

Influence of Workload and Psychological Variables on Attitude towards Leisure among Lecturers in Public Universities in Rivers State, Nigeria

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Abstract: The purpose of this study is to determine the influence of workload, self-concept, self-efficacy, work motivation and self-motivation on attitude towards leisure among lecturers in public universities in Rivers State. The study adopted a combination of correlational and analytic survey designs. A sample of 798 lecturers was drawn from a population of 2779 lecturers in public universities in Rivers State using proportionate stratified random sampling and purposive sampling techniques. The instrument for data collection is Psychological Variables and Workload Questionnaire. Its reliability was obtained using Cronbach alpha technique which ranges from 0.63-0.77. Data obtained from the instrument were analyzed using independent sample t-test, simple and multiple regression techniques. The findings made in this study include; workload, work-motivation and self-motivation have negative and significant relationship with attitude towards leisure; self-concept and self-efficacy have a positive and significant relationship with attitude towards leisure; 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: Workload, Attitude, leisure, self-concept, self-efficacy, work motivation, self-motivation

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I. Introduction

Leisure is crucial to one's life because it allows the individual to de-stress, to calm down from the day, from work, studying and taking care of others. It is a state of mind which is characterized by un-obligated time and willing optimism. It can involve extensive activity or no activity. The issue of leisure life has become increasingly crucial and has drawn the interests of academic researchers (Snir & Harpaz, 2002). Previously, researchers paid considerable attention to relationships between work and leisure. National Association for Sport and Physical Education (2003) submitted that participation in physical leisure activities makes one fit, gives participants more energy, greater mental alertness, reduces stress and allow for better time management. Gautam, Sarto & Ken (2007) revealed the potential of leisure time activities to contribute to positive health not merely the absence of diseases but associated with the capacity to enhance life satisfaction and ability to improve individual's capability to withstand stress. According to US Department of Health and Human Services (2008), evidence clearly shows that regular leisure activity improves physiological and psychological health. Benefits such as enhanced psychological wellbeing, maintenance of ideal blood pressure and prevention of premature death have been attributed to participation in regular leisure activity. Leisure participation has the power to create social cohesion and increase productivity.

Basically leisure activities are behaviours people do in their free time and it has numerous health benefits such as reduce overall stress, provide a sense of purpose, provide different experiences and increase the sense of empowerment and self-value. Leisure time activity is now a great contributor to physical, psychological, physiological, social and mental well being of individuals which cumulatively add up to form the level of growth and development in the society. According to Torkildsen (2005), the wealth of a nation is not determined by activities done in hours of work but by those done during leisure time. The promotion and blending of leisure time activity can hold great promise of enriching lives of the individual and community. Thus, the values accruable from regular participation in leisure time activity have attracted the attention of nations, international advisory groups to continue to advocate for active lifestyle as an instrument for achieving healthy living.

To actively participate in leisure activities, our attitude to leisure is very important. Attitudes are fundamental determinants of our feelings of, and actions toward all aspects of our social environment. Attitudes deal with a wide range of evaluative beliefs, feelings and tendencies toward certain actions. The way and

manner we like or dislike something shows our behaviour towards that thing. We tend to approach, seek out or be associated with things we like; we avoid, shun or reject things we do not like. Attitude is a pleasant or unpleasant review of something. It could be positive or negative views of a person, place, thing or event which is referred to as attitude of object. In the same vein, Zimbardo (1999) defined attitude as a positive or negative view of a person, activities, events, concepts or anything in one's surrounding. Attitude is simply a way of thinking and behaving towards a person, object or group.

One of the factors that determine the attitude of lecturers towards leisure is the lecturers' workload. The concept of workload was generally defined as the intensity of the effort made by workers to meet the demands of the job under defined physical conditions, taking into account their own conditions and the various mechanisms at play in their jobs (Torgen, Punnett & Alfredsson, 1999). Workload was therefore essentially approached from two distinct angles: physical workload and mental or psychological workload. The scientific literature abounds in studies on physical workload, which approach the concept mainly in terms of physical task performance thresholds that can have impacts on workers' health and safety (Carswell, Clarke & Seales, 2005). In experimental psychology, mental workload refers to the identification of the cognitive or mental limitations that affect human performances in the area of information processing (Morris & Leung, 2006). Added to these physical and mental components of workload are factors such as responsibility, uncertainty, time pressure and work interruptions, which serve to increase mental and physical workload. Greater percentage of the university lecturers with special reference to public universities in Rivers state, in attempt to teach all they have to teach for the semester, set their examinations, supervise students' projects and thesis and many more, are faced with a great number of activities within each working day. Lecturers therefore, have no defined working hours. At the same time, these same group of workers struggle to write and publish, because it's either one "writes, publishes or perishes".

Another factor that can influence the attitude of lecturers towards leisure is motivation. According to Geary (2005), Motivation is a reason or set of reasons for engaging in a particular behavior, especially human behavior as studied in psychology and neuropsychology. The reasons may include basic needs (e.g., food, water, shelter) or an object, goal, state of being, or ideal that is desirable, which may or may not be viewed as "positive," such as seeking a state of being in which pain is absent. There are a wide variety and many different ways to look at motivation, but this study will only focus on self-motivation and work motivation. Self-motivation is, in its simplest form, the force that drives one to do things. Before one can motivate others, one must motivate self. One must overcome a certain amount of one's natural inertia. One of the most common deterrents to human action is that of a tired feeling. This tired feeling is due to emotional reactions within one self. One can motivate oneself by setting certain objectives and goals before one self.

With relation to the workplace, Williams (2011) defines motivation as, predisposition to behave in a purposeful manner to achieve specific, unmet needs and the will to achieve, and the inner force that drives individuals to accomplish personal organizational goals. A person becomes motivated in order to achieve their own personal goals as well as the organizational goals. The more motivated an employee is, the more likely they are to have organizational commitment and identify themselves with the organization. This will meet some of the unmet needs, and connect them with the organization. According to Skemp-Arlt and Toupenca (2007), employee motivation is the psychological feature that arouses an employee to behave in a certain manner for accomplishing certain organizational goals. Motivation is some driving force within individuals by which they attempt to achieve some goal in order to fulfill some need or expectation.

The self-concept of University lectures goes a long way in determining their attitude towards leisure. The term self-concept is a general term used to refer to how someone thinks about, perceives or evaluates themselves. It is an understanding you have of yourself that's based on your personal experiences, body image, your thoughts, and how you tend to label yourself in various situations. A self-concept can also be defined as an all-encompassing awareness you had of yourself in the past; the awareness you have of yourself in the present, and the expectations you have of yourself at a future time. According to Baumeister (2005), self-concept is an individual's belief about himself or herself, including the person's attributes and who and what the self is.

Leisure is an activity and to have a positive or negative attitude towards leisure will depend on whether and individual beliefs in his capability to participate in a particular leisure activity. It has a lot to do with the individual's self-efficacy. Self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave (Bandura, 1997). Such beliefs produce these diverse effects through four major processes. They include cognitive, motivational, affective and selection processes. Self-efficacy reflects confidence in the ability to exert control over one's own motivation, behavior, and social environment. These cognitive self-evaluations influence all manner of human experience, including the goals for which people strive, the amount of energy expended toward goal achievement, and likelihood of attaining particular levels of behavioral performance. Unlike traditional psychological constructs, self-efficacy

beliefs are hypothesized to vary depending on the domain of functioning and circumstances surrounding the occurrence of behavior.

This study seeks to determine the influence of workload, self-concept, self-efficacy, work motivation and self-motivation on attitude towards leisure among lecturers in public universities in Rivers State. Consequently, five research questions and five hypotheses were formulated. The research questions are:

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

The hypotheses are:

1. Workload does not relate significantly with attitude towards leisure among lecturers in public universities in Rivers State
2. Self-concept and self-efficacy separately have no significant relationship with attitude towards leisure among lecturers in public universities in Rivers State
3. Self-concept and self-efficacy jointly have no significant relationship with attitude towards leisure among lecturers in public universities in Rivers State
4. Work-motivation and self-motivation separately have no significant relationship with attitude towards leisure among lecturers in public universities in Rivers State
5. Work-motivation and self-motivation jointly have no significant relationship with attitude towards leisure among lecturers in public universities in Rivers State

II. Methodology

A combination of correlational and analytic descriptive research designs were adopted in this study. This study is a correlational study as the researcher determined the relationship between the dependent variable (attitude to leisure) and independent variables (workload, self-concept, self-efficacy, work motivation, self-motivation) among lecturers in public universities in Rivers State. When hypotheses are tested in a descriptive study, such is analytic descriptive. In the present study, the researcher described the attitude towards leisure among lecturers in public universities in Rivers State. Hypotheses were formulated and tested for various strata of gender and designation of lecturers. Hence, this study is also of analytic descriptive survey design.

The population of the study consists of lecturers in the public universities in Rivers State. The universities are University of Port Harcourt, Ignatius Ajuru University of Education, Rivers State University. From a population of 2779 lecturers from the three universities, a sample of 798 lecturers was drawn through proportionate stratified random sampling technique based on the number of lecturers in the faculties of the universities. 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 was Psychological variables and workload Questionnaire. It consists of six sections. Section A contains 10 items on workload which were adapted from Ossat and Ekechukwu (2017) but modified by the researcher to suit the present study. Section B contains 10 items on self-concept adapted from Slaven (2003). Section C has 12 items on self-efficacy adapted from Self-Efficacy Scale by Scholz, Dona, Sud, and Schwarzer (2000). Section D has 15 items on work motivation adapted from Maxime, Tremblay, Blanchard, Martin, and Luc (2009). Section E contains 10 items on self-motivation adapted from Chiu (2009). Section F contains 15 items on attitude towards leisure adapted from Ragheb and Beard (1982). 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.

Face, content and construct validities of the instrument were established through the assistance of some experts from the Department of Educational Psychology, Guidance and Counseling, University of Port Harcourt. The reliability of the instrument was determined using test-retest method. 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 0.65, 0.71, 0.77, 0.63, 0.74 and 0.69 for

workload section, 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 were rated 1point for strongly agree, 2 points for agree, 3 points for disagree and 4 points for strongly disagree.

Research questions 1, 2 and 4 were answered using coefficients of simple regression. Research questions 3 and 5 were answered using coefficients of multiple regression. Hypotheses 1, 2 and 4 were tested using t-test associated with simple regression analysis. Hypotheses 3 & 5 were tested using ANOVA associated with multiple regression analysis. All null hypotheses were tested at 0.05 alpha level.

III. Result

Results of statistical analysis of the research questions and hypotheses are presented in the following tables:

Table 1: Coefficient of regression for the relationship between workload and attitude towards leisure among lecturers

R	R ²	Adjusted R ²
(-)0.745	0.556	0.555

Table 1 shows that the value of square of coefficient of regression (R²) of 0.556 implies that workload accounted for 55.6% variation in attitude towards leisure among lecturers, while 44.5% variation in attitude towards leisure among lecturers was not accounted for by workload but by other factors not covered in this study.

Table 2: t-values for the relationship between workload and attitude towards leisure among lecturers

Model	Unstandardized coefficient		Standardized coefficient		
	B	Std Error	Beta	t	Sig
Constant	72.086	0.805		89.554	0.00
Workload	-0.860	0.027	-0.745	-31.549	0.00

Table 2 shows that standardized beta coefficient for workload is -0.745 and absolute t-value for workload is -31.549 which is significant at 0.00 probability level. Since 0.00 probability level is less than 0.05 probability level, the t-value is also significant at 0.05 probability level. Therefore, null hypothesis 1 was rejected and the alternative hypothesis accepted. This means that workload related significantly with attitude towards leisure among lecturers in public universities in Rivers State. From unstandardized B-coefficients, the predictive model for the relationship between workload and attitude towards leisure among lecturers in public universities in Rivers State is given by $ATL = 72.086 - 0.860WL$, where ATL stands for attitude towards leisure and WL stands for workload.

Table 3: 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 3, 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 4: 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 4, 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 5: 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 5, 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 44.8% 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 6: 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 6 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 3 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 7: 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 7 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.

Table 8: t-values for the separate relationship between work motivation, self-motivation & attitude towards leisure

Model coefficients	Unstand. B	Stand. Beta	t	Sig	decision	coefficients
1. Constant	76.934		96.709	0.00		
Work-motivation	-0.730	-0.814	-39.482	0.00	Reject	
2. Constant	70.886		76.965	0.00		
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 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 9: 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 9 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 10: 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 10, the calculated f-value is 911.428 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.

IV. Discussion

In this study, it was found that workload has high negative and significant relationship with attitude towards leisure among lecturers in public universities in Rivers State. This finding is similar to the findings of Lebbon and Hurley (2013) which showed that workplace leisure behaviour had a significant negative correlation with productivity when leisure levels were greater than 40% of total work hours; and Astuty, Zain, Amri and Paddu (2017) whose finding indicated that workload has negative and significant effect on leisure time. The finding of negative relationship between workload and attitude to leisure is not surprising and can be explained

from the fact that when lecturers are saddled with huge responsibilities such as teaching the students, supervising projects, preparing lecture notes, marking papers, writing articles for publication, supervising teaching practice students, performing the work of HODs or directors (where applicable), attending meetings, etc, they are preoccupied with completing these tasks and hardly have time for leisure.

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) which yielded significant positive relationships among daily physical leisure activity, self-concept, and feeling less hassled; and Park (2015) 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), Orsega-Smith, Payne, Mowen, Ho and Godbey (2007) and Hagger, Chatzisarantis and Biddle (2001). Chiu and Kayat (2010) 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, Payne, Mowen, Ho and Godbey (2007) 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) 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) and Anake (2013). The study by Herman (2015) 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) 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), Ajibua, Olorunsola and Bewaji (2013) and Anake (2013). The study by Chiu (2009) 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) 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) 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.

V. Conclusion

In this study, attitude towards leisure of lecturers in public universities in Rivers State has been investigated and found to be related to workload 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. Workload negatively influences attitude towards leisure among lecturers in public universities in Rivers State.
2. 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.

3. 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.

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 lecturers' workload has been found to relate negatively with attitude towards leisure, state and federal governments should ensure that adequate number of lecturers are recruited for the universities. This will ensure that lecturers are free from work overload and the attendant stress. With many hands to take care of enormous work lecturers encounter daily in their workplaces, the chances of suffering stress will be reduced to the barest minimum and attitude towards leisure will surely improve.

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 on how to manage stress resulting from excess workload and 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.

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