

Knowledge and Attitude as Correlates of Participation in Recreation Activities among Members of Staff of a Tertiary Institution in Ekiti State, Nigeria

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Abstract

The purpose of this study was to determine the relationship between knowledge, attitude, and participation in recreational activities among members of staff of Ekiti State University (EKSU). The descriptive survey research design was adopted. Two hundred and one (201) members of staff of EKSU, selected through convenience sampling technique, from 8 faculties in EKSU, participated in the study. Data was collected with the aid of a self-developed and validated questionnaire and relationships among variables were determined using Pearson Product Moment Correlation analysis while differences were determined using t-test. Significance was set at $P < 0.05$. The findings of this study revealed that 82.6%, 83.1%, and 66.7% of the respondents had a good knowledge, a positive attitude, and a moderate level of participation in recreational activities. Female respondents performed better in knowledge and participation in recreational activities. Also, respondents within the age range of 35-44 years had a better attitude and participation in recreational activities. Knowledge had a significant positive relationship with attitude ($r = 0.365$, $P < 0.05$), and attitude also had a positive relationship with participation in recreational activities. ($r = 0.147$, $P < 0.05$). There was no significant difference between academic and non-academic staff in the knowledge, attitude, and participation in recreational activities. The outcome of this study suggests that having a good knowledge and a positive attitude are associated with a higher level of participation in recreational activities.

Keywords: *Recreation, Knowledge, Attitude, Participation, Tertiary Institution*

INTRODUCTION

The human body is like a complex machine constantly in use and undergoing wear and tear, thus creating the need for rejuvenating, recreating, and refreshing it to prevent it from breaking down. Participation in recreation during leisure periods, either in the company of others or individually, is an opportunity to refresh the human body and minds (World Health Organization, (WHO), 2010).

Recreation activities shift the mind away from the daily routine and secular activities, refresh the body and mind, and make leisure time better enjoyed and interesting (WHO, 2010). Examples of recreation activities include sports and games like playing football, social activities like attending parties and conferences, outdoor activities like brisk walking, musical activities, art, and craft, among others (Metin, Kathrci, Yuce, & Sarican 2017)

The contribution of recreation activities to the well-being of man is enormous and inexhaustible. Recreation activities reduce obesity and chronic diseases, strengthen the immune and skeletal structure of the body, relieve individuals of stress, reduce the feeling of loneliness, isolation, and alienation, enhances self-esteem and helps individuals adjust to the challenges of their daily lives. (Schwarzenegger, Chrisman, and Coleman 2005).

Despite the enormous benefits of recreation, many people do not harness this opportunity, thereby contributing to many adverse effects on human health. Many studies have reported the factors associated with non-participation in recreation among various categories. These factors include lack of interest, financial and time constraints (Wartecka-Wazynska, 2013; Pasli & Harbalioglu, 2014), lack of knowledge of the importance of participating in recreational activities (Pasli & Harbalioglu 2014), lack of facilities, and individual attitude (Kabadayı, Eski, Bayram, Yılmaz & Mayda 2017).

Knowledge and attitude are essential factors that influence behaviour. Knowledge is the understanding of a phenomenon that often determines attitude, which also determines behaviour. Good knowledge of something could lead to a positive attitude and good practice (Ul Haq, Hassali, Shafie & Aljadhey 2012).

Previous studies have reported that although many staffs of Nigerian universities are aware of what recreation is, not many of them participate in it. Bakare (2013) found low participation in recreation activities among university lecturers and stated that the low participation might be due to a low level of knowledge of leisure activities. Adegboyega (2015) also reported a low level of participation in physical activity among university staff and recommended that these people need education on the benefits of physical activities and exercise. Suleiman (2016), when presenting his inaugural lecture, stated that many Nigerians do not understand what recreation means and that many Nigerians partake in leisure activities without knowing what they are or the scientific health benefits derived from them.

The purpose of the study was to determine the relationship between knowledge, attitude, and participation in recreation activities among members of staff of Ekiti State University (EKSU), Ado-Ekiti.

MATERIAL AND METHODS

The research design adopted in this study is the correlational research design. The study involved 201 members of staff (103 academics and 98 non-academics) of Ekiti State University (EKSU), Ado-Ekiti, Nigeria. Convenience sampling was adopted to select respondents from 8 faculties within the institution. This study adopted the paper and pencil type of survey research using a self-structured, validated questionnaire having four sections as a means of data collection. The first section of the instrument consisted of items to assess the demographic attributes of the respondents. The second section contains 13 items, having a Yes or No response format for measuring the knowledge of recreation among the respondents. The first draft of the instrument contained 17 questions which, after, subjecting to reliability analysis, was reduced to 13 based on the fact that 4 of the items had a corrected item-total correlation value less than 0.2, which is an indication that those items did not discriminate well with the others (Pope, 2009). Therefore the final version had 13 questions having a corrected item-total correlation of between 0.35 and 0.86 and a reliability coefficient of 0.92. The third section of the instrument contained

seven questions having a 4-point Likert-type scale to assess the attitude of the respondents toward recreation. All the seven questions discriminated well with one another and formed part of the final draft of the questionnaire. The items had a reliability coefficient of 0.86 and an item-total correlation of between 0.37 and 0.91 to assess respondents' attitudes toward recreation. The last section of the instrument consisted of 9 items having a 4-point rating scale of 'Never Occasionally Sometimes and Often' to determine the frequency of participation in recreational activities.

The knowledge construct assessed in this study includes the meaning of recreation, the types of recreational activities, and the advantages of recreation. The attitude construct are: the disposition of participants to recreation based on: their body weight, availability of time for recreation, and personal opinion about recreational activities. The recreation activities considered include outdoor sporting activities, indoor games, social activities, attending academic /non-academic conferences, leisure-time reading, listening to news/watching television, arts & craft activities, attending camping programmes, and leisure-time gardening. Four trained research assistants helped in the administration of the questionnaire.

Statistical Analysis

Data collected in this study were analysed using SPSS (version 23.0, IBM, Armonk, NY, 2015). All the hypotheses were tested using Pearson Product Moment Correlation to determine the relationship between the independent variables (knowledge and attitude to recreational activities) and outcome variable (Participation in recreational activities). All inferences were made at 0.05 level of significance.

RESULTS

The analysis of the demographic characteristics of respondents showed that the study consisted of 103 (51.2%) academic staff and 98 (48.8%) non-academic staff. 52.7% of the respondents were males. Many of the respondents (46.3%) were 45 years and above. Also, 48.8% of the respondents had working experience of 10 years and above.

The findings of this study on the level of knowledge, attitude, and participation in recreation activities showed that the majority of the respondents 82.6%, 83.1%, and 66.7% have a high level of knowledge, positive attitude, and a moderate level of participation in recreation activities respectively (Table 1).

Statistical analysis of the differences in respondents' knowledge of recreational activities based on sex, age, and working experience, revealed that females had significantly higher knowledge of recreational activities than the male respondents ($M=30.60$, $SD=4.9$ vs $M=27.65$, $SD=7.3$). Also, respondents above 44 years and those who had less than five years of working experience had significantly higher knowledge of recreation activities than others.

Findings on differences in attitude to recreation activities showed that male respondents had significantly positive attitudes than their female counterparts ($M=21.02$, $SD=5.1$ vs $M=19.8$, $SD=7.0$). Respondents between the ages of 35 and 44 years and those with working experience of 10 years and above had significantly more positive attitudes to recreation activities than others.

The differences in participation in recreation activities among respondents showed that more females ($M=20.31$, $SD=4.0$) participated in recreation activities than the male respondents. Respondents between 35 and 44 years, and those with less than five years of working experience participated more in recreation activities than others.

This study also showed that knowledge contributed 2.2% of the total variance in participation in recreation activities while attitude contributed 13.9% of the total variance in participation.

The findings of this study, on the differences in knowledge, attitude, and participation in recreation activities between academic and non-academic staff indicated a non-significant difference in knowledge, attitude, and participation in recreation activities between academic and non-academic staff. However, the non-academic staff had higher knowledge (mean= 29.61 , $SD=6.3$ vs mean= 28.50 , $SD=6.6$) and more positive attitude (mean= 20.90 , $SD=6.1$ vs mean= 20.00 , $SD=6.0$) to recreation than the academic staff. Interestingly, the findings of this study showed that the academic staff participated more in recreation activities than their non-academic counterparts (mean= 19.69 , $SD=4.0$ vs mean= 19.20 , $SD=3.9$). Further analysis showed that the academic staff engaged more in sporting activities, social activities, art & craft, camping programs, and leisure-time gardening. The non-academic staff engaged more in conference attendance, leisure-time reading, and listening to news during their leisure.

This study revealed that knowledge had a significant positive correlation with attitudes toward recreation, and attitudes had a significant positive correlation with participation in recreational activities (Table 2).

Discussion

The improvement in each stage is influenced by the development of the learning model carried out in this study. The development model is adjusted to the character of the student and at each stage revisions are always made so that students can easily receive the passing learning material. With an attractive design of passing movements, it increases students' interest in participating in passing learning.

Tutors are students who are the same age who are appointed or assigned to help their friends who have learning difficulties, because the relationship between friends is generally

closer than the relationship between teacher students. Learning through a peer tutor approach will provide interaction between students and students, students and teachers, so that the learning process will be more active. This learning model will make students more active in communicating with tutors who are their peers when compared to teachers whose only role is to supervise learning activities in class. As stated by (Metzler, 2011), which translates into placing students in the role of a teacher or tutor who fully presents a new intellectual and social challenge that must be met to ensure that this role can run smoothly.

Another benefit obtained from this peer teaching learning strategy is that students who become teachers will always evaluate themselves well, especially in matters related to cognitive activities such as concluding, asking, clarifying, and predicting (Hattie, 2009). maybe it can increase. This statement is in accordance with (Metzler, 2011) which states that peer teaching also has great potential in improving students' cognitive development in Physical Education learning. And sharpened by research (Mirzeoglu, 2014) which found that, the peer teaching learning model was able to significantly improve students cognitive abilities compared to conventional learning. In line with (Friskawati, 2017) which reinforces that learning with the peer teaching approach coupled with the use of audiovisual media can better understand students.

Peer teaching learning with various types is able to make students more active in learning, and have more opportunities to respond or provide feedback on the information provided and reinforce the knowledge that has been given (Nurmi & Kokkonen, 2015). With high learning participation, it is very possible for students to obtain high learning outcomes and to be able to complete the motion tasks given by the Physical Education teacher. As the findings (Jenkinson, Naughton, & Benson, 2014), peer teaching has been shown to be an effective teaching strategy in improving the quality of learning time, increasing physical activity, increasing mobility, improving healthy living behavior, developing interaction and social skills. Research (Stigmar, 2016) that the peer teaching learning model produces academic achievement benefits and other pedagogical benefits such as improving students' critical thinking, motivation, collaborative and communicative abilities.

Table 1. Level of knowledge, attitude and participation in recreational activities (n=201)

Variable	Level	Frequency	Percent
Knowledge	Low	7	3.5
	Moderate	28	13.9
	High	166	82.6
Attitude	Negative	34	16.9
	Positive	167	83.1
Participation	Low	35	17.4

Moderate	134	66.7
High	32	15.9

Table 2. Differences in respondents' knowledge and attitude to recreation based on sex

	Sex	N	Mean	SD	t	P
Knowledge	Male	106	27.6509	7.37182	-3.293.	0.000
	Female	95	30.6000	4.93662		
Attitude	Male	106	21.0283	5.12223	1.429	0.015
	Female	95	19.8000	7.00395		
Participation	Male	106	18.6981	3.85983	-2.927	0..855
	Female	95	20.3158	3.96866		

Table 3. Age difference in knowledge, attitude and participation in recreational activities

Variable	Age (Years)	N	Mean	P
Knowledge	25-34	47	26.66	0.007
	35-44	61	29.00	
	≥45	93	30.28	
Attitude	25-34	47	17.68	0.002
	35-44	61	21.36	
	≥45	93	21.25	
Participation	25-34	47	18.64	0.053
	35-44	61	20.43	
	≥45	93	19.25	

Table 4. Relationship between knowledge, attitude and participation in recreation

Variable	Mean	SD	r	P-value
Knowledge	29.04	6.5	.365	.000
Attitude	20.45	6.0		
Knowledge	29.04	6.5	.072	.307
Participation	19.46	4.0		
Attitude	20.45	6.0	.147	.038
Participation	19.46	4.0		

Table 5. Relative contribution of knowledge and attitude to participation in recreation

Variable	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
(Constant)	17.223	1.384		12.447	.000
knowledge	.013	.046	.022	.289	.773
attitude	.091	.049	.139	1.835	.068

Dependent variable: participation in recreational activities

DISCUSSION

This study determined the relationship between knowledge, attitude, and participation in recreational activities among members of staff of EKSU. Findings of this study on the level of knowledge, showed that a large percentage of the respondents have a good knowledge of recreation. This finding is unlike that of Akitayo (2017), where members of a tertiary institution displayed a low level of awareness and participation in recreation activities. The probable reason why the finding of this study is in favour of good knowledge of recreational activities contrary to previous studies that it seems individuals are becoming more aware of the importance of recreation to health. The finding of this study shows that many of the respondents have a positive attitude toward recreation activities. That suggests that many of the respondents were favorably disposed to recreation activities, probably due to their high level of knowledge of recreation activities.

The findings of this study revealed a moderate level of participation in recreation activities among most of the respondents. This finding is unlike that of Agbabiaka, Omisore Oparinde, Dada, Adeyemi, Oyedokun and Sulaiman (2020), who reported a low level of participation in recreation activities among the staff of a tertiary institution. It is worthy of note that despite the high level of knowledge and positive attitude to recreation reported in this study, the respondents could only attain a moderate level of participation. This finding corroborates the submission that a high level of knowledge and positive attitude alone may not be the only factors that influence participation in recreation activities.

The difference in the participation in recreation activities observed between the academic staff and the non-academic staff is like that of Babalola & Alayode (2012), which also reported that academic staff engaged more in sporting activities and artwork than the non-academic staff. That is likely due to personal interest, preference, and possession of skills required to engage in such activities.

The findings on the relationship between knowledge of recreation and the attitude toward recreation activities is unlike that of Murad, ARahman, Rahman, and Haque (2016), who reported no significant association between knowledge and attitude toward participation in exercise. The knowledge of respondents on the benefits of recreation favourably influenced their attitude toward recreation. This corroborates the submission that knowledge improves attitude toward behaviours that are beneficial.

In this study, attitude toward recreation was observed to be positively correlated with the practice of recreation activities. The more positive the attitude of respondents towards recreation activities, the more they participated. The attitudes of respondents contributed 13.9% of the total variation in participation in recreation activities. That corroborates the fact having a favourable disposition to adopt a lifestyle is likely to influence individuals positively to engage in such a lifestyle.

CONCLUSION

Based on the findings of this study, it is clear that the knowledge of respondents about recreation had a positive influence on their attitude and, in turn, had a positive impact on their participation in recreation activities.

RECOMMENDATIONS

The findings of this study suggest that the staff of tertiary institutions should be enlightened on the importance of recreation to health to improve their attitude to and participation in recreation activities. Also, facilities and opportunities for intra-campus recreation should be made available for the staff of tertiary institutions.

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