Leisure signifies individual’s choice to spend his/her discretionary time fulfilling certain interest or needs or performing a gratifying experience for the sake of wellness or personal development. The aim of this study was to look into the pattern of leisure-time physical activity involvement among academic and non-academic staff in tertiary institution in Ondo State. For the purpose of the study, 40 academic and 40 non-academic staff were selected from the five Government-owned tertiary institutions in the state using convenience sampling techniques. Thus, total respondents were 400. The instrument employed in the study was a structured and validated questionnaire, Pattern of Leisure Involvement Questionnaire (PLIQ) to collect information on the pattern of leisure-time physical activity involvement among staff. The reliability test of the instrument was carried out by obtaining Cronbach’s Alpha statistic which is a measure of how reliable and consistent the instrument was. The result showed that Cronbach’s Alpha was 0.896. Since the value was above 0.5 which was the average, it showed that the research instrument was reliable and consistent. The information gathered from the subjects through the questionnaire was analyzed using descriptive (mean, standard deviation and standard error) and inferential statistics (t-test). The findings showed that academic and non-academic staff in tertiary institutions in Ondo State participate in leisure-time physical activity differently. It thus suggested that variety of leisure-time physical activities must be provided for members of tertiary institutions so that some groups will not be taken care of, while others will be isolated.

**Key Words:** Stress, Social organizations, Special project works, Culture and Value system
Introduction

Leisure signifies individual’s choice to spend his/her discretionary time fulfilling certain interest or needs, or performing a gratifying experience for the sake of wellness or personal development (Alli, 2007 and Barcelona, 2002). Leisure and how we use it is linked to virtually every aspect of life and the development of the society-economic, culture and value system, social behaviour, the intellectual and spiritual dimension of life and how people relate with each other and the nature (Strong, 2009).

Jennen and Uhlenback (2004) acknowledged that participation in leisure-time physical activities affects quality of life and life satisfaction. A body of literature supported the fact that comprehensive work-based leisure-time physical activity programme can yield promising health behaviour changes of employees (Gautam, Sarto & Kai, 2007). NASPE (2003) submitted that participation in leisure-time physical activities makes one fit, gives participants more energy, greater mental alertness, reduces stress and allows for better time management.

Recent findings revealed the potential of participation in physical leisure activities to contribute to positive health not merely the absence of diseases but associated with the capacity to enhance life satisfaction and ability to improve individual’s capability to withstand stress (Gautam, Sarto & Kai, 2007). Similarly, it has the power to create social cohesion and increase productivity (Barcelona, 2002; South Africa Ministry of Youth and Sport, 2009 and Fadoju & Aleta, 2010), prevent cardiovascular diseases (Stewart, 2004; Braith and Stewart, 2006); Tompkins, Bosh, Chenowith, Teide and Swain, 2008), reduces the risk of diabetes and improves plasma lipid (ACSM, 1995), reduces premature mortality and morbidity (Bushch, 2004; Ford, Health, Mannino & Redd, 2008), enhances self-esteem, self-confidence and self-concept (Harworth, 2008) reduces obesity, serves as preventive mechanism for risk behaviour, prevents disabilities associated with old age (Trenbath), reduces fatigue (Ericksen & Brunsgaard, 2004), prevents metabolic syndrome (Jennsen & Uhlenbuch, 2004), nurtures holistic sense of wellness, promotes psychological and environmental benefits (Academy of Leisure Sciences retrieved 2010).

An international expression of the importance of leisure can further be found in the “Declaration of human right” of the United Nations (UNO, 1998; UNenable, 2006). The Declaration recognizes the right of everyman to rest, to leisure, to freely participation in cultural life of his community and emphasizes the importance of ensuring that even children have full opportunity for play and recreation which will fully promote the development of his personality.

The benefits of active involvement in leisure have attracted individuals, groups, and governments to it. Even world organizations such as World Leisure Organization, World Tourism Organization, World Travel and
Tourism Organization, International Council for Physical, Health Education, Recreation, Sport and Dance, United Nations Education and Scientific Commission etc., are actively involved in propagating leisure programmes around the world because of its tremendous contributions to individual and community development.

Looking at this global trend, Ojeme, Iyawe, and Oshodin (2000) were worried that there seems to be no information or data on the size and status of leisure programme development in Nigeria, despite the enormous potentials and the readily available market. Earlier, Alla (1997) had recommended in-dept look at various strata of the society as means of ascertaining leisure involvement among the citizenry as this will form the fulcrum for national leisure programme planning and development.

It is believed in some quarters that leisure programmes will grow in Nigeria if effort is geared towards ensuring that leisure education is integrated into the curriculum of tertiary institutions in Nigeria. Mayaki (2000) was of the opinion that the destiny of any nation is shaped in the classroom. The National Policy on Education, (1981) confirmed these speculations to be true. The document described institutions of higher learning as the centre for excellence established to contribute to the up-keep of the society through man-power and knowledge development and social services as well as helping to set agenda for its continued growth and development.

Academic and non-academic staff occupy leadership roles in Nigeria tertiary institutions. Thus, it is important that the status of leisure-time physical activity involvement among these groups is ascertained to achieve desired result(s) that will enhance effective leisure programme management. This study therefore will research into the pattern of leisure-time physical activity (LTPA) involvement among academic and non-academic staff in tertiary institutions in Ondo State, to ascertain the current status of their involvement.

Research Methodology

Research Design

A descriptive survey design was used in investigating pattern of leisure-time physical activity involvement among academic and non-academic staff of tertiary institutions in Ondo State.

Population Sample and Sampling Procedures

The population for this study were all the academic and non-academic staff in government-owned tertiary institutions in Ondo State. The institu-
tions include, Adekunle Ajasin University, Akungba, Adeyemi College of Education Ondo, Federal College of Agriculture, Akure, Federal University of Technology, Akure, Rufus Giwa Polytechnics, Owo. For the purpose of this study, the convenience sampling technique was applied to select 40 academic and 40 non-academic staff from each of the five tertiary institutions. Thus, the total respondents for the study were 400.

Instrumentation

The instrument employed in the study was a structured and validated questionnaire, Pattern of Leisure Involvement Questionnaire (PLIQ) to collect information on the pattern of activities involved in by academic and non-academic staff.

Validation of Instruments

The content validity of the instrument was determined by two Physical and Health Education experts who assisted in vetting the questionnaire. They examined the relationship between the objectives of the study and the focus of the questionnaire and made necessary corrections.

Reliability of the Instrument

The instrument was subjected to a pilot study during which it was administered twice within three weeks using the test-retest method. Twenty-five (25) academic and twenty-five (25) non-academic staff of the Federal Polytechnics Ado-Ekiti, Ekiti State were selected randomly to fill the questionnaire. The reliability test was carried out by obtaining Cronbach’s Alpha statistic which is a measure of how reliable and consistent the instrument was. The result showed that Cronbach’s Alpha was 0.896. Since the value was above 0.5 which was the average, it showed that the research instrument was reliable and consistent.

Data Collection

The questionnaire was administered personally to the respondents, and explanations given by the subjects were sincere since names were not written on the questionnaire. The questionnaire was collected from each subject after all items were filled. It took 3 weeks to collect all the questionnaires.
Analysis of data

The information gathered from the subjects through the questionnaire was analyzed using descriptive (mean, standard deviation and standard error) and inferential statistics (t-test), to elicit information on pattern of leisure-time physical activity involvement among academic and non-academic staff in tertiary institutions in Ondo State. Descriptive statistic describes the statistic as they are, while inferential statistic test research questions and come out with deductions whether the research questions should be accepted or rejected.

Results

The results of the study are presented based on the responses to the questionnaire administered.

**Table 1a.** *Meanscores to determine the pattern of leisure-time activity involvement – N = 400*

<table>
<thead>
<tr>
<th>Pattern of activity involvement</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read and discuss the opinion of social critics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic</td>
<td>200</td>
<td>3.39</td>
<td>1.194</td>
<td>.084</td>
</tr>
<tr>
<td>Non-academic</td>
<td>200</td>
<td>3.07</td>
<td>1.620</td>
<td>.115</td>
</tr>
<tr>
<td>Read and discuss about current trends in your profession</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic</td>
<td>200</td>
<td>3.42</td>
<td>1.426</td>
<td>.101</td>
</tr>
<tr>
<td>Non-academic</td>
<td>200</td>
<td>3.47</td>
<td>1.473</td>
<td>.104</td>
</tr>
<tr>
<td>Volunteer works</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic</td>
<td>200</td>
<td>2.93</td>
<td>1.434</td>
<td>.101</td>
</tr>
<tr>
<td>Non-academic</td>
<td>200</td>
<td>2.59</td>
<td>1.642</td>
<td>.116</td>
</tr>
<tr>
<td>Involve in art, musical and cultural activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic</td>
<td>200</td>
<td>3.06</td>
<td>1.359</td>
<td>.096</td>
</tr>
<tr>
<td>Non-academic</td>
<td>200</td>
<td>2.71</td>
<td>1.520</td>
<td>.107</td>
</tr>
<tr>
<td>Work in social service organization or special projects</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic</td>
<td>200</td>
<td>2.68</td>
<td>1.719</td>
<td>.122</td>
</tr>
<tr>
<td>Non-academic</td>
<td>200</td>
<td>2.72</td>
<td>1.436</td>
<td>.102</td>
</tr>
</tbody>
</table>
Table 1a The two groups as indicated on the table were involved in reading and discussing opinions of social critics in their leisure time. The meanscore of academic staff was 3.39 while that of non-academic staff was 3.07. This shows that though academic staff were involved more in reading and discussing opinions of social critics in their discretionary time majority of the two groups were involved in these activities in their spare time.

The table above showed the meanscore of academic staff as 3.42 and that of non-academic staff was 3.47 that participated in discussing current issue in their profession during leisure time. This inferred that non-academic staff were involved in discussing current issues in their profession during their leisure time more than the academic staff. The academic and the non-academic staff were found to also enjoy participating in art, musical and cultural activities during their free time. But from the meansscores recorded for the two groups, it is clear that more academic staff were involved in art, musical and cultural activities during their leisure hours than the non-academic staff. The academic staff has meanscore of 3.06 while non-academic got 2.71. It is true that some staff involved in social services or special projects works during their leisure hours. The meanscore of academic staff that were involved in social service and special projects during free time was 2.68 while that of non-academic staff was 2.71. This indicated that more non-academic staff were involved in social service works or special projects in their leisure time than academic staff. The result on table 1a clearly showed that more academic staff were involved in sporting activities during their leisure time than the non-academic staff. The meanscore of 3.27 was recorded for academic staff whereas 2.92 was recorded for non-academic staff. The result also suggested that some staff drink or smoke during their leisure hours. The meanscore of academic staff that visit staff club to drink or smoke during free time was 2.16 and that of non-academic was 1.73, meaning that more academic visit staff club to drink or
smoke during leisure hours. The result yielded from Table 1a showed that both academic and non-academic were involved in religious activities during leisure hours. The academic staff had a meanscore is 3.14 while non-academic staff had 3.53. This indicated that more non-academic staff were involved in religious activities during free time.

Table 1b. *Independent Sample Test to determine the Pattern of leisure involvement academic and non-academic staff – N = 400*

<table>
<thead>
<tr>
<th>Pattern of activity involvement</th>
<th>t-test for equity of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>T</td>
</tr>
<tr>
<td>Read and discuss the opinion of social critics</td>
<td>Equal variance assumed</td>
</tr>
<tr>
<td>Read and discuss about current trends in your profession</td>
<td>Equal variance assumed</td>
</tr>
<tr>
<td>Volunteer work</td>
<td>Equal variance assumed</td>
</tr>
<tr>
<td>Involved in art, music And cultural activities</td>
<td>Equal variance assumed</td>
</tr>
<tr>
<td>Work in some social service organizations or special project</td>
<td>Equal variance assumed</td>
</tr>
<tr>
<td>Participate in Sporting activities</td>
<td>Equal variance assumed</td>
</tr>
<tr>
<td>Involved in drinking Alcohol and smoking</td>
<td>Equal variance assumed</td>
</tr>
<tr>
<td>Go for religious activities e.g church mosques, fellowship</td>
<td>Equal variance assumed</td>
</tr>
</tbody>
</table>

*SOURCE: FIELDWORK 2011*
If \( P < 0.05 \) there is significant difference.

Table 1b revealed that there was a significant difference in the involvement of academic and non-academic staff reading and discussing current trends in their professions and those who also work in social service organizations and special projects. However, the examination of the data revealed that there were significant differences in the involvement of academic and non-academic staff in reading and discussing the opinion of social critics, participating in volunteer works, involving in art, musical and cultural activities, participating in sporting activities, visiting staff club to drink and attending religious activities e.g. Church, fellowship, Mosques e.t.c.

Discussion

The study was designed to examine pattern of leisure-time activity involvement of academic and non-academic staff of tertiary institutions in Ondo State.

Pattern of leisure-time physical activity involvement

Responses gathered from the data collected showed that academic and non-academic were involved in reading, and participation in discussing trends in their professions during leisure time. However, the examination of the data generated suggested that there was a significant difference in the manner academic and non-academic staff involved in leisure activities such as; reading and discussing the opinion of social critics, involvement in volunteer works, involving in art, musical and cultural activities, participating in sporting activities, visiting staff club to drink and participation in religious activities e.g. church, fellowship, Mosques etc. It was discovered too that academic staff were involved more art, musical, cultural, volunteer works and sporting activities during leisure time while non-academic staff were found to participate in social service organization and special project and religious programmes than academic staff. Lastly, the study revealed that few tertiary institution staffers visited staff club to drink and smoke during leisure time. These differences observed may be as a result of differences in nature of job, education and income (University of Alberta, 2008). Heyne and Schledien (1996) remarked that selection of one physical activity over another is dependent primarily upon sense of value, appreciations, understanding, interest, skills, all of which fall within the province of education. One can assume therefore that educational attainment is a predictor for pattern of leisure-time physical activity involvement (Droomer, Schrijiver and Mackenback, 2001). In order words, there is direct relationship between
leisure behaviour and education attainment. The amount of education that a person has can influence his/her concept of leisure. Also, income can be a primary determinant of the type of activities an individual will partake in. Observations have shown that allowances that accrue to academic staff in tertiary institutions in Nigeria is more than that of non-academic staff, this may have significant influence on the purchasing power of the two groups and therefore determining their patterns of involvement in physical leisure activity. This may also explain why the academic staff were more involved in physical leisure activity such as art, musical, cultural and sporting activities that requires expensive equipment than the non-academic.

Conclusions

The finding revealed that academic staff were involved more in volunteer works, arts, musical, and sporting activities, whereas non-academic staff participated more in social service and project works and religious activities. It shows that various social groups participate in leisure-time physical activities differently. It thus mean that when planning leisure activity programmes for staff of tertiary institutions, the differences noted in this study should be considered so that provision will not be made for one group, while the other is isolated.

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