnaire) to determine the behavioral determinants of participation in leisure activities was administered on junior and senior civil servants selected at random from different ministries of Sokoto State government. The data collected were statistically analysed to determine the behavioral determinants.

3.2 POPULATION

The population for this study consisted of all civil servants of Sokoto State government. For the purpose of this study, this population was divided into two (2) strata which included senior and junior civil servants. All the civil servants from grade level 10 and below were considered as junior civil servants and all those in grade level 12 and above were treated as senior civil servants.

3.3 SAMPLE

Convenient sampling technique was used in this study. In this technique the researcher met the Permanent Secretaries of each of the following Ministries.

- 1) Ministry of Education
- 2) Ministry of Finance
- 3) Ministry of Women Affairs
- 4) Ministry of Works and Housing
- 5) Ministry for Commerce and Industry
- 6) Ministry for Youth and Sports
- 7) Ministry of Health
- 8) Ministry of Information
- 9) Ministry of Agriculture
- 10) Ministry for Water Resources

The researcher was directed by the Permanent Secretaries to meet their respective staff officers whom he also directed to take charge of the distribution of the questionnaire. The researcher then met the respective staff officers and explained to them the purpose of the research and the need for their cooperation in the distribution of

the copies of the questionnaire to their officers in their various ministries. The researcher then gave 400 copies of the questionnaire to the staff officers which they distributed to their junior and senior staff. When the researcher gave the copies of the questionnaire to the staff officers, he told them that he would visit them to collect the responses after two (2) weeks. Accordingly, two (2) weeks after the distribution of the questionnaire, the researcher visited the various staff officers who returned the filled in copies of the questionnaire to the researcher. Out of a total of 400 four hundred copies of the questionnaire distributed, (395) three hundred ninety five (98.75%) were received. The exact details of number of the copies of the questionnaire distributed to each of the ministries and the number of responses received from male and female junior and senior civil servants of each ministry are shown in table 1 below.

Table 1: Responses Received from each Ministry

S/N	Ministries	Total No. Given		Total Received				Total				Grand Total
				Men		Women		Men		Women		
		J	S	J	S	J	S	J	S	J	S	
1	Ministry of Education	20	30	10	16	10	12	10	16	10	12	48
2	Ministry of Finance	20	20	15	10	8	7	15	10	8	7	40
3	Ministry of Women Affair	15	15	8	9	7	5	8	9	7	5	29
4	Ministry of Commerce	25	15	12	8	13	7	12	8	13	7	40
5	Ministry of work & Housing	15	15	5	9	6	8	5	9	6	8	28
6	Ministry of Youth & Sport	30	20	20	10	10	10	20	10	10	10	50
7	Ministry of Health	20	20	10	10	10	10	10	10	10	10	40
8	Ministry of Information	15	25	8	15	7	10	8	15	7	10	40
9	Ministry of Agric	20	20	15	10	8	7	15	10	8	7	40
10	Ministry of Water Resource	25	15	12	8	13	7	12	8	13	7	40
	TOTAL	205	195	115	105	92	83	115	105	92	83	395

3.4 INSTRUMENTATION

As the purpose of the study was to find out the determinants of participation of Sokoto State junior and senior civil servant in leisure activities, it became necessary to find out the behavioral determinants to be used in the study. On the basis of a critical review of related literature, the researcher identified the following factors as the behavioral determinants of participation in leisure activities.

- a) Reasons for participation in leisure activities (Courneya et al 1999)
- b) Obstacles to participation in leisure activities (Courneya et al 1999)
- c) Attitude towards participation in leisure activities (Ajzen and Madden, 1986)
- d) Subjective norms in leisure activities (Ajzen and Madden, 1986)
- e) Perceived behavioral control in leisure activities (Ajzen, 1986)
- f) Role identification in leisure activities (Ajzen, 1986).

These factors were identified on the basis of extended model of the theory of planned behaviour (Ajzen, 1988; Ajzen and Madden, 1986). According to this theory, human behaviour is the function of the intention of the individual to perform that behaviour. The intention in turn is determined by a combination of interdependent factors, which included about six (6) factors.

On the basis of these factors a questionnaire was developed that contained three (3) sections. Section A contained (5) five statements on personal information of the respondents, and section B contained six (6), sub- sections. With statements on behavioural determinants of leisure activities. Sub-section 1 was on the reasons for participation in leisure activities with 14 statements, sub section 2 on obstacles to participation in leisure activites with 17 statements, sub – section 3 on attitudes towards

leisure activities with 12 statements, sub-section 4 on subjective norms on leisure activities with 5 statements, sub-section 5 on perceived behavioral control in leisure activities with 8 statements and sub section 6 on role identify with 8 statements. Section C contained 4 sub sections on leisure activities in which the civil servants participated. Sub section 1 was on socialization activities, sub section 2 on creative and artistic activities, sub section 3 on intellectual activities and sub section 4 on sports activities.

The prepared questions were distributed to five (5) professional experts from the department of Physical and Health Education, Department of Sociology and Department of Education of Ahmadu Bello University, Zaria, for vetting to determine face validity of the questionnaire. Several suggestions were made by the experts either to modify statements or to delete some statements. Accordingly, these suggestions were incorporated to the satisfaction of the major supervisor and the final questionnaire was prepared, with 8 statements under section A, 67 statements in sections B and 28 statements in section C.

3.5 ADMINISTRATION OF QUESTIONNAIRE

In order to administer the questionnaire on the selected respondents, the researcher met the staff officers of different ministries and gave a total of four hundred (400) copies of the questionnaire. The copies of the questionnaire were distributed by the staff officers as shown in table 1, in the first week of October, 2005. The respondents were told by the staff officers to return the completed questionnaire within two (2) weeks, after receiving the questionnaire. The researcher went to the staff officers in the last week of October 2005 and collected the completed questionnaire.

Out of a total of four hundred (400) copies of the questionnaire distributed, three hundred ninety five (395) completed copies were received (98.75%).

The responses received were coded for statistical analysis by using SPSS 204 package in the Institute of Agricultural Research Unit, Ahmadu Bello University, Zaria.

3.6 STATISTICAL ANALYSIS

To achieve the purpose of this study, the following statistics were used:

- 1) Descriptive statistics of means and standard deviations were computed for all the variables of all junior and senior civil servants separately.
- 2) Correlation coefficients for the selected variables were computed for the reliability
- 3) Pearson Product moment correlation coefficients among variables were computed for relationship
- 4) Stepwise multiple regression analysis was computed for prediction of behavior.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 INTRODUCTION

The purpose of the study was to find out the behavioural determinants of participation in leisure activities of Sokoto State civil servants. To achieve this purpose, the data collected were statistically analyzed according to the hypotheses of the study, the results of which are presented and discussed in this chapter.

4.2 RESULTS

Before results are presented according to hypotheses, demographic characteristics of the respondents are shown in table 4:1

TABLE 4:1

Demographic characteristic of the respondents

Characteristics	Frequency	Percents
1. Gender		
a. Male	259	65.4
b. Female	136	34.4
2. Income		
a. High	105	26.6
b. Low	289	73.2
3. Qualification		
a. Primary school	9	2.3
b. Secondary School	112	28.4
c. University	274	69.3
4. Status		
a. Junior	236	59.7
b. Senior	159	40.3
5. Health		
a. Very good	210	51.2
b. Good	162	41.0
c. Fair	10	2.5
d. Very poor	12	3.0

Table 4:1 shows that most of the respondents 259 (56%) were males. While 136 (34.4%) were females. Most of them (289, 73.2%) were in the low income group. More

than 95% of them had secondary to university education. 236 (59.7%) of them were junior civil servants and 159 (40.3%) senior civil servants. 94% of them were in good health.

Descriptive information regarding the responses about the behavioural determinations of participation of Sokoto State civil servants in leisure activities is shown in table 4.2

Table 4.2: Mean scores of Behavioural Determinants of participation of civil servants in leisure Activities.

S/No	Behavioural Determinants	Mean	SD	SE	Coefficient alpha
1.	Reason for participation	3.826	1.105	.064	.84
2.	Obstacles to participation	2.505	1.273	.064	.75
3.	Attitude for participation	3.924	1.04	.053	.92
4.	Subjective norms for participation	2.71	1.303	.066	.84
5	Perceived behavioural control for participation	3.441	1.203	.05	.76
6	Role identity for participation	3.381	1.221	.053	.78
7	Socialization for participation	3.916	1.058	.053	.86
8	Creative artistic activities for participation	2.915	1.291	.065	.94
9	Intellectual activities for participation	3.236	1.178	.06	.92
10	Sports activities for participation	3.482	1.294	.061	.96

As the responses to all statements were on a five points Likert scale, any behavioural determinant that had a mean score of 3.5 and above was considered as significant determinant for participation. Table 4:2 shows that of all leisure activities,

four were considered as significant by Sokoto State civil servants as all of them had a mean score of more than 3.5. These include reasons for participation ($M = 3.826 \pm 1.105$), attitude towards participation ($M = 3.924 \pm 1.04$), socialization for participation ($M = 3.9 \text{ Ke} \pm 1.058$), and sports activities for participation ($M = 3.482 \pm 1.294$). However, three of them had mean score of more than 3.75, (75%) therefore, they are stronger determinants for participation in leisure activities than other determinants that had a mean score of less than 3.75. All the subscales for the different determinants of participation had Cronbach's alpha coefficient of more than .75 and therefore all the subscales are reliable.

Major hypothesis

There are no significant differences between senior and junior Sokoto state civil servants in their reasons for and obstacles to participation and attitudes towards leisure activities, perceived behaviour control, subjective norm, role identify and patterns of participation in these activities.

To test the major hypothesis, it was decomposed into sub hypotheses according to its different components which are then tested.

Subhypothesis I:

There are no significant differences between senior and junior civil servants of Sokoto State in their reasons for participation and obstacles to participate in leisure activities.

Subhypothesis II:

To test subhypotheses I, II and III, 't' test was used to find out the significant level of the differences between senior and junior civil servants of Sokoto state, in their behavioural determinants of participation in leisure activities and in their patterns of participation in leisure activities, the results of which are shown in Table 4.3.

Table 4:3 t-Test for differences between junior and senior civil servants in their responses behavioural determinants and patterns of participation in leisure activities

Behavioural determinant	Mean		SD		SE		T
	Senior	Junior	Senior	Junior	Senior	Junior	
Reasons	3.84	3.80	.64	.05	.06	.05	.63*
Obstacle	2.38	2.73	.81	.083	.05	.07	4.54
Attitude	4.0	3.94	.56	.65	.04	.05	1.00*
Norms	2.56	2.92	.90	.98	.6	.08	3.67
Perceive	3.41	3.49	.55	.62	.4	.05	1.32*
Role	3.41	3.46	.54	.66	.04	.05	.82
Social	3.45	3.83	.68	.78	.04	.06	1.51*
Creative	2.79	3.10	.78	.83	.05	.07	3.83
Intellectual	3.18	3.32	.56	.62	.04	.05	2.34
Sports	3.5	3.46	.65	.71	.04	.06	.53*

$$T(390) = 1.645 < .05$$

An examination of table 4.3 shows insignificant differences between junior and senior civil servants in their perception of reasons for participation, attitude towards participation, perceived control, and role identify as determinants of participation in leisure activities. However, there are significant differences between senior and junior civil servants in their perception of obstacles to participation ($t = 4.45 < .05$), and subjective norm ($t = 3.67 < .05$), as determinants of participation in leisure activities. The significant differences in the obstacle to participation are due to the fact that junior civil servants perceived more obstacles to participation ($M=2.73 \pm .083$), and in their

perception of subjective norm was due to strong subjective norm of junior civil servants (M= 2.92± .98). Similarly, there were significant differences between senior and junior civil servants in their pattern of participation in creative activities and intellectual activities. The significant difference in the pattern of participation in creative activities was due to the fact that junior workers participated more in creative activities (M =3.10± 0.83), and in intellectual activities (M=3.32± .62) than the senior workers.

Sub Hypotheses IV

There is no significant relationship between reasons for participation and obstacles to leisure, attitude towards participation, subjective norm, perceived behavioural control, role identify relating to leisure activities and patterns of participation of civil servants of Sokoto State.

To test-sub hypothesis IV, correlation coefficients were computed between different determinants and patterns of participation in leisure activities, the results are shown in table 4:4

Table 4:4 Intercorrelations between determinants and patterns of participations in leisure activities.

Variable	1	2	3	4	5	6	7	8	9	10
Reasons	1.00	.07	.63	.10	.26	.28	.35	.09	.08	.25
Obstacle	.07	1.00	-.12	.56	.32	.15	-.25	.58	.31	-.02
Attitude	.63	-.12	1.00	-2.1	.31	.36	.64	-1.0	.13	.27
Norms	-.10	.56	-2.1	1.00	.32	.11	.17	.94	.37	.05
Perceive	.26	.32	.31	.32	1.00	.29	.18	.48	.82	.21
Role	.28	.15	.36	.12	.29	1.00	.25	.16	.31	.83
Social	.35	-.25	.64	-.17	.28	.25	1.00	-.04	.25	.49
Creative	-.02	.58	-1.0	.94	.48	.16	-.04	1.00	.47	.14
Intellectual	.08	.31	.13	.37	.82	.31	.25	.47	1.00	.31
Sports	.25	-.20	.27	.05	.21	.83	.49	.14	.31	1.00

Y (393) = 0.99

Examination of table 4:4 shows that most of inter, correlations between the different behavioural determinants of participation in leisure activities and patterns of participation in leisure were significant. However, most of these significant correlations did not explain even 50% of variance in the dependent variable. Therefore, only those that have explained variances that are close to or above 50% are interpreted here. Attitude explained 40% of the variances in reasons for participation ($r = .63 < .05$), 31% and 34% of variances in obstacles were explained by subjective norms and creative activities ($r = .56$, and $.58 < .05$), 41% of variance in social activities was explained by attitude to participation in leisure activities ($r = .64 < .05$). Subjective norm explained 88% of the variance in social activities, ($r = .94 < .05$), perceived control explained 67% of the variances in intellectual activities ($r = .82 < .05$), Role identify contributed 69% to the variance of sports activities, 88% of the variance by subjective norms ($r = .94 < .05$), to creative activities and perceived control contributed 67% of the variance in intellectual activities ($r = .82 < .05$).

69% of the variance in sports activities was due to role identify. Thus, table 4:4 shows highest correlation between the following pairs of variables:

- (a) Reasons for participation Vs attitude (40%)
- (b) Obstacles to participation Vs creative attitude (34%) and subjective norms (31%)
- (c) Attitude Vs Reasons (40%), and social activities (41%).
- (d) Subjective norms Vs obstacles (31%), and creative activities (88%).
- (e) Perceived control Vs intellectual activities (67%).
- (f) Role identity Vs sports activities (69%)

- (g) Social activities Vs. Attitude (41%).
- (h) Creative activities Vs subjective norms (88%).
- (i) Intellectual activities Vs perceived control (67%).
- (j) Sports activities Vs Role identify (60%)

Hypothesis V

Leisure activities cannot be perfected by behavioural factors.

This hypothesis was generated to find out whether the selected behavioural factors, which included reasons for participation, obstacles to participation, attitude towards participation, subjective norm, perceived control and role identity can predict participation in leisure activities. To test this hypotheses stepwise regression analysis was used in the treatment of the data, the results of which are shown in table 4:5.

Table 4:5 Stepwise regression analysis for prediction of participation in activities

Variable	R	F-change	P
Perceived control	.62	232.81	.001
Role identity	.69	126.16	.001
Attitude	.66	94.27	.005
Reasons	.66	1.44	.416
Obstacles	.68	.42	.568
Subjective norms			

Table 4:5 shows that perceived control, role identity and attitude towards participation are significant predictors of the participation of Sokoto State civil servants in leisure activities. The predictors used were the variable from the planned behaviour model, and reasons for and obstacle to participation. More specially in step one perceived behavioural control contributed to the prediction, $R = .62$ ($f = 232.81 < .001$).

In step 2-role identity increase at predictability to .63, ($f = 126.16 < 001$). In step 3 attitudes towards participation further increased the prediction to .66 ($f = 94.27 < .005$).

4.3 DISCUSSION

Reasons for Participation in leisure activities

Reasons for participation in leisure activities values and ideas vary from person to person, from community to community and from culture to culture. There are, however, commonalities found spread through the body of a culture, which are very meaningful to understand and appreciate why a particular group behaves the way it behaves. This study revealed that the respondents participated in leisure activities because of intrinsic and extrinsic reasons. Among the intrinsic reasons, participation for fun, for mastery of skills, for a sense of satisfaction, to feel good about self are some of the main reasons. These reasons are very similar to those reported by Allison and Dweye (2005), according to which the respondents participated mainly for the enjoyment of the activities and to experience a sense of satisfaction and accomplishment, and to try to learn new skills. These reasons are different from those reported by Gard and Meyenn (2000), Light and Kirk (2000), and Parker (1996). The respondents in this study are mainly adolescents, who reported that they participated in leisure activities for dominance, the value of strength and masculinity, which are all extrinsic reasons. The present study was conducted on adults who might not have the same desires as the adolescents.

This study also showed that the respondents participated in leisure activities because of extrinsic reasons, like to spend and enjoy time with friends and to meet new people to achieve physical and psychological health benefits to release tension and to keep them out of trouble. These extrinsic reasons are in agreement with the extrinsic reason of Dwyer (2005) for participation of their respondents in leisure activities. These results supported the previous findings of Allison et al. (1999) and Wakeley and White

(1992), according to which their subjects participated in leisure because of health and fitness benefits.

In this study, obstacles refer to barriers individuals face in maintaining or increasing participation in leisure activities. Several previous studies investigated barriers to participation in leisure activities (Allison et al; 1999). Frankish et al; 1998; Higgin et al; 2003; Robbins et al; 2003; Sallis et al; 2000; Saxena et al; 2002; Sherwood and Jeffery 2000; Tergerson and King; 2002). The different barriers have been categorized into demographic and biological, psychological, cognitive, emotional, behavioural, social, cultural, and physical environment obstacles to participation in leisure activities (Sallis et al. 1993). The study investigated whether any of these factors constituted obstacle to participation in leisure activities for the respondents of this study. The results of this study showed that none of these factors was an obstacle to participation in leisure activities for the respondents of this study. This may be attributed to the fact that most of the respondents of this study participated in some kind of leisure activities. Alternatively, it may be due to the fact that most of them did not want to spend much time in leisure activities because of cultural inhibition. However, it is suggested that issues of obstacles to participation should further be investigated in relation to frequency, intensity and duration of participation.

Attitudes towards Leisure Activities.

The intention of an individual to perform a behaviour is the major determinant of that behaviour. This intention is in turn determined by a combination of three independent factors, which are attitude toward specific behaviour, subjective norms and perceived behaviour control (Ajzen 1983). Behaviour is the function of beliefs related to

behaviour, that determines attitude, which is a predisposition towards a behaviour. In the context of leisure activities, the more positive attitude an individual holds, the higher the societal pressure placed on him (Kouthourist and Spontins, 2005). The results of this study showed very strong positive attitude of the respondents towards leisure activities. Previous studies (Courneya et al; 1992; 1994) have shown that attitudes towards a behaviour was a stronger determinant of intention. It is perhaps because of this reason that the respondents of this study did not find any of the obstacles as a significant obstacle to participation in leisure activities.

Subjective Norms and Leisure Activities

In this study, subjective norm refers to social pressure placed on the individual to perform a specific behaviour. The results of the study showed that the respondents of the study were not in any undue pressure not to participate in leisure activities. This is understandable in view of the fact that the respondents did not face any obstacle not to participate in leisure activities. However, it should be noted that subjective norm is a weaker predictor of participation in leisure activities compared to attitude (Biddil et al ; 1994; Bourdaw; 1995; Courneya and McAlley, 1995).

Perceived Behavioural Control and Leisure activities.

Perceived behavioural control was introduced in the theory of planned behaviour, which was applied in this study, to enhance the prediction of behaviours in which volitional control may be incomplete (Ajzen, 1989). In respect of the obstacles preventing him/her from eliciting that behaviour, these obstacles may be internal factors, like skills and knowledge, as well as external factors like time, excess and opportunity (Ajzen and Madden, 1986), and express individual beliefs about the ease and difficulty

to perform a specific behaviour. According to the theory of planned behaviour, behavioural control influences behaviour both directly and indirectly through an interdependent effect of behavioural intention. The more it is perceived that the behaviour in question is not under control, the more it is expected that direct link between perceived behavioral control and behaviour be present, which is not mediated by intention. This study showed a weak perceived behavioural control ($m = 3.44 \pm 2.20$), suggesting that the participation of Sokoto State civil servants in leisure activities is intentional and is not inhibited by any obstacle.

Role Identity and Leisure Activities.

In this study, role identity refers to the behaviour of an individual in accordance to the set way, as it is part of his/her identity, his/her role within the society and is a part of himself. In this study the respondents had a strong role identity ($m = 3.81 \pm 1.22$), suggesting that participation in leisure activities can be significantly developed through the role of an individual. These results are in agreement with those of Burke (1980) and Theodorakis, (1994), according to which participation in outdoor activities can be improved through role identity.

Differences between Senior and Junior Civil Servants in their Participation in Leisure Activities

This study showed significant differences between junior and senior civil servants of Sokoto State in their patterns of participation in leisure activities and also in the behavioural determinants of participation. For example, junior civil servants had greater obstacles to participation (2.73 ± 0.81), supported by their higher subjective norms ($m = 2.92 \pm .98$). Similarly the junior workers had better participation in creative activities (3.10

± .83), and intellectual activities (3.32 ± .621), than the senior civil servants. These differences can be explained by the fact that leisure does not occur independent of historical condition, social, economic and political context, on a micro level, dominant mode of cultural production (Larr, and Lashug, 2004). Therefore, leisure is a phenomenon that is continually negotiated by people within constraints imposed by historical forces, like puida (sun and capitalism, cultural ideology, and politics, and embodiment in social contest like class, ethnicity, age, gender, ability, disability). Negotiation of role and appropriate choices may take place within social structure and status imperious from both the top – down (hegimongy) and bottom – up (resistance). In this dialectical condition, the brute force of history is not given, social structure, is not fixed and forever, and people are viewed as creative creaturs of everyday world. Leisure becomes an aspect of life to which people may be depressed or liberated, control led or empowered. The differences between junior and senior workers only show how leisure is connected to broad processes of development and change in society (Hemingway, 1996; 1999; Sylvester , 1995; Samdahl, 1999; Parr & Hemingway, 2000; Reid and Van, 1999).

Relationship Among Behavioural Determinants of Participation in leisure Activities

The results of this study revealed that each of the behavioural determinants of participation is significantly correlated with several other behavioural determinants. For example attitude was significantly correlated with all other behavioural determinants but its correlation only with reasons for participation ($r = .63$) and with social activities ($r = .64$) were considerable (40%, 41% respectively). Most of these correlations although

significant did not explain most of the dependent variables. Therefore it became necessary to find out whether the behavioural factors can really predict participation in leisure activities.

Prediction of participation in leisure activities is complex task. The primary purpose of this study was to find out the behavioural determinants of participation in leisure activities. Reasons for and obstacles to participation in leisure activities and role identity were included as extra variables to enhance prediction of participation. The results of this study provided support for the applicability of the theory of planned behaviour in the context of leisure activities. Participation in leisure activities was significantly predicted by a number of behavioural factors, like perceived control, role identity and attitude. However, the prediction was not very strong as the percentage of prediction was not 60% in any of the variables. This may be explained by the fact that there are difficulties in predicting participation in leisure activities, because participation is constrained by a number of factors. These are constraints that research could clarify the lack of correspondence between the significant correlation and prediction of participation (Alexanders and Carroll, 1997). It is therefore suggested that further research should be conducted in this direction. As stated earlier, participation in leisure activities requires considerable investment in terms of time, energy, effort, and resources. To do this individuals have to overcome a variety of constraints in order to participate.

This agreement is supported by the important role of perceived behavioural control, role identity and attitude in predicting participation. These three variables are shown in the research as the most important contributors to participation. These

findings do support the findings of the previous studies in recreation and leisure (Ajzen and Driver, 1992; Courneya and Friederich, 1999; Dzewaltows 1989; Michel and Kugler, 1998), according to which these variables are the most important determinants in leisure activities. However, it will be particularly important to further explore the personal meaning of these variables. For example, for some people, perceived behavioural control might mean perceived constraints, like perceived lack of time, while for some others it might mean real constraint like lack of financial resources. Thus these variables are not only personal but also contextual.

Role identity significantly predicted participation in this study, it refers to the behaviour of an individual in accordance to set specific mode and his or her role within the society. It clearly has a personal meaning and further research is needed to understand how this identity is formed and the factors that influence it. This could help leisure programme providers to design more effective marketing strategies.

Attitude is another variable that contributed in the prediction of participation. Individuals with more positive attitude are more likely to participate in leisure activities. These findings support those of Michel and Kugler (1998) and Theodorakis (1994). In accordance with positive attitude, leisure activities are enhanced through interaction with others and previous experience. However, this study did not find subjective norm as a significant factor in the prediction of participation in leisure activities. This is in line with previous findings (Boudraeu, et al 1995; Cournaya and MCAley 1995; Godin 1993), which did not find significant relationship between subjective norm and participation. Social influence- pressure appears to have a small effect on participation (Ajzen and Driver, 1992); however, it is likely that the age of

the participants may play a significant role. Adults are used in this study, on whom the influence of social environment does not seem to be important. In a study where adolescents were used, subjective norm was a stronger predictor for the participation in leisure activities. In this study only adults were used therefore, subjective norm was not found to be a stronger predictor of participation.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 SUMMARY

Non – work time (or obligated “free time”) behaviour has had a significant influence on the rise and fall of the various civilizations that have proceeded us. While some attribute very little importance to this influence, others consider it even more significant than the influence of those activities directly related to work or “purposeful” function (Shaw, 1985). The word “leisure” evokes a variety of thoughts, images and concepts. Normative denominations of the word have traditionally been expressed in terms of free time activity and some scholars have added state of mind as an alternative definition of the word (Mannel and Klaiber, 1997). Other leisure scholars have critiqued this popular conception (e.g Dustine and Goodale, (1999), Hemingway and Parr, (2000), at Kelly (1996), have related leisure, from a critical perspective, to emancipatory action, Hemway, (1990) to participatory democracy, and to community development by Arai, and Peddler (1997).

Mannel and Kleiber (1997) suggested that leisure has alternatively been defined and operationalized as an objective phenomenon. As an objective phenomenon, leisure is understood to be an activity or set of activities, a particular setting such as a beach, or a specific time period, and is typically measured through time-budgets or activity inventory.

Mannel and Kleiber (1997) also stated that leisure as a subjective phenomenon is understood to be a “mental experience of an individual while engaged in leisure activities and the satisfaction or meaning derived from this involvement” These different connotations of leisure suggest that participation in leisure activities is determined by a number of factors. The purpose of this study therefore was to determine the behavioural determinants of participation in leisure activities of Sokoto State civil servants. For the purpose of this study, the behavioural determinants included reasons for participation in leisure activities, obstacles to participation in leisure activities, attitude, subjective norms, perceived behavioural control and role identity in leisure activities. To achieve

this purpose, ex post facto research design was used. In this design a questionnaire was developed to determine the behavioural determinants of participation in leisure activities among senior and junior civil servants.

A total of three hundred and ninety five (400) were selected through stratified and convenient sampling from 10 ministries of Sokoto State government. Out of this, 240 were junior civil servants and 160 were senior civil servants. The questionnaire was administered on 400 respondents with the help of research assistants, one assistant from each ministry. Three hundred and ninety five were returned (395). The data were collected and statistically analysed to test the hypotheses.

This study revealed that, despite the facilities provided by the government and private organizations for participation in leisure activities, there was a decreasing level of participation in leisure activities.

This study showed significant differences between junior and senior civil servants of Sokoto State in their patterns of participation in leisure activities and also in the behavioural determinants of participation e.g the junior civil servants have greater obstacles to participation (2.73 ± 0.8), which is supported by their higher subjective norms ($m = 2.92 \pm 0.98$). Similarly the junior workers have better participation in creative activities (3.10 ± 0.83) and intellectual activities (3.32 ± 0.62), than the senior civil servants.

5.2 CONCLUSIONS

Based on the findings and also in view of the limitations of this study, the following conclusions are drawn:

1. This study revealed that the respondents participated in leisure activities because of both intrinsic and extrinsic reasons. Among the intrinsic reasons are participation for sense of fun, mastery of skills, feeling of satisfaction and feeling good about self. Among extrinsic reasons were to spend and enjoy time with friends and to meet new people.
2. The respondents of this study did not have significant obstacles to participation in leisure activities.
3. This study revealed that perceived behavioural control, role identity and attitude were significant determinants of participation in leisure activities among civil servants.
4. Theory of planned behaviour (TPb) can be applied to predict participation in leisure activities.

4.3 RECOMMENDATIONS

Based on the findings of this study, the following recommendations are made:

- 1) Government should endeavour to provide facilities and equipment necessary for participation in leisure activities. As the government alone can not meet the leisure needs of people, corporations, clubs and individuals should develop play areas, where people can always spend their leisure time in desirable and profitable ways.
- 2) Since we all know that “health” is wealth”, efforts should be made to involve all and sundry by providing leisure centers in work place.

- 3) It is recommended that the survey of facilities required for leisure be extended to all the states in the federation in order to collect data which could possibly form a baseline for leisure activities, facility planning development and improvement.
- 4) It is recommended that further studies should be conducted on the role of leisure participation and attitude to work of the civil servants
- 5) More studies are needed on the role and relevance of indigenous leisure activities.
- 6) More studies should also be conducted to understand the motivation of the participants.
- 7) Government alone cannot provide all the facilities required for participation in leisure activities. Support from private sectors should be sought to promote participation in leisure activities

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APPENDIX I

Faculty of Education
Department of PHE
ABU, Zaria
Date:

Dear Sir/Madam,

PERMISSION TO ADMINISTER QUESTIONNAIRE

Mallam Shantali Aminu is a Master student of this Department specializing in sport Management. He is conducting a research on the “**The behavioural determinants of Participation in Leisure Activities of Sokoto State Civil Servants**”. In partial fulfillment of the requirements of this programme.

In this regard he has prepared a questionnaire to be administered within your ministry. I therefore request your kind permission to allow/assist him administer the questionnaire on the senior and junior staff who are the subject of the study

Thanking you for your cooperation.

Yours faithfully

Professor K. Venkateswarlu
Major Supervisor.

APPENDIX II

REQUEST TO VET QUESTIONNAIRE

SHANTALI SHUAIBU AMINU is a Postgraduate student of Physical and Health Education Department. In partial fulfillment of the requirements of the programme, he is conducting research on “**The Behavioural Determinants of Participation in Leisure Activities of Sokoto state Civil Servants**”. In this regard, he has prepared a questionnaire to be filled in by Sokoto State Civil Servants.

In view of your proficiency and experience, you have been selected as one of the Jurors to critically examine the questionnaire. I am sending here with a copy of the questionnaire with the request to make suggestion(s) to improve the validity and reliability of the questionnaire. I will appreciate it much if you can go through the questionnaire critically and make your suggestion(s) to improve the standard of the questionnaire.

Thanking you

Professor K. Venkateswarty
(Supervisor).

QUESTIONNAIRE

QUESTIONNAIRE ON BEHAVIOURAL DETERMINANTS OF PARTICIPATION IN LEISURE ACTIVITIES

This questionnaire has three sections. Section A contains statements on personal information of the respondents, and section B on statement of different behavioural determinants of participation in leisure activities. This section is further divided into sub-sections as follows, sub-section 1 seeks information on reason for participation in leisure activities, sub section 2 on obstacles varies to participation in leisure activities, sub section 3 on the attitudes towards participation in leisure activities, sub section 4 on the subjective norms in leisure activities, sub section 5 on the perceived behavioural control in leisure activities and sub-section 6 on the role identify. Section C on contains statements frequency of participation of Sokoto State civil servants in different leisure activities.

Personal information

Section A

Please tick (✓) the box that is most appropriate to you.

- 1) Gender (a) Male (b) Female
- 2) Income (a) High (b) Low
- 3) Highest Educational qualification
- a) Primary School Certificate
- b) WASC/TC II
- c) B.A. B.Ed/Bsc
- d) M.A/M.Ed/Msc
- e) PH.D
- f) Others Specify
- 4) Status (a) senior staff (b) union staff
- 5) Health status (a) Very good (b) Good
- (c) Fair (d) Very poor

Section B

Behavioural Determinants of participation in leisure activities.

Please tick (✓) the appropriate column against each statement that best represents your feeling.

The key for the abbreviations is given below

- S.A - Strongly Agree
 A - Agree
 UD - Undecided
 D - Disagree
 SD - Strongly Disagreed

S.NO	STATEMENT	SA	A	UD	D	SD
	<u>SUB – SECTION 1:</u> <u>Reasons For Participations In Leisure Activities</u>					
1.	I participate in leisure activities just to have fun.					
2.	I participate in leisure activities because it gives me the opportunity to develop and master my skills.					
3.	I participate in leisure activities because it gives me a sense of satisfaction and accomplishment.					
4.	I participate in leisure activities because it provides an opportunity to test my ability.					
5.	I participate in leisure to make friends					
6.	I participate in leisure activities to stay fit.					
7.	I participate in leisure activities to develop physical strength and stamina.					
8.	I participate in leisure activities to reduce weight					
9.	I participate in leisure activities to feel good about my self.					
10.	I participate in leisure activities to develop and maintain attractive appearance					
11.	I participate in leisure activities to increase my self confidence					
12.	I participate in leisure activities to improve self					

	discipline					
13.	I participate in leisure activities to relieve stress.					
14.	I participate in leisure to keep my self out of antisocial activities.					
	SUB-SECTION 2 <u>OBSTACLES TO PARTICIPATION IN</u> <u>LEISURE ACTIVITIES</u>					
1.	My peers and family influence my decision not to participate in leisure activities.					
2.	I do not participate in leisure activities because I feel I will be intimidated by others.					
3.	I do not participate in leisure activities because I am afraid I may be injured.					
4.	I do not participate in leisure activities because I have other things to do					
5.	I do not participate in leisure activities because of lack of sufficient time.					
6.	I do not participate in leisure activities because I have many things to do for my family.					
7.	I do not participate in leisure activities because the places where I can participate are too far.					
8.	I do not participate in leisure activities because I am too old					
9.	I do not participate in leisure activities because I am physically weak.					
10.	I do not participate in leisure activities because I am overweight and fat.					
11.	I do not participate in leisure activities because I have disability					
12.	I do not participate in leisure activities because I					

	do not have sufficient skills to perform.					
13.	I do not participate in leisure activities because I am simply lazy.					
14.	I do not participate in leisure activities because I am not competent.					
15.	I do not participate in leisure activities to avoid boredom					
16.	I do not participate in leisure activities because of my fear of failure.					
17.	I do not participate in leisure activities because I engage in technology related activities like watching television.					
	<u>SUB-SECTION 3</u> <u>ATTITUDE TOWARDS PARTICIPATION IN LEISURE ACTIVITIES</u>					
1.	I like to exercise in my free time because it will improve my health.					
2.	Participation in leisure activities brings more friends to me.					
3.	I participate in physical activities during my leisure time to recreate my energy.					
4.	Leisure activities improve my inter personal relationship.					
5.	If I participate in leisure activities, it will improve my ability to perform my daily work.					
6.	Participation in leisure activities helps me to compensate for unattained goals in other domains					
7.	Participation in leisure activities is good to					

	release my tension and anxiety.					
8.	Participation is good to release excess energy.					
9.	Participation in leisure activities gives me very good relaxation.					
10.	Participation in leisure activities diverts my attention away from worries.					
11.	When I participate in leisure activities, it develops a feeling of compliance in me.					
12.	When I participate in leisure activities, it helps me to recover from fatigue resulting from my daily work.					
13.	I enjoy leisure activities.					
14.	Leisure activities provide a chance to escape from unnecessary worries.					
	SUB-SECTION 4 <u>SUBJECTIVE NORMS IN LEISURE ACTIVITIES</u>					
1.	My participation in leisure activities is not liked by my colleagues.					
2.	My participation in leisure activities is not acceptable in my culture.					
3.	My participation in leisure activities is not appreciated by my superiors.					
4.	My participation in leisure activities is not acceptable to my family					
5.	My participation in leisure activities is not interesting to me.					
6.	SUB-SECTION 5 <u>PERCEIVED BEHAVIOURAL CONTROL IN LEISURE ACTIVITIES</u>					

1.	If I like I can participate in leisure activities.					
2.	I have no control over my participation in leisure activities as it is determined by others.					
3.	My participations in leisure activities depends on circumstances.					
4.	I have complete control on my participation in leisure activities.					
5.	I can participate in leisure activities when I like.					
6.	I have no control over my participation in leisure activities.					
7.	I am most likely to participate in leisure if I have will.					
8.	I am most unlikely to participate in leisure activities					
	SUB SECTION 6					
	<u>ROLE IDENTITY</u>					
1.	I am the type of person who does not like leisure activities.					
2.	It is my character to participate in leisure activities.					
3.	I am generally the type who likes leisure activities.					
4.	I am the person who does not have any					

	interest in leisure activities.					
5.	I am the type who can be addicted to participate to leisure activities					
6.	I am the person who appreciates the people who participate in leisure activities.					
7.	Generally I socialize with people who participate in leisure activities.					
8.	I identify myself with those who organize leisure activities.					