



Psycho-demographic variables as correlates of attitude towards leisure among lecturers in public universities in rivers state, Nigeria

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Abstract

This study investigated psycho-demographic variables as correlates of attitude towards leisure among lecturers in public universities in Rivers State. Its objectives were to find the relationship between self-concept, self-efficacy, work motivation, self-motivation, gender, designation and attitude towards leisure among lecturers in public universities in Rivers State. The study adopted a combination of correlational and analytic survey designs. The population of the study is 2779 lecturers in public universities in Rivers State from whom a sample of 798 lecturers was drawn using proportionate stratified random sampling and purposive sampling techniques. The instrument for data collection is Psycho-Demographic Variables Questionnaire. Its reliability was obtained using Cronbach alpha technique and it ranged from 0.63-0.77. Data obtained from the instrument were analyzed using mean, independent sample t-test, simple and multiple regression techniques. Some of the findings made in this study include; self-concept and self-efficacy have a positive and significant relationship with attitude towards leisure; work motivation and self-motivation each has a negative and significant relationship with attitude towards leisure; female lecturers have a greater mean attitude towards leisure than their male counterparts and the difference in mean is significant at 0.05 probability level. It was therefore recommended that lecturers should find time to relax even when there is high work motivation and self-motivation so as to devote some time for leisure for optimum productivity.

Keywords: attitude, leisure, self-concept, self-efficacy, work motivation, self-motivation, gender, designation

1. Introduction

The concept of leisure is an activity apart from obligations that an individual turns to voluntarily for unwinding, preoccupation, or expanding of his insight, and is an unconstrained social interest in the free exercise of his imaginative limit. However, it is also noted that participation in leisure activities can pave the way for personal discovery and fulfillment, but leisure in some is more than mere freedom but self-determination, life satisfaction and growth. According to Butcher (2008) [6], leisure contributes to human happiness and happiness is viewed as a by-product of a balanced life. Leisure holds an important place in the balance of life along with work. The function of leisure is to balance life in relation to work but until date, this very important need, which is leisure in human life, eludes many Nigerian workers in their work places.

Jennen and Uhlebeck (2004) [15] acknowledge that participation in leisure activity affects quality of life and life satisfaction. A universal articulation of the advantages of leisure can be found in the assertion of human rights for the Unified Countries (UNO, 1998; Empower, 2006) [26]. The revelation perceives the privilege of each man to rest, to unwind, to openly take an interest in the social existence of his/her locality and underscores the significance of guaranteeing that even youngsters have full open door for play and entertainment which will totally advance the improvement of their identity. A group of researchers opined that extensive

work-based physical relaxation movement program can yield promising wellbeing conduct and changes of representatives (Cho, 2004).

One of the factors that determine how an individual participate in leisure activities is attitude towards leisure. Attitude is the known driving force behind any action. It is the reaction of an individual towards a given object or concept based on their beliefs and ideas. Attitudes have been typically seen as having affective, behavioral and cognitive components. Attitude is an invisible concept but causes specific visible behaviors. Leisure attitude of individuals can be understood as a result of observing these behaviors. Leisure attitude is the cognition, faith, negative or positive affection toward leisure of an individual, and a prepared status to face their leisure life. Ragheb and Beard (1982) [22] uncovered that attitude towards leisure is one of the determinant factors for participation in leisure exercises, with a positive attitude having a tendency to be identified with more prominent inclusion in these exercises. Without doubt, the attitudes developed by individuals towards leisure or leisure activities are influenced by various personal and environmental factors. Determination of the extent to which motivation, self-concept, self-efficacy, gender and designation affect leisure attitudes of lecturers is of quite importance for lecturers to have an active and effective recreational life.

Motivation plays an important role in determining attitude towards leisure. Motivation stands out amongst the most

habitually utilized words in psychology. It deals with factors which move or activate the organism. We deduce the nearness of motivation when we see that individuals move in the direction of specific objectives. All human conduct seems to emerge in light of some type of inward (physiological) or outer (ecological) incitement. The practices, notwithstanding, are not irregular. They regularly include some reason or objective. It is usually held that practices happen because of the excitement of specific intentions. Accordingly motivation can be characterized as the way toward initiating, keeping up and coordinating conduct towards a specific objective. The procedure is normally ended once the coveted objective is accomplished by the individual. The way toward starting activity is actually called 'motivation'. (Weiner, 1985) [27].

Work motivation is a procedure used to inspire and encourage employees of labor to perform their jobs thoroughly and well. Work motivation is performed by proprietors, managers and different representatives of an organization, complimenting and empowering representatives. It is likewise proficient through representative audits where solid purposes of workers' execution and identities are called attention to. Work motivation starts with choosing the correct representatives for the organization and designating the best obligations suited for each independently. The reason for work motivation is to support representative assurance by empowering and affecting them positively. At the point when representatives' confidence is high, they carry out their activities and obligations more effectively. Work motivation gives representatives the ability to need to perform well. It likewise keeps workers keen on their employments. Some portion of work motivation is making the representatives feel significant to the organization. At the point when representatives feel like they are an essential part of the organization, efficiency increases.

Self motivation otherwise called personal or intrinsic motivation can be characterized as motivation emerging from a person's inside wants for the fulfillment and satisfaction of particular needs. It is an interior, imperceptible power that creates a man's exertion, drive and industriousness toward the accomplishment of a pre-decided, advantageous objective. The degree and quality of a person's self motivation is the absolute most essential factor in deciding the degree to which he or she will resolve to do what should be done to accomplish a coveted outcome. Without self motivation, little of any essentialness is typically accomplished despite the presence of the important learning aptitudes and assets. With it, the sky is the limit regardless of whether those components are available (Gredler *et al*, 2004) [12].

Self-concept is an accumulation of convictions an individual have about his or her very own tendency, characteristics, and conduct. It's about how the individual considers and assesses himself at some random minute in time. It is along these lines, viewed as the most imperative instrument of our considerations and articulations. A solid self-concept will assist you with getting ahead throughout everyday life. It will enable you to augment your potential and take full advantage of your qualities, gifts, and capacities. Then again, a feeble self-concept will obstruct your advancement. Of a truth, a delicate self-concept will probably prompt self-subverting conduct. Accordingly, you will battle to finish your activities. In this way, you will neglect to accomplish the objectives and

set rules you set for yourself (Mishra, 2016).

Self-efficacy is the conviction or view of a man that he or she is able to carry out a particular undertaking. Bandura (1986) [4] viewed self-efficacy as, "Individuals' judgments of their abilities to sort out and execute game-plans required to accomplish assigned kinds of exhibitions". It is critical to note from this definition, that self-efficacy is a conviction about one's apparent capacity, and all things considered, does not really coordinate to one's real capacity in a particular space. Discoveries have recommended that most students really overestimate their scholarly capacities (Bandura, 1997; Pajares, 1996) [5]. Bandura (1986) [4] contended, in any case, that the most helpful efficacy judgments are those that marginally surpass one's genuine abilities, as this overestimate can really build exertion and industriousness amid troublesome occasions.

Over the most recent couple of decades, many studies have consolidated gender as an imperative factor in clarifying leisure designs (Jin-Hyung, 2001). Sexual orientation and leisure offers a contemporary social examination of gender relations in leisure rehearse. Sociologists of leisure pointed out that there are clear gender differences in leisure patterns, having a wide range of leisure activities.

In universities, the ranks of lecturers show seniority in position in comparison to others. It is a measure of level of experience and time spent in a job. In universities, the higher a lecturer's rank is, the greater experience he has acquired and greater the responsibilities assigned to him. Thus, it is usual to have lecturers in the rank of professors occupy the positions of vice chancellor, heads of departments, directors of units, etc, beside their normal lecturing duty and project supervision. From the foregoing, it is apparent that the higher the rank of a lecturer, the greater the engagement and less time for leisure activities. Though, these senior lecturers may have greater financial resources available to them for participation in leisure activities, heavy engagements deprive them of this opportunity.

The aim of the study is to investigate psycho-demographic variables as correlates of attitude towards leisure among lecturers in public universities in Rivers State. In order to examine the attitude of lecturers towards leisure, some of the variables considered in this study are; self-concept, self-efficacy, self-motivation, work-motivation, gender and designation.

In order to achieve the objectives of the study, the following research questions were used as guide:

1. What is the mean on the attitude towards leisure among lecturers in public universities in Rivers State based on gender?
2. What is the mean on the attitude towards leisure among lecturers in public universities in Rivers State based on designation?
3. To what extent do self-concept and self-efficacy separately relate with attitude towards leisure among lecturers in public universities in Rivers State?
4. To what extent do self-concept and self-efficacy jointly relate with attitude towards leisure among lecturers in public universities in Rivers State?
5. To what extent do work-motivation and self-motivation separately relate with attitude towards leisure among

- lecturers in public universities in Rivers State?
- To what extent do work-motivation and self-motivation jointly relate with attitude towards leisure among lecturers in public universities in Rivers State?

The research questions were then translated into the following null hypotheses which were tested at 0.5 level of significance in this study.

- There is no significant difference in attitude towards leisure among male and female lecturers in public universities in Rivers State
- There is no significant difference in attitude towards leisure among lecturers in public universities in Rivers State based on designation
- Self-concept and self-efficacy separately have no significant relationship with attitude towards leisure among lecturers in public universities in Rivers State
- Self-concept and self-efficacy jointly have no significant relationship with attitude towards leisure among lecturers in public universities in Rivers State
- Work-motivation and self-motivation separately have no significant relationship with attitude towards leisure among lecturers in public universities in Rivers State
- Work-motivation and self-motivation jointly have no significant relationship with attitude towards leisure among lecturers in public universities in Rivers State

2. Methodology

The design of this study is a combination of correlational and analytic descriptive survey. The population of the study comprises of all the 2779 lecturers in the public universities in Rivers State, as at the time of the study. The universities are University of Port Harcourt, Ignatius Ajuru University of Education and Rivers State University. The source of the population size is the Academic planning office of the various universities. Taro Yemen formula was used to obtain the minimum sample size that could be used in this study. Taro Yemen formula is given by $S = \frac{N}{1+Ne^2}$ where S= sample size, N= population, e = alpha level = 0.05. This gave a sample size of 350. However, the sample size was increased to 798 which represent 28.72% of the population. Therefore, a sample of 798 lecturers participated in the study. Proportionate stratified random sampling technique was used to draw 426 respondents from University of Port Harcourt, 242 respondents from Rivers State University and 130 respondents from Rivers State University of Education. Various samples were drawn based on the number of lecturers in the faculties of the universities using proportionate stratified random sampling technique. Then Accidental sampling technique was used to draw the sample of lecturers from the faculties as only lecturers that could be reached participated in the study.

The instrument for data collection is Psycho-Demographic Variables Questionnaire. It has 6 sections. Section A was designed to elicit demographic information from the respondents. Section B contains 10 items on self-concept adapted from Slaven (2003) [24]. Section C has 12 items on self-efficacy adapted from Self-Efficacy Scale by Scholz, Dona, Sud, and Schwarzer (2000) [23]. Section D has 15 items on work motivation adapted from Maxime, Tremblay,

Blanchard, Martin, and Luc (2009) [17]. Section E contains 10 items on self-motivation adapted from Chiu (2009) [7]. Section F contains 15 items on attitude towards leisure adapted from Ragheb and Beard (1980). Items in the instrument are non-cognitive and therefore have no right/wrong answers. They are of four-point response options of strongly agree, agree, disagree and strongly disagree. Some items are positively keyed while some others are negatively keyed.

The face and content validities were determined by giving copies of the instrument to three experts in the field of measurement and evaluation who studied them and confirmed that they appear to measure what they purports to measure. These experts vetted the instruments in terms of clarity, suitability and exactness of the items of the instrument. From their suggestions or recommendations, items that were not relevant to the current study were either removed or modified. The reliability of the instrument was determined using test-retest method. Thirty copies of the instrument were administered to 30 lecturers who did not participate in the later stage of this research. When the lecturers have responded to the items of the instrument, the copies were retrieved and scored. The scores obtained from the instrument were analyzed using Cronbach alpha method to ensure internal consistency of its items. The reliability coefficients as obtained from the analyzed data are as follows 0.71, 0.77, 0.63, 0.74 and 0.69 for self-concept section, self-efficacy section, work motivation section, self-motivation section and attitude to leisure section respectively. These reliability coefficients were sufficiently high for the instrument to be used in the study.

Eight hundred and forty eight (848) copies of the instrument were administered directly to the respondents by the researcher and three research assistants, one from each school used in the study. When they had responded to the instruments, 789 copies were retrieved, scored and used for the study. The items of the instrument were rated 4 points for strongly agree, 3 points for agree, 2 points for disagree and 1 point for strongly disagree for positively keyed while negatively keyed items are rated 1point for strongly agree, 2 points for agree, 3 points for disagree and 4 points for strongly disagree.

Research questions 1 and 2 were answered using mean and standard deviation. Research questions 3 and 5 were answered using coefficients of simple regression. Research questions 4 and 6 were answered using coefficients of multiple regressions. Hypothesis 1 was tested using independent sample t-test. Hypothesis 2 was tested using ANOVA. Hypotheses 3 & 5 were tested using t-test associated with simple regression analysis. Hypotheses 4 & 6 were tested using ANOVA associated with multiple regression analysis. All null hypotheses were tested at 0.05 alpha level.

3. Results

Results of the statistical analysis of data are presented in the following tables

Table 1: T-test analysis for the mean attitude towards leisure among male and female lecturers in public universities in Rivers State

Gender	N	\bar{x}	SD	df	t	sig
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Male	436	46.642	4.898	796	2.044	0.041
Female	362	47.387	5.379			

Table 1 show that the mean attitude towards leisure for 436 male lecturers is 46.642 with standard deviation of 4.898. The mean attitude towards leisure for 362 female lecturers is 47.387 with standard deviation of 5.379. The difference in mean attitude towards leisure between male and female lecturers is 0.745 in favour of female lecturers. Hence, female lecturers in public universities in Rivers State have a greater mean attitude towards leisure in comparison to their male counterparts.

Further, the degree of freedom is 796. The t-value is 2.044 which is significant at 0.041 probability level and also significant at 0.05 probability level. Since the t-value is significant at 0.05 probability level, the null hypothesis was rejected and alternative hypothesis accepted. This implies that there is a significant difference in mean attitude towards leisure among male and female lecturers in public universities in Rivers State.

Table 2: Mean attitude towards leisure among lecturers in public universities in Rivers State based on designation

Designation	N	\bar{x}	SD
Assistant lecturer	32	47.250	6.904
Lecturer II	176	44.409	5.347
Lecturer I	264	47.424	4.371
Senior Lecturer	192	48.271	5.326
Associate Professor	80	48.000	4.100
Professor	54	46.926	4.592
Overall	798	46.980	5.132

Table 2 shows mean attitude and standard deviation of lecturers towards leisure based on designation. From the table, 32 assistant lecturers obtained a mean attitude towards leisure of 47.250 and a standard deviation of 6.904; 176 lecturer II had a mean attitude of 44.409 and a standard deviation of 5.347 while 264 lecturer I staff obtained a mean attitude towards leisure of 47.424 and a standard deviation of 4.371. Others are as follows, 192 senior lecturers ($\bar{x} = 48.271$, $SD = 5.326$), 80 associate professors ($\bar{x} = 48.000$, $SD = 4.100$) and 54 professors ($\bar{x} = 46.926$, $SD = 4.592$). Senior lecturers had the greatest mean attitude towards leisure ($\bar{x} = 48.271$) while lecturer II staff had the least mean attitude towards leisure ($\bar{x} = 44.409$).

Table 3: ANOVA for attitude towards leisure among lecturers in public universities in Rivers State based on designation

	Sum of square	Df	Mean square	F	Sig	Decision
Between groups	1621.029	2	324.206	13.257	0.00	Reject
Within groups	19368.651	795	24.455			
Total	20989.679	797				

From table 3, it can be seen that mean square between groups is 324.206 and mean square within groups is 24.455. The degree of freedom between groups is 2. The degree of freedom within groups is 795 and the degree of freedom total is 797. The calculated f-value is 13.257 which is significant at 0.00 probability level and also significant at 0.05 probability level.

Since the f-value is significant at 0.05 probability level, the null hypothesis was rejected and alternative hypothesis accepted. This implies that there is a significant difference in mean attitude towards leisure among lecturers in public universities in Rivers State based on designation.

A post-hoc analysis using scheffe method to determine where the differences in mean attitude lie produced the results in table 4.

Table 4: Scheffe post-hoc analysis of attitude towards leisure between pairs of groups

Designation	Mean difference	Sig
Lecturer II vs Lecturer I	-3.015	0.00
Lecturer II vs Senior Lecturer	-3.862	0.00
Lecturer II vs Associate Professor	-3.592	0.00

Table 4 shows that significant differences in mean attitude towards leisure exist between lecturer II and lecturer I, between lecturer II and senior lecturers. It also exists between lecturer II and associate professors.

Table 5: Coefficient of regression for the separate relationship between self-concept, self-efficacy and attitude towards leisure among lecturers

Concept	R	R ²	Adjusted R ²
Self-concept	0.687	0.472	0.472
Self-efficacy	0.538	0.289	0.288

From Table 5, the value of coefficient of regression shows that self-concept has a moderate positive relationship with attitude towards leisure among lecturers in public universities in Rivers State. The value of square of coefficient of regression of 0.472 implies that self-concept contributed 47.2% variation in attitude towards leisure among lecturers, while the remaining 52.8% variation in attitude towards leisure among lecturers was not contributed by self-concept but by other factors outside the scope of this work.

Similarly, It can be deduced from the value of coefficient of regression that self-efficacy has moderate positive relationship with attitude towards leisure among lecturers in public universities in Rivers State. It can also be deduced from the coefficient of regression that self-efficacy contributed 28.9% variation in attitude towards leisure among lecturers, while the remaining 71.2% variation in attitude towards leisure among lecturers was not contributed by self-efficacy but by other factors outside the scope of this work.

Table 6: t-values for the separate relationship between self-concept, self-efficacy and attitude towards leisure

Model	Unstand. B coefficients	Stand. beta coefficients	t	Sig	Decision
1. Constant	16.948		14.959	0.00	Reject
Self-concept	0.997	0.687	26.689	0.00	
2. Constant	28.227		26.808	0.00	Reject
Self-efficacy	0.559	0.538	18.002	0.00	

From table 6, it can be seen that the t-value for self-concept is 26.689 which is significant at 0.00 probability level and also significant at 0.05 probability level. Hence, there is a significant separate relationship between self-concept and

attitude towards leisure among lecturers in public universities in Rivers State. Similarly, the t-value for self-efficacy is 18.002 which is significant at 0.00 probability level and also significant at 0.05 probability level. Therefore, there is a significant separate relationship between self-efficacy and attitude towards leisure among lecturers in public universities in Rivers State.

The predictive models for the relationship between self-concept and attitude towards leisure among lecturers is given by $ATL = 16.948 + 0.997SC$ where ATL is attitude towards leisure and SC is self-concept. The predictive models for the relationship between self-efficacy and attitude towards leisure among lecturers is given by $ATL = 28.227 + 0.559SE$ where ATL is attitude towards leisure and SE is self-efficacy.

Table 7: Coefficient of regression for the joint relationship between self-concept, self-efficacy and attitude towards leisure among lecturers

Model	Unstand. B coefficients	R	R ²	Adjusted R ²
Constant	11.665			
Self-concept	0.815	0.743	0.552	0.551
Self-efficacy	0.322			

From Table 7, the value of coefficient of regression (0.743) shows that self-concept and self-efficacy have a high positive joint relationship with attitude towards leisure among lecturers in public universities in Rivers State. The value of square of coefficient of regression (0.552) shows that self-concept and self-efficacy jointly account for only 55.2% variation in attitude towards leisure among lecturers in public universities in Rivers State, while the remaining 44.9% variation in attitude towards leisure among lecturers cannot be accounted by the joint effect of self-concept and self-efficacy.

The predictive model for the joint relationship between self-concept, self-efficacy and attitude towards leisure is given by $ATL = 11.665 + 0.815SC + 0.322SE$, where ATL is attitude towards leisure, SC is self-concept and SE is self-efficacy.

Table 10: T-values for the separate relationship between work motivation, self-motivation & attitude towards leisure

Model decision	Unstand. B coefficients	Stand. Beta coefficients	t	Sig	
1.Constant Work motivation	76.934		96.709	0.00	
	-0.730	-0.814	-39.482	0.00	Reject
	70.886		76.965	0.00	
2.Constant Self-motivation	-0.803	-0.681	-26.232	0.00	Reject

It can be observed from table 8 that the absolute t-value for work motivation is -39.482 which is significant at 0.00 probability level and also significant at 0.05 probability level. Hence, the null hypothesis was rejected. Again, the absolute t-value for self-motivation is -26.323 which is significant at 0.00 probability level and also significant at 0.05 probability level. Again, the null hypothesis was rejected. These imply that work-motivation and self-motivation separately have significant relationship with attitude towards leisure among lecturers in public universities in Rivers State.

The predictive model for the relationship between work-motivation and attitude towards leisure among lecturers is given by $ATL = 76.934 - 0.730WM$, where ATL is attitude towards leisure and WM is work-motivation. Similarly, the predictive model for the relationship between self-motivation

Table 8: ANOVA for the joint relationship between self-concept, self-efficacy & attitude towards leisure

Model	Sum of square	Df	Mean square	F	Sig	Decision
Regression	11589.112	2	5794.556	490.042	0.00	Reject
Residual	9400.567	795	11.825			
Total	20989.679	797				

Table 8 shows that the calculated f-value is 490.042 which is significant at 0.00 probability level and also significant at 0.05 probability level. Since the f-value is significant at 0.05 probability level, null hypothesis 4 was rejected and alternative hypothesis accepted. The implication of this is that self-concept and self-efficacy jointly have a significant relationship with attitude towards leisure among lecturers in public universities in Rivers State.

Table 9: Coefficient of regression for the separate relationship between work motivation, self-motivation and attitude towards leisure among lecturers

Concept	R	R ²	Adjusted R ²
Work motivation	(-)0.814	0.662	0.662
Self-motivation	(-)0.681	0.464	0.463

From Table 9 the value of the coefficient of regression shows that work motivation has a high negative relationship with attitude towards leisure. The value of square of coefficient of regression shows that 66.2% variation in attitude towards leisure can be attributed to work motivation. Similarly, it can be seen from the table that for self-motivation, the value of the coefficient of regression shows that self-motivation has a high negative relationship with attitude towards leisure. The value of square of coefficient of regression shows that 46.4% variation in attitude towards leisure is attributable to work motivation.

and attitude towards leisure among lecturers is given by $ATL = 70.886 - 0.803SM$, where ATL is attitude towards leisure and SM is self-motivation.

Table 11: Coefficient of regression for the joint relationship between work motivation, self-motivation and attitude towards leisure among lecturers

Model	Unstand. B coefficients	R	R ²	Adjusted R ²
Constant	81.149			
Work motivation	-0.581	(-)0.834	0.696	0.696
Self-motivation	-0.322			

The value of coefficient of regression from Table 11 shows that work-motivation and self-motivation jointly have a high negative relationship with attitude towards leisure among

lecturers in public universities in Rivers State. The value of square of coefficient of regression shows that 69.6% variation in attitude towards leisure among lecturers is attributable to the joint effect of work-motivation and self-motivation while the remaining 30.4% variation in attitude towards leisure among lecturers is not attributable to the joint effect of work-motivation and self-motivation.

The predictive model for the joint relationship between work-motivation, self-motivation and attitude towards leisure is given by $ATL = 81.149 - 0.581WM - 0.322SM$, where ATL is attitude towards leisure, WM is work-motivation and SM is self-motivation.

Table 12: ANOVA associated with multiple regression for the joint relationship between work motivation, self-motivation & attitude towards leisure

Model	Sum of square	Df	Mean square	F	Sig	Decision
Regression	14615.457	2	7307.729	911.42	0.00	Reject
Residual	6374.222	795	8.018			
Total	20989.679	797				

From table 13, the calculated f-value is 911.42 which is significant at 0.00 probability level and also significant at 0.05 probability level. As the calculated f-value is significant at 0.05 probability level, the null hypothesis was rejected and the alternative hypothesis accepted. Hence, work motivation and self-motivation jointly have significant relationship with attitude towards leisure among lecturers in public universities in Rivers State.

4. Discussion

It was found in this study that female lecturers in public universities in Rivers State have a greater mean attitude towards leisure than their male counterparts and the difference in mean is significant at 0.05 probability level. The finding of greater mean attitude to leisure by female lecturers compared to male lecturers is in line with the findings of Cunningham, Thomas, Tang, Perry, Frauman and Ivy (2012) [10] and Anake (2013) [3]. Cunningham *et al.*, (2012) [10] found that females had high leisure ethics, low money ethics, and low continuance commitment and career tenure was associated with high leisure ethics and all three components of commitment. Anake (2013) [3] found that women had better attitude towards leisure, and they spend more time on religious and social leisure activities than their male counterparts. The finding that female lecturers have greater mean attitude towards leisure than their male counterparts can be explained from the fact that gender stereotype assigns breadwinning role for the men as the head of the family. So, men concentrate their energy on assuming this role. They are more pre-occupied on how to provide adequately for their families with little or no time to devote to leisure. Hence, they hardly have time to engage in leisure activities and may develop negative attitude to leisure. However, women may engage more in religious and social activities such as attending church activities, church wedding, watching Nigerian movies, social gathering, etc. These are forms of leisure activities, though women may show reluctance in participating in deliberate leisure activities such as participating in sporting activities, or watching sporting

activities, reading novels and magazines, etc.

It was also found that there was no order or pattern in mean attitude towards leisure among the lecturers based on designation. This finding is similar to the findings of Adeleke (2017) [1], and Tukur and Ankok (2015) [25]. Adeleke (2017) [1] found that there was no significant influence of designation on attitude towards leisure among police officers as constables obtained a higher index of correlation than majors, inspectors and ASPs, while ASPs obtained a greater index of correlation than corporals, and majors. Tukur and Ankok (2015) [25] found that lecturers' designation did not significantly influence their attitude towards leisure. The finding of absence of order or pattern in mean attitude towards leisure among the lecturers based on designation is in the least unexpected. It was expected that the higher the rank of lecturers the more financial resources available to them. Therefore, they can afford to participate in leisure activities. However, this is not to be as this possibility is usually confounded with great workload and other factors beyond their control which make it almost impossible for them to participate in leisure activities. So, it is possible to find junior lecturers show more interest in leisure activities than the senior ones even with meager financial resources. In this case, passion for leisure activities may have more influence on leisure activities than does the designation.

It was found in this study that self-concept has a moderate, positive and significant relationship with attitude towards leisure among lecturers in public universities in Rivers State. This finding is in line with the findings of Kwak, Amrhein, Barkhoff and Heiby (2015) [16] which yielded significant positive relationships among daily physical leisure activity, self-concept, and feeling less hassled; and Park (2015) [21] which revealed that physical self-concept has a positive influence on leisure sport participation satisfaction. It was also found in this study that self-efficacy has a moderate, positive and significant relationship with attitude towards leisure among lecturers in public universities in Rivers State. This finding is in line with the findings of Chiu and Kayat (2010) [8], Orsega-Smith, Payne, Mowen, Ho and Godbey (2007) and Hagger, Chatzisarantis and Biddle (2001) [13]. Chiu and Kayat (2010) [7] found that the combination of attitude and self-efficacy had direct and indirect effects on motivation for leisure time physical activities participation among the students at local public universities. Orsega-Smith *et al.* (2007) [19] found that social support provided by friends (rather than family) and the self-efficacy domain of perceived physical ability were significantly related to leisure time physical activities as measured through metabolic equivalents (METs). Hagger *et al.* (2001) [13] found that young people with positive attitudes and high self-efficacy are more likely to form intentions to participate in physical activity.

The finding that self-concept and self-efficacy each has a positive and significant relationship with attitude towards leisure among lecturers in public universities in Rivers State is least unexpected. This is because individuals who have high self-concept are suited to adapt better in the environment, are more successful and are happier in life and personal achievements compared to individuals with low self-concept. Hence, individuals with high self-concept may be more disposed towards leisure than those with low self-concept, and

therefore may have better attitude towards leisure. Like self-concept, individuals with high self-efficacy may be more disposed towards leisure than those with low self-efficacy, and therefore may have better attitude towards leisure.

It was found in this study that work-motivation has a high negative and significant relationship with attitude towards leisure. This finding is in agreement with those of Herman (2015) ^[14] and Anake (2013) ^[3]. The study by Herman (2015) ^[14] revealed that job motivation had negative influence on attitude towards leisure among bank workers and the influence was significant at 99% confidence level. Anake (2013) ^[3] investigated the relationship among job motivation, self-motivation and attitude towards leisure among council workers in Udi Local Government Area of Enugu State and found that job motivation had a negative influence on attitude towards leisure among the employees and the influence of job motivation on attitude towards leisure among the employees was significant at 0.05 probability level. It was also found in this study that self-motivation has a high negative and significant relationship with attitude towards leisure. This finding is in agreement with those of Chiu (2009) ^[7], Ajibua, Olorunsola and Bewaji (2013) ^[2] and Anake (2013) ^[3]. The study by Chiu (2009) ^[7] revealed that there were positive correlations between leisure attitude, self-motivation, and self-efficacy and leisure time physical activity participation among undergraduate students. Ajibua *et al.* (2013) ^[2] found that the major factors influencing involvement in leisure-time physical activity among the staff are personal motivation/interest and peer group influence. Anake (2013) ^[3] found that self-motivation had negative influence on attitude towards leisure among the employees and the influence of self-motivation on attitude towards leisure among the employees was significant at 0.05 probability level.

The finding that work motivation and self-motivation each had a negative and significant relationship with attitude towards leisure as made in this work is not surprising. This is because lecturers with high work motivation and self-motivation may be obsessed with task completion and may barely spare or devote some time to leisure. Hence, they are likely to have negative attitude to leisure.

5. Conclusion

In this study, attitude towards leisure of lecturers in public universities in Rivers State has been investigated and found to be related to gender and designation of lecturers and some psychological variables. Some of the psychological variables found to relate with attitude towards leisure are self-concept, self-efficacy, work motivation and self-motivation. Based on the findings, the following conclusions are drawn:

1. Female lecturers in public universities in Rivers State have a greater mean attitude towards leisure than their male counterparts and the difference in mean is significant at 0.05 probability level.
2. Of the lecturers that participated in this study, senior lecturers had the greatest mean attitude towards leisure while lecturer II staff had the least mean attitude towards leisure. Significant difference in mean attitude towards leisure exists between lecturer II and lecturer I staff, between lecturer II staff and senior lecturers. It also exists between lecturer II staff and associate professors. Hence,

there was no order or pattern in mean attitude towards leisure among the lecturers based on designation.

3. Self-concept and self-efficacy have moderate positive influence on attitude towards leisure among lecturers in public universities in Rivers State. Self-concept and self-efficacy have a high positive and significant joint relationship with attitude towards leisure among lecturers in public universities in Rivers State.
4. Work-motivation and self-motivation have a high negative and significant influence on attitude towards leisure. Work-motivation and self-motivation jointly have a high negative and significant relationship with attitude towards leisure among lecturers in public universities in Rivers State.

5. Recommendations

Leisure is essential to public university lecturers in River State for optimum performance. Developing positive attitude to leisure is a precursor for participating in leisure activities. As female lecturers have better attitude towards leisure, incentives can be provided to male lecturers to improve their attitude to leisure. This can be done by presenting gift items on-site to lecturers who participate in leisure activities. This can possibly lure more lecturers to participate in leisure activities and develop improved attitude to leisure as participation in leisure activities can yield physical benefits.

In as much as people advocate for good work motivation and self-motivation as these have cumulative effects on economic benefits of lecturers, lecturers must do some acts of balancing even when there is high work motivation and self-motivation so as to devote some time for leisure. Spending some inordinate amount of time on work and finding no time for leisure activities can culminate in decreased productivity and health challenges.

Professional guidance counselors and psychologists should be involved in counseling lecturers how to develop a right attitude towards leisure. They should make them aware of the importance of leisure in their lives and counsel them to realize the adverse effects on health as a result of lack of leisure.

6. References

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