

**INFLUENCE OF PERSONAL/ EMOTIONAL FACTORS ON THE PARTICIPATION
OF HUMAN KINETICS AND SPORTS SCIENCE STUDENTS IN RECREATIONAL
ACTIVITIES IN THE UNIVERSITY OF BENIN.**

BY

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FACULTY OF EDUCATION,

UNIVERSITY OF BENIN, BENIN CITY

OCTOBER, 2023

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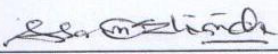
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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF HUMAN
KINETICS AND SPORTS SCIENCE, FACULTY OF EDUCATION, UNIVERSITY OF
BENIN, BENIN CITY IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR
THE AWARD OF BACHELOR OF SCIENCE (EDUCATION) DEGREE IN HUMAN
KINETICS AND SPORTS SCIENCE.**

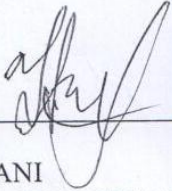
OCTOBER, 2023

CERTIFICATION


We the undersigned certify that this project work was carried out by **Omonzuavbo Peace Ofure** with matriculation number **EDU1804238** in the department of human kinetics and sports science, faculty of education, university of Benin, Benin City in partial fulfillment for the award of B.Sc. (ED) degree in human kinetics.

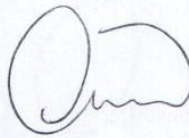

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DEDICATION

This project is dedicated to God for giving me the wisdom and strength to start this project and seeing me through to the end.

ACKNOWLEDGEMENTS

Special appreciation goes to her parents, Mr. and Mrs. Friday Omonzuavbo for their immense support, love and contributions to her academics. Also to her wonderful family, Mr. Joshua Omonzuavbo, Mr. Israel Omonzuavbo and Mr. and Mrs. IkponmwosaEnobakhare, she appreciates your efforts and the roles you all played during her time in school. She loves you all.

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Finally, the researcher wishes to appreciate her friends who have in one way or another been a source of support and encouragement throughout her academic program; AghoghmeEfeme Success, Ibe Goodness, OleabhiTovia, AkhabhoaIwinosa Eunice, SodipoAyooluwaOlalekan and many others. She appreciates you all.

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ABSTRACT

This study assessed the personal/emotional factors influencing Human Kinetics and sports science students participation in recreational activities in the University of Benin. Four research questions were raised to guide the study. The descriptive survey research method was adopted in carrying out this study. The population of this study consists of three hundred and six (306) students. The data was collected using the purposive simple random technique and a sample size of one hundred and fifty four (154) respondents was used for the study.

The research instrument used for the study was a self-constructed questionnaire. The validity of the instrument was subjected to scrutiny and the test-retest reliability technique was used to ascertain its reliability. The data was analyzed using descriptive statistics such as frequency, percentages, mean and standard deviation. The findings revealed that Personal and emotional factors influence students participation in recreational activities which include stress, anxiety, motivation, aggression, body image, personality, self-esteem, and self-confidence .

In conclusion, students agreed that Personal and emotional factors can influence one's participation in recreational activities. It is recommended that these personal and emotional factors be taken into cognizance during daily activities as they determine students participation in recreation .

CHAPTER ONE

INTRODUCTION

Background of study

Efficient use of leisure time is important for university students in terms of preventing some problems which influence one's lives and feeling physically and mentally healthy (Akkaya, 2008). Thus, sport, social and cultural activities should be developed and students should be directed to recreation facilities at the University so that they can use one's leisure time effectively (Karasar et al., 1999; Bayram et al., 2016). Organizing activities such as cinema, theatre and concerts and supporting students' participation in these activities will both solve some of the problems students have and also will have positive influences on students' spending one's leisure time effectively as well as prevent anxiety (Korkmaz, 2000; Bostancı, 2014). Recreational activities are an indispensable part of university life (Zorba, 2006), thus, recreational programs in universities have a serious role and significance on university students (Ok et al., 2015). University students' assessing one's leisure time and participating in recreational activities takes place in a semi-organized way as part of facilities provided to them during one's university education and within this context universities can have a leading role for students to assess one's extracurricular activities well (Balci, 2003). Studies have shown that although it is known that recreational activities have significant contributions to individuals, individuals cannot participate in these activities for some reasons or they are faced with some constraints.

There is some consensus on the definition of recreation. Recreation is an activity that people engage in during one's free time, that people enjoy, and that people recognize as having socially redeeming values. Unlike leisure, recreation has a connotation of being morally acceptable not

just to the individual but also to society as a whole, and thus we program those activities within that context. While recreation activities can take many forms, they must contribute to society in a way that society deems acceptable. This means that activities deemed socially acceptable for recreation can change over time.

Examples of recreational activities are endless and include sports, music, games, travel, reading, arts and crafts, and dance. The specific activity performed is less important than the reason for performing the activity, which is the outcome. For most the overarching desired outcome is recreation or restoration. Participants hope that one's recreational pursuits can help one's to balance one's lives and refresh themselves from one's work as well as other mandated activities such as housecleaning, child rearing, and so on.

People also see recreation as a social instrument because of its contribution to society. That is, professionals have long used recreation programs and services to produce socially desirable outcomes, such as the wise use of free time, physical fitness, and positive youth development. The organized development of recreation programs to meet a variety of physical, psychological, and social needs has led to recreation playing a role as a social instrument for well-being and, in some cases, change. This role has been the impetus for the development of many recreation providers from municipalities to nonprofits such as the YMCA, YWCA, Boy Scouts of America, Girl Scouts of the USA, and the Boys and Girls Clubs of America. There are also for-profit agencies, such as fitness centers and spas, designed to provide positive outcomes.

In the modern world, a man is enjoying lot of luxuries provided by the advance technological development on one hand and facing lot of physical, mental emotional and social disturbances on the other hand. The advance payment technological development has provided all kind of

comforts in all walks of life, be it home or any other work place, agriculture or industries. Consequently, it has reduced lot of dependence on each other, caused social problems, reduced physical work and caused physical problems. Working on machines causes mental problems, and working in shifts allows meeting family members as strangers. All these cause emotional problems. Collectively all these factors effect family life, society and nation adversely in the long run. Further, the technological advancements in all spheres of life has created lot of free/leisure time after the working hours, at the same time the advancement in recreational gadgets like T.V., Video-CD games, computer games have made the child least interested in physical activity resulting in so many physical, mental and emotional problems. To counter act both the aspect i.e. the utility of free time/leisure time in a constructive way and to make a child more physically active in order to allow his growth and development take place proportionately, active recreation activities, other than passive ones, are must. Based on all these information, the purpose of this study is to find out the influence of personal/emotional factors on the participation of human kinetics and sports science students in recreational activities.

Statement of the problem

Human kinetics and Sports science students in the University of Benin has shown little or no interest in recreational activities. This apathy on the part of the students towards participation in recreational activities has grown to a worrisome dimension. More so, when taken into cognizance there is favourable impact participation in recreational activities normally have on the lives, studies and wellbeing of the students in general. It is the opinion of the researcher that some factors are responsible for this lack of interest on the part of Human Kinetics students in the university of Benin. This study however is undertaken to identify the influence of personal /emotional factors on the participation of Human Kinetics students in recreational activities.

Personal/emotional factors are a huge determinants of students participation in recreational activities. Some of the major factors that commonly affect students are stress, anxiety, motivation, aggression, body image, personality, self-esteem and self-confidence.

Research Questions

The research is intended to address the following questions:

1. What is the influence of personal/ emotional factors in the participation of Human Kinetics students in recreational activities?
2. What are the personal factors that can influence the participation of Human Kinetics Students in recreational activities?
3. What are the emotional factors that can influence the participation of Human Kinetics Students in recreational activities?
4. Is there a difference between the personal factors and the emotional factors that can influence the participation of Human Kinetics Students in recreational activities?

Hypothesis

H₀₁: personal/ emotional factors does not influence human kinetics students participation in recreational activities.

Purpose of study

The study is an attempt to determine:

1. The personal/emotional factors influencing Human Kinetics students participation in recreational activity at the University of Benin.
2. The influence of personal/emotional factors on the participation in recreational activity of Human Kinetics students at the University of Benin.

Significance of study

1. The findings from this research will help to implement policies that can both assist and enlighten students, teachers and the government on the influence of personal and emotional factors influencing the participation of Human Kinetics students in recreational activity and ways to manage these factors.
2. This study will also significantly benefit the students and other researcher on how effective time management is in order to participate in recreational activities.
3. This study will help to proffer solutions in managing these personal/emotional factors among Human Kinetics students at the University of Benin.

Scope/Delimitation of the study

This study is delimited to human kinetics students (100 - 400 level) at the University of Benin. The variables of the study include: the influence of personal/emotional factors (stress, anxiety, motivation, aggression, body image, personality, self-esteem and self-confidence) in participating in recreational activities in the University of Benin Human Kinetics and Sports

science students ; Personal and Emotional variables as significant predictors of human kinetics students participation in recreational activity.

Definition of terms

Recreation :Recreation can be defined as participation in sporting activities during our leisure time. It is done after one's daily job usually for fun, enjoyment, social and physical benefits. Recreation also refers to the act of participating in activities for enjoyment, amusement, or relaxation during one's free time. It is a way to refresh and rejuvenate oneself from the daily routine and engage in pleasurable activities.

Leisure :Leisure, on the other hand, is the time available to an individual when they are not occupied with work, duties, or responsibilities. It is the free time that can be utilized for recreation or any other personal interests or hobbies.

Recreational activities: Recreational activities encompass a wide range of pursuits that individuals engage in for recreation or leisure. These activities can vary depending on personal preferences, location, and available resources. Some common examples of recreational activities include sports (such as swimming, tennis, or soccer), hiking, camping, fishing, gardening, painting, reading, playing board games, visiting parks, watching movies, and traveling. The goal of recreational activities is to provide enjoyment, entertainment, relaxation, and personal fulfillment.

Personal and emotional factors: Personal/emotional factors refer to individual characteristics and psychological states that can influence a person's thoughts, feelings, and behaviors. These factors can vary from person to person and can have a significant impact on their overall well-

being and decision-making processes. Personal and emotional factors refer to individual characteristics and experiences that influence an individual's thoughts, feelings, and behaviors. These factors can vary from person to person and can have a significant impact on various aspects of life, including mental health, relationships, and decision-making.

Personal factors encompass traits, beliefs, values, and attitudes that are unique to an individual. These factors can include personality traits, such as extraversion or introversion, openness to new experiences, or conscientiousness. Personal factors also include individual beliefs and values, which shape one's perspectives and guide their actions.

Emotional factors, on the other hand, pertain to an individual's emotional experiences and responses. This includes the range and intensity of emotions one experiences, as well as their ability to recognize, understand, and regulate their emotions. Emotional factors can influence how individuals perceive and interpret events, how they cope with stress, and how they interact with others.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter is concerned with the review of literature related to this study. The review of this literature is done under the following sub-heading:

- . Conceptual framework.

- . Recreation.

- . Concept of recreation.

- . Personal factors influencing recreational activities.
- . Emotional factors influencing recreational activities.
- . Influence of personal factors on students participation in recreational activities.
- . Influence of emotional factors on students participation in recreational activities.
- . Management of personal and emotional factors.
- . Summary of Reviewed Literature.

Recreation

Recreation refers to engaging in activities or hobbies in one's free time for enjoyment, relaxation, and rejuvenation. It is an essential part of maintaining a balanced lifestyle and promoting both physical and mental well-being. Recreation can take various forms and can be pursued individually or in a group setting. It offers individuals a chance to escape from their daily routines, reduce stress, and explore new interests or passions.

Recreation carries different meaning to different individuals and it is applied to great variety of activities. Sometimes the term is applied to activities of young people and adults to differentiate those activities from the play of young children. Because of this diversity in the use of the word, it is desirable to understand clearly in the beginning to avoid confusion. In common usage, however, recreation has a more comprehensive meaning and it is not restricted to any particular age group and activity. Recreation means to regain lost vigour and get a sense of joy, refreshment and satisfaction. Recreation is life itself, without recreation life is meaningless. The modern age is full of complexities, a man in order to survive has to do lot of physical and mental work, resulting in fatigue. Through recreation he can regain the lost vigour or energy. Recreation is concerned with those activities performed by an individual during leisure time or at hours not at work. Hence it is frequently referred to as leisure-time activity. Recreation education is aimed at teaching people to utilize their free time/leisure time to in a constructive manner. To achieve this aim and to have value as recreation, activities must be suited to his physical, mental, emotional and social needs. In other words, it implies a careful selection of activities for the utility of free time in a healthy way.

Recreation is an essential part of human life. From time immemorial, people have always had free time but only recently realized the importance of leisure time and this has led to an increased realization of the importance of recreation. At no time in the history of the world was leisure time as prevalent as it is today. The leisure phenomenon currently carries a merit value. The wise use of leisure time is the result of development and education (training). The universal declaration of Human Rights (2003), states that “Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pays.” It also stated that “Everyone has the right freely to participate in the cultural life of the community, to enjoy

the arts and share in scientific advancement and its benefits.” This then hold that leisure, just as it is defined as free time outside our needs from the demand of work (Ogu, Agbanusi and Umeasiegbu, 2008), is imperative to describe recreation as activities carried out within this time (Kelly, 1998)

Elendu (2005) see recreation as those physical and mental activities which individuals voluntarily participate in during leisure time because of the enjoyment and satisfaction an individual derives from those activities. This means that recreational activities are often done for amusement, enjoyment or pleasure and are considered to be fun. Ogu, Agbanusi&Umeasiegbu (2008) referred to recreation as something that one does for amusement or fun, to help someone direct ones attention and to refresh oneself (recreate oneself). Human beings spent their time in activities of daily living, work, sleep, social duties and leisure, the latter time being free from prior commitments to physiological or social needs, a prerequisite of recreation. It has been proposed that recreational activities are outlets of or expression of excess energy, channeled into socially acceptable activities that fulfill an individual as well as societal need, without need for compulsion and providing satisfaction and pleasure for the participant. A traditional view holds that work is supported by recreation, recreation being useful to “recharge the battery” so that work performance is improved.

Umeakuka (2006) also described recreation to cover the broad spectrum of activities which could be physical, social and mental which people engage in during their leisure periods. It is deducible from above that recreation includes participation in sports, arts and crafts endeavours, table games, dances and card games. It can also be inferred from above that recreation can take place in schools, hospitals, homes, churches, military and industrial establishments, sports participation is therefore an important engagement for all even if it is only for recreational purposes.

Agha (2001) maintained that recreation really has the potential to be used in the prevention of some diseases and to increase the positive enjoyment of life that is implied in the WHO definition of health which states that “health is a state of complete physical, mental and social wellbeing of an individual and not merely the absence of disease or infirmity.” The above postulation shows in a nutshell how important recreation is to all human kinetics students in the University of Benin and beyond. Recreation is an essential part of life of university students and takes different forms which are shaped naturally by individuals’ interests and also by the surrounding social construction. According to Forrester (2014), the top health and wellness benefits students attributed to their participation in campus recreation facilities and programs include- feeling of wellbeing, overall health, fitness level, physical strength, stress management, athletic ability, weight control, self-confidence, balance/coordination, and concentration.

According to Godbey (2009), Outdoor recreation contributes to wellness mostly through prevention, and the most beneficial outdoor pursuits are Coleman (2005) submitted that the many documented health benefits of staying active include reduced obesity, a diminished risk of chronic diseases including heart disease, diabetes, cancer and osteoporosis, an enhanced immune system and most importantly, increased life expectancy. They further posited that on average, every hour you spend exercising increases your life expectancy by two hours. People in a regular exercise program at age 75 have a lower death rate over the next few years than do similar groups of sedentary people (ARC, 2000).

Survey students further believed that participating in recreational sports reduces stress, improve self confidence, builds character and makes them feel like they are part of the college community. These students report that their involvement with these activities improves interaction with diverse sets of people teaches team building skills and heightens their leadership skills. Much

research has focused on adults, but there is evidence that among adolescents increased leisure physical activity (i.e. outside structured school programmes) is significantly associated with fewer depressive symptoms over a two-year period (Hancock, 2011). He further stated that some studies also show that physical activity accelerates learning by increasing cognitive processes (e.g. memory functioning). However, the body of evidence is growing fast with many studies and clinical trials having shown specific benefits including: improved mood, reducing symptoms of stress, anger and depression, alleviating anxiety and slowing cognitive decline (Hancock, 2011). The benefits of physical activity have been shown to be effective across the lifespan, among young and old alike. Physical activity has been shown to improve educational attainment in children as well as prevent obesity. On students learning outcomes, Forrester (2014) recorded the following to be benefits accrued by students to participation in recreational activities- time management skills, respect for others, academic performance, sense of belonging/association, ability to multi-task, ability to develop friendships, group cooperation skills, communication skills, multicultural awareness, and problem-solving skills.

Recreational Activities

Recreational activities emerge as an important concept in terms of mental performance increase, creativity and cultural developments in people. In particular, students who receive academic education in universities can be successful in scientific and social life, and their cultural, social and skill equipment is also a factor in their academic background (Yağmur, 2006). In overall, recreational activities can be defined as activities that people participate voluntarily in their leisure time, with the motives of entertainment and satisfaction. Recreational activities provide physical, spiritual and creative power to people by relieving their physical and mental fatigue (Sağcan, 1986). Individuals gain important behavioral styles throughout their education and

training lives. The most prominent of these processes is the university period. The positive habits that individuals acquire are a process that will affect their entire lives and ensure that their lives are happy. Therefore, it is important to spend leisure time with artistic cultural activities. In addition, studies have shown that participation in leisure time activities positively affects the academic success of students.

The participation of university students in recreational activities has been the subject of many studies. University periods are not a period in which individuals can fully improve themselves only by dealing with the course. For many individuals, university periods are important in ensuring academic and socio-cultural development. At the same time, recreational activities positively affect many areas of human life (job satisfaction, life satisfaction, family life, etc.) (Aslan, 2009; Huang & Carleton, 2003).

Recreational activities according to Ukaegbu (2009), are divided into two main components which are:

- 1. Indoor recreational activities:** Indoor recreational activities are those activities done inside a building, hall or in a gymnasium. Examples of indoor recreational activities includes; card games, martial arts, Ludo, scramble, monopoly, table tennis, badminton, swimming, bowling, volleyball, squash.
- 2. Outdoor recreational activities:** Outdoor recreational activities are those activities that takes place in the open and natural environment. Examples of outdoor recreational activities includes; adventure racing, hunting, rock climbing, running, sailing, Kayaking, cycling, backpacking and surfing.

Concept of Recreation

The concept of recreation can be traced back to ancient times. Ancient Greeks believed in the importance of leisure activities for both physical and mental development. They practiced physical activities like running, wrestling, and javelin throwing, and also enjoyed arts, literature, and philosophy. Similarly, the Romans engaged in various recreational activities, such as gladiator fights, chariot racing, and theater performances.

Recreation has evolved over time and is now deeply ingrained in modern society. It encompasses a wide range of activities, including sports, outdoor adventures, arts and crafts, music, dancing, gardening, reading, and traveling, among many others. These activities are pursued for pleasure, personal growth, and social interaction.

Recreation has significant benefits for individuals of all ages. On a physical level, engaging in recreational activities helps maintain a healthy lifestyle by improving cardiovascular fitness, building muscle strength and endurance, enhancing flexibility, and reducing the risk of chronic diseases. Recreation also contributes to mental well-being by reducing stress, improving mood, bolstering cognitive function, and boosting self-esteem. It provides an outlet for emotional expression, enhances creativity, and promotes personal growth and self-discovery.

The concept of recreation promotes the idea of active participation and engagement in leisure pursuits. It encourages individuals to pursue activities they find meaningful and personally fulfilling, whether it be outdoor activities like hiking or sports, creative pursuits like painting or writing, socializing with friends and family, or simply relaxing and recharging. Recreation serves multiple purposes, including physical, mental, and social well-being. Engaging in recreational activities promotes physical fitness, improves cardiovascular health, enhances coordination and

flexibility, and boosts overall wellness. It provides opportunities for individuals to challenge themselves physically and develop new skills. Mentally, recreation offers a break from stress, monotony, and work-related pressures. It allows individuals to relax, unwind, and recharge their minds. Recreation can stimulate creativity, boost problem-solving abilities, and provide a sense of accomplishment and satisfaction.(Smith, J., Lengel, J.G & Wood , 2009)

Recreation also plays a vital role in social interactions and building relationships. Many recreational activities are inherently social, providing opportunities for people to connect, bond, and engage in shared interests. Participating in recreational activities with others can foster a sense of belonging, improve social skills, and strengthen personal relationships. Additionally, recreation offers individuals the chance to explore new interests, learn new skills, and broaden their horizons. It encourages personal development, self-expression, and lifelong learning. By pursuing recreational activities, individuals can discover new passions, cultivate hobbies, and expand their knowledge and understanding of the world around them.(Wankel, L.M., &Berger,B.G., 2000)

In addition to individual benefits, recreational activities have a positive impact on society as a whole. They foster social interaction and connectivity among individuals, creating opportunities for building relationships and community engagement. Recreational activities can strengthen families, as they offer shared experiences and quality time together. They also contribute to the economy through the travel and tourism industry, sports events, and the creation of recreational facilities and amenities. The importance of recreation has been recognized by governments and organizations worldwide. Many countries have developed recreational policies and initiatives to promote and support leisure activities. Parks, community centers, and sports complexes are built to provide people with spaces for recreation. Organizations such as sports clubs, community

groups, and cultural associations offer recreational programs and events to cater to diverse interests and preferences.(Wankel,L.M.,& Berger, B.G., 2000)

In conclusion, recreation is a vital aspect of human life, providing opportunities for relaxation, enjoyment, and personal growth. Its benefits extend to physical fitness, mental well-being, social interaction, and community development. Engaging in recreational activities enables individuals to lead balanced, fulfilling lives and increases overall life satisfaction.

Personal factors influencing Recreational activities.

Personal factors in psychology refer to individual characteristics and traits that influence an individual's thoughts, feelings, and behaviors. These factors are unique to each person and can play a significant role in shaping their personality and overall psychological well-being. Examples are body image, personality, self-esteem, self-efficacy, self-confidence etc.

Body image

Body image refers to the thoughts, feelings, and perceptions you have about your body appearance and shape. Body image is a person's thoughts, feelings and perception of the aesthetics or sexual attractiveness of their own body. The concept of body image is used in a number of disciplines, including neuroscience, psychology, medicine, psychiatry, psychoanalysis, philosophy, cultural and feminist studies; the media also often uses the term. Across these disciplines, there is no single consensus definition, but broadly speaking body image consists of the ways people view themselves; their memories, experiences, assumptions, and comparisons about their own appearances; and their overall attitudes towards their own respective heights, shapes, and weights all of which are shaped by prevalent social and cultural ideals (Heinberg, L.J.&Thompson,J.K., 2020).

Body image can be negative ("body negativity") or positive ("body positivity"). A person with a negative body image may feel self-conscious or ashamed, and may feel that others are more attractive. In a time where social media holds a very important place and is used frequently in our daily lives, people of different ages are affected emotionally and mentally by the appearance and body size/shape ideals set by the society they live in. These standards created and changed by society created a world filled with body shaming; the act of humiliating an individual by mocking or making critical comments about a person's physiological appearance. There are differences of body shaming someone and yourself, according to anad.org "We are our own worst critic" which means that we judge and see our own flaws more than anyone else. We body shame ourselves by judging or comparing ourselves to someone else(Heinberg, L.J.&Thompson,J.K., 2020).

Personality

Personality refers to the total of all the patterns of thinking, feeling, acting, and behaving that are unique and distinguish one person from another. Every personality is unique. No two individuals are exactly alike. The word "personality" is derived from the Latin word "persona" which means the mask of music and dance. In ancient Greek and Rome, the characters of the play wore masks according to their role in the play. No one can act, feel, and think exactly in the same way as another because an individual's psychological qualities and traits differ from everyone else. Everyone's personality is unique. The unique nature refers to psychological characteristics like shyness, friendliness, cooperative and that each person possesses. As a result, each of us wears a mask that is different from those worn by others. Our responses are part of the mask of social participation. Psychologists have long argued about what creates the scientific perception of

personality. Some define in terms of biological activities, others to the traits of the person, still others to temperaments. Each psychologist has their notion of defining personality (Sujan, 2021).

Morton Prince (1924) defines it as, “personality is the total of all the biological innate dispositions, impulses, tendencies, appetites, and instincts of the individual and the acquired dispositions and tendencies”. This definition puts a potentially useful accent on the inner character.

Gordon Allport (1937) defines it as, “personality is the dynamic organization within the individual of those psychological systems that determine his unique adjustments to his environment”. Individual differences in personality can shape behavior. For example, individuals who are high in extraversion may be more likely to engage in social activities (Costa & McCrae, 1992).

Types of personality traits

1. Introvert: Introverts are characterized by a preference for solitude and a need for downtime to recharge their energy. They tend to be more internally focused and introspective, finding fulfillment in solitary activities such as reading, writing, or engaging in hobbies. Introverts often feel drained by excessive social interactions and may prefer spending time with a close-knit group of friends rather than large gatherings. They typically need more time to process their thoughts before speaking and may exhibit a more reserved or quiet demeanor in social settings.(Cain, S., 2012).

2. Extrovert: Extroverts derive energy and stimulation from social interactions and external stimuli. They generally enjoy being around other people, thrive in social situations, and tend to be outgoing and talkative. Extroverts often find themselves most energized and engaged when interacting with a wide range of individuals and participating in group activities or collaborative projects. They often think aloud and may exhibit a more expressive or animated behavior.(Lanely, M.O., 2002)

Self-esteem

Self-esteem refers to an individual's overall subjective evaluation of their own worth and value. It involves a person's beliefs and feelings about themselves, including their abilities, achievements, and personal qualities. Self-esteem can greatly influence one's thoughts, emotions, and behaviors, and it plays a crucial role in mental well-being and overall life satisfaction.

Accordingly to Rosenberg, M. (1965), who described self-esteem as "a favorable or unfavorable attitude toward the self, which is expressed in self-evaluative judgments about one's worthiness or unworthiness." A person's perception of their self-worth and overall self-confidence can contribute to their emotional well-being and how they approach challenges and setbacks in life.

One's level of self-esteem can be influenced by various factors, such as personal accomplishments, social feedback, comparison to others, upbringing, and cultural norms. It can fluctuate over time, and individuals may possess different levels of self-esteem in different areas of their lives (e.g., career, appearance, relationships). (Rosenberg, M., 1965)

Healthy self-esteem is characterized by a balanced and realistic view of oneself, a sense of self-worth that is not contingent upon external validation, and the ability to cope with setbacks and failures. It is associated with positive outcomes, such as overall life satisfaction, resilience,

mental well-being, healthy relationships, and achievement of goals. Conversely, low self-esteem is characterized by negative beliefs about oneself, self-doubt, feelings of inadequacy, and a tendency to undervalue one's own abilities or worth. It can contribute to various emotional and behavioral difficulties, including anxiety, depression, social withdrawal, poor academic or professional performance, and difficulties in maintaining positive relationships. (Crocker, J., & Park, L. E. , 2004)

Building and maintaining healthy self-esteem often involve cultivating self-awareness, challenging negative thought patterns, setting realistic goals, practicing self-care and self-compassion, seeking support from others, and engaging in activities that foster personal growth and achievement.

Self-confidence

Self-confidence refers to a person's belief in their own abilities, skills, and judgment. It is the assurance and trust one has in themselves to handle and navigate various situations, challenges, and tasks. Self-confidence involves having a positive and realistic perception of one's capabilities, and the belief that they can effectively achieve their goals and succeed in different areas of life.

Accordingly to Bandura (1997), "Self-confidence is a multidimensional construct that encompasses cognitive, affective, and behavioral components. It involves having a positive and realistic perception of one's abilities, feeling motivated to pursue goals, and displaying confident behaviors in various situations." Self-confidence is a psychological asset that provides individuals with a sense of control, competence, and positive self-worth, enabling them to function effectively in different domains of life. (Wood & Bandura, 1989).

Other authors defines self-confidence as:

"Self-confidence is associated with various positive outcomes, including higher levels of performance, greater persistence, enhanced well-being, and increased resilience in the face of challenges or failures." (Cherry et al., 2021).

"Self-confidence is a crucial aspect of leadership, as it enables leaders to inspire and motivate others, make decisions confidently, and effectively navigate complex situations." (Judge & Bono, 2000).

Individuals with high self-confidence tend to have a strong sense of self-worth and are more likely to take on new challenges, handle setbacks, and persevere in the face of obstacles. They have a belief in their own abilities and are more likely to have a proactive and assertive approach in pursuing their goals and desires. Self-confidence can be influenced by various factors, such as past experiences, achievements, feedback from others, supportive relationships, and personal beliefs. It can be domain-specific, meaning that a person may have high self-confidence in certain areas of their life (e.g., academics, sports) but lower confidence in others (e.g., public speaking, social interactions). (Judge, T. A., & Bono, J. E., 2001)

A lack of self-confidence, on the other hand, can lead to self-doubt, fear of failure, and a tendency to avoid challenging situations. Individuals with low self-confidence may struggle to assert themselves, make decisions, or take risks due to feelings of inadequacy or a belief that they will not succeed. Building and improving self-confidence often involve challenging negative self-talk, setting achievable goals, acquiring new skills and knowledge, seeking support and feedback, and celebrating successes, no matter how small. It is a process that requires self-reflection, self-acceptance, and stepping out of one's comfort zone. (Judge, T. A., & Bono, J. E., 2001)

Emotional factors influencing Recreational activities .

Stress

Stress is a psychological and physiological response to perceived threats or demands. It is a natural reaction that helps the body and mind prepare to deal with challenging or potentially dangerous situations. Stress can arise from both positive and negative experiences, such as significant life changes, work pressures, relationship problems, and financial difficulties.

Stress is also defined as a physical, mental, or emotional, demand, which tends to disturb the homeostasis of the body(G Joshi & G Sharma, 2020). It is an everyday part of life, if there were no stresses, we would probably be" dire of boredom". Stress is inevitable in life , and every individual perform their tasks with varying stress levels.

1. Healthy levels of stress (eustress): It can help motivate you, develop your skills, and adjust to new situations. Maybe it's the push you need to finish an assignment or step out of your comfort zone. This is short-term and you should feel better when it's over.(G Joshi & G Sharma, 2020).

2. Chronic stress (distress): This is unhealthy and may start to have negative impacts on your physical, mental, and behavioral health. This can lead to feeling overwhelmed, exhausted, and irritable. Chronic or excessive stress can have a detrimental effect which can lead to conditions like cardiovascular disease, weakened immune system, anxiety disorders, depression and digestive problems. (G Joshi & G Sharma, 2020).

When a person encounters a stressful situation, their body undergoes a series of physiological changes, known as the stress response or "fight-or-flight" response. This response involves the release of stress hormones, such as cortisol and adrenaline, which increase heart rate, blood

pressure, and alertness. Individuals response to stress differently, some people may be more resilient and better able to cope with stress, while others may be more susceptible to it's negative effect. Genetic, biological and psychological factors can influence an individual's stress response.

Anxiety

Anxiety means a disturbed state of mind, emotional reactivity; arousal; nervousness; and unrealistic and unpleasant state of mind (NSalari& H Khazaie, 2020) . Anxiety is an essential ingredient of any physical activity and competitions and without a certain level of anxiety, there cannot be competitive performance and interest in recreation. Neither too high, nor too low a level of anxiety is conducive to participation in recreation. An adequate level of anxiety produces the best results. Unless students/individuals learn to cope with situations by managing anxiety, they would fail to achieve their goals. Anxiety, on the other hand if left untreated or not managed, is a mental illness which can be identified as social anxiety can negatively impact a student's life in various ways. Individuals with social anxiety perceive and/or experience social environments and social situations as opportunities in which they may be judged by others and are fearful that they will behave in a way that will result in being shamed, made fun of, or humiliated.

Symptoms of anxiety(Accordingly to Alavi, M., Panahi, Y., Faramarzi, M., &Mehran, A., 2019).

1. Excessive worrying or irrational fears.
2. Restlessness or feeling on edge.
3. Feeling tired or fatigued.
4. Difficulty concentrating or finding your mind going blank.

5. Irritability or being easily agitated.
6. Muscle tension or aches.
7. Sleep disturbances, such as trouble falling asleep, staying asleep, or having restless sleep.
8. Panic attacks, which involve sudden feelings of intense fear or discomfort.
9. Avoidance of certain situations or places due to fear or anxiety.

Motivation

Motivation is the reason for which humans and other animals initiate, continue, or terminate a behavior at a given time. Motivational states are commonly understood as forces acting within the agent that create a predisposition to engage in goal-directed behavior. It is often held that different mental states compete with each other and that only the strongest state determines behavior. This means that we can be motivated to do something without actually doing it. The paradigmatic mental state providing motivation is desire. But various other states, such as beliefs about what one ought to do or intentions, may also provide motivation. Motivation is derived from the word 'motive', which denotes a person's needs, desires, wants, or urges. It is the process of motivating individuals to take action to achieve a goal. The psychological elements fueling people's behavior in the context of job goals might include a desire for money (Abraham Maslow, 1970)

Various competing theories have been proposed concerning the content of motivational states. They are known as content theories and aim to describe what goals usually or always motivate people. Abraham Maslow's hierarchy of needs and the ERG theory, for example, post that humans have certain needs, which are responsible for motivation. Some of these needs, like food

and water, are more basic than other needs, such as respect from others. In this view, the higher needs can only motivate once the lower needs have been fulfilled. Behaviorist theories try to explain behavior solely in terms of the relation between the situation and eternal, observable behavior without explicit reference to conscious mental states. (Abraham Maslow ,1970)

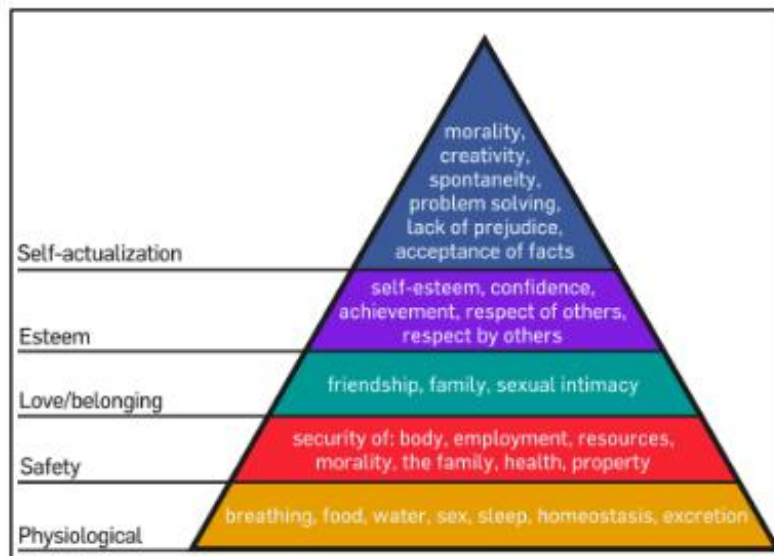


Fig.1: Maslow's Hierarchical Pyramid of Needs

Accordingly to Russell (2005), Motivation may be either intrinsic or extrinsic.

Intrinsic Motivation

Intrinsic motivation means the behavior itself is positively reinforcing. Intrinsic motivation is doing something simply because it is interesting and personally meaningful. Ideally, all recreation participation is intrinsically motivated. Indeed, as Iso-Ahola (1982) explains, the participant initially chooses a recreation activity with the expectation that the activity will provide a feeling of freedom of choice and competence.

Extrinsic Motivation

Extrinsic motivation comes from outside the behavior. The positive reinforcement is artificially established—a prize can be won, recognition can be awarded, weight can be lost, others can be impressed. (Russell, 2005)

Recreation program staff are able to manage participant motivation through both intrinsic and extrinsic motivation. It has been argued that intrinsic motivation has more beneficial outcomes than extrinsic motivation. Motivational states can also be categorized according to whether the agent is fully aware of why he acts the way he does or not, referred to as conscious and unconscious motivation. Motivation is closely related to practical rationality. A central idea in this field is that we should be motivated to perform an action if we believe that we should perform it. Failing to fulfill this requirement results in cases of irrationality, known as akrasia or weakness of the will, in which there is a discrepancy between our beliefs about what we should do and our actions. (Bateman & Snell, 2002; Russell, 2005)

Aggression

Aggression refers to a range of behaviors or actions that are intended to cause harm, damage, or intimidate others. It involves hostile or violent actions, either physical or verbal, directed towards others with the intention of asserting dominance, defending oneself, obtaining resources, or expressing anger or frustration. Aggression can take many forms, including physical aggression (e.g., hitting, pushing), verbal aggression (e.g., shouting, insults), relational aggression (e.g., spreading rumors, social exclusion), or indirect aggression (e.g., damaging property). (Anderson, C. A., & Bushman, B. J., 2002).

It is worth noting that aggression is a complex and multifaceted phenomenon that can be influenced by various individual, social, and environmental factors. Additionally, aggression can serve different purposes and have different causes depending on the context in which it occurs.(Anderson, C. A., & Bushman, B. J., 2002).

Influence of personal factors on students participation recreational activities.

How does body image influence recreational activities?

Body image can have a significant influence on students participation in recreational activities. When students have negative body image perceptions, they may feel self-conscious and uncomfortable engaging in physical activities, which can impact their willingness to participate.

Body Image influences students participation in recreational activities in the following ways :

1. Avoidance of certain activities: Students with negative body image may avoid activities that they perceive as highlighting their physical appearance, such as swimming or team sports (Tiggemann& Slater, 2014).
2. Decreased motivation: Negative body image can lead to decreased motivation to engage in physical activities, as individuals may feel discouraged or believe that their appearance will not improve regardless of their efforts (Hausenblas et al., 2008).
3. Social anxiety: Students with poor body image may experience social anxiety, fearing judgment or ridicule from others during recreational activities, which can deter their participation (Sabiston et al., 2006).

How does personality traits influence recreational activities?

Personality traits can play a crucial role in influencing students' participation in recreational activities. Here are some ways specific personality traits can influence their engagement:

1. **Extraversion:** Extraverted individuals tend to be outgoing, sociable, and energized by interpersonal interactions. They are more likely to seek out and enjoy group recreational activities, such as team sports or group fitness classes (Eysenck, 1998).
2. **Openness to Experience:** Individuals high in openness to experience are curious, imaginative, and open-minded. They are more likely to explore a variety of recreational activities and be open to trying new things (McCrae & Costa, 1987).
3. **Conscientiousness:** Conscientious individuals are organized, responsible, and disciplined. They are more likely to approach recreational activities with a sense of structure and dedication, setting goals and working diligently towards achieving them (McCrae & Costa, 1987).
4. **Agreeableness:** Agreeable individuals are cooperative, empathetic, and compassionate. They may be more inclined towards participating in recreational activities that involve teamwork, collaboration, and helping others, such as community service projects or group sports (Eysenck, 1998).
5. **Emotional Stability:** Individuals high in emotional stability tend to be calm, resilient, and composed. They may be more likely to participate in recreational activities as a means of managing stress, promoting self-care, and enhancing their overall well-being (McCrae & Costa, 1987).

How does self-esteem influence students participation in recreational activities?

Self-esteem plays a significant role in students' participation in recreational activities. Here are a few ways in which self-esteem can influence student participation in recreational activities:

1. **Motivation and Interest:** Students with high self-esteem are more likely to feel motivated and interested in participating in recreational activities. They believe in their abilities and view themselves as competent individuals capable of achieving success, which can drive them to actively seek and engage in various recreational pursuits (Lemos, 2020).

2. **Confidence and Belief in Skills:** Self-esteem positively correlates with confidence and belief in one's skills. Students with higher self-esteem tend to have a greater sense of self-efficacy, meaning they believe in their ability to successfully perform in different activities. This confidence can encourage them to try new recreational activities and persist even in the face of challenges or setbacks (Ng, Eby, Sorensen, & Feldman, 2005).

3. **Risk-taking and Exploration:** Self-esteem influences students' willingness to take risks and explore new recreational activities. Individuals with higher self-esteem are more likely to have a positive attitude towards uncertainty and are open to trying new experiences. This adventurous mindset can lead them to participate in a broader range of recreational activities, expanding their horizons and promoting personal growth (Crocker & Park, 2004).

4. **Social Interaction and Peer Acceptance:** Participating in recreational activities often involves social interaction and the need for acceptance from peers. Self-esteem affects students' perceptions of themselves in relation to others, which can influence their willingness to engage in group activities. Higher self-esteem enables students to feel more confident in their social abilities and be more comfortable seeking social interactions, thereby increasing their likelihood

of participating in recreational activities with peers (Oosterwegel, Field, Hart, & Anderson, 2001).

How does self-confidence influence students participation in recreational activities?

Self-confidence is a significant predictor of student participation in recreational activities. Self-confidence refers to an individual's belief in their ability to perform well in a particular activity. It can influence their motivation, persistence, and level of engagement in recreational pursuits. Here are some ways self-confidence can influence students' participation in recreational activities:

1. **Increased Motivation:** Self-confidence can significantly increase motivation levels in students. When they believe in their abilities, they become more driven to participate in the recreational activity and invest time and effort in developing their skills (Zander, 2014).
2. **Greater Persistence:** Self-confidence can also increase students' persistence levels, even in the face of setbacks or challenges. Students with high levels of self-confidence see setbacks as opportunities to learn and grow, rather than as failures. This attitude drives students to keep trying until they succeed (Marsh, Ellis, & Craven, 2002).
3. **Improved Performance:** Self-confidence can improve students' performance in recreational activities. When students believe in their abilities, they approach the activity with a positive mindset and are more likely to perform well (Jones & Harwood, 2008).
4. **Higher Levels of Satisfaction:** When students feel competent and confident in their recreational activities, they are more likely to derive higher levels of satisfaction from participating in them. This satisfaction can influence their long-term commitment to the activity (Harter, 1999).

Influence of emotional factors on students participation in recreational activities.

How does stress influence recreational activities?

Stress also can influence student participation in recreational activities by:

1. **Reduced availability:** When students are experiencing high levels of stress, they may have limited time and energy for recreational activities. Academic and personal obligations can take precedence, leaving little room for leisure pursuits(Kim et al., 2018).
2. **Decreased enjoyment:** Stress can dampen the ability to experience pleasure, decreasing the overall enjoyment of recreational activities. Students may struggle to find joy and relaxation in these activities due to lingering stress(Kim et al., 2018).
3. **Time constraints:** High levels of stress, such as academic pressure or heavy workloads, can limit the amount of time students have available for recreational activities (Kim et al., 2018).
4. **Lack of motivation:** Stress can diminish students' motivation to engage in leisure activities, as they may prioritize academic or other responsibilities over recreational pursuits (Kim et al., 2018).
5. **Fatigue and burnout:** Chronic stress can lead to physical and mental exhaustion, making it difficult for students to find the energy and enthusiasm to participate in recreational activities (Stults-Kolehmainen&Sinha, 2014).
6. **Impaired concentration:** Stress can impair students' ability to concentrate and focus, which may hinder their enjoyment and engagement in recreational activities (Stults-Kolehmainen&Sinha, 2014).

How does anxiety influence recreational activities?

Anxiety can influence student participation in recreational activities by:

1. Avoidance behavior: Anxiety can lead students to avoid situations or activities that trigger their anxiety. This avoidance behavior can limit their participation in recreational activities.(Faramarzi, M., &Mehran, A., 2019).
2. Lack of motivation: Anxiety can diminish students' motivation to engage in recreational activities. They may feel overwhelmed or preoccupied with their anxiety, making it difficult to find the energy or desire to participate in leisure pursuits.(Faramarzi, M., &Mehran, A.,2019).
3. Social anxiety: Students with social anxiety may feel uncomfortable or anxious in social settings, which can make it challenging for them to participate in group recreational activities or interact with others during leisure time.(Hogue & Pressman, R., 2017)
4. Performance anxiety: Some students may experience performance anxiety, which can make them hesitant to participate in recreational activities that involve performance or competition, such as sports or performing arts.(Hogue & Pressman, R. ,2017)

How does motivation influence recreational activities?

According to research personal motivation/interest is the largest contributor to the frequency and magnitude of participation in recreational activity. Gibbons, Humbert and Temple (2010) remarked that individual"s state of motivation influences behaviour, affect and cognition. (Deci and Ryan, 1985) referred to these as the consequences of motivation and posited that individual who are self-motivated are more likely to engage in positive behaviour (e.g. involvement in recreational activities).

Ways in which motivation can influence students participation in recreational activities are:

1. Intrinsic Motivation: Students who have a strong intrinsic motivation, meaning they engage in activities for their own enjoyment and personal satisfaction, are more likely to participate in recreational activities. Intrinsic motivation fosters a sense of autonomy, competence, and relatedness, which can enhance students' engagement and commitment to leisure pursuits (Ryan &Deci, 2000).

2. Goal Setting: Setting specific and achievable goals related to recreational activities can enhance students' motivation to participate. When students have clear objectives, they are more likely to feel a sense of purpose and direction, which can increase their motivation and commitment (Locke & Latham, 2002).

3. Social Support: Positive social support from peers, family, and teachers can significantly influence students' motivation to participate in recreational activities. When students receive encouragement, recognition, and opportunities for social interaction, they are more likely to feel motivated and engaged (Standage, Duda, &Ntoumanis, 2005).

4. Extrinsic Rewards: Providing extrinsic rewards, such as certificates, prizes, or recognition, can also enhance students' motivation to participate in recreational activities. While intrinsic motivation is generally more effective in the long term, extrinsic rewards can serve as initial incentives to engage students and spark their interest (Deci, Koestner, & Ryan, 1999).

How does aggression influence recreational activities?

1. Fear and Avoidance: Aggressive behavior can create a climate of fear, making students reluctant to participate in recreational activities. A study by Neely et al. (2009) found that

aggression in physical education classes led to decreased enjoyment and motivation, contributing to student withdrawal from participation (Neely, et al., 2009).

2. **Disruption of Social Support:** Aggression can harm social relationships and support networks among students, which are important factors influencing participation. Research by Wang and Valliant (2006) highlights how aggressive behavior can lead to decreased social cohesion and connectedness, reducing students' desire to engage in recreational activities (Wang & Valliant, 2006).

3. **Self-Esteem and Motivation:** Aggression experienced or witnessed by students can negatively impact their self-esteem and confidence. This can lead to reduced motivation to participate in recreational activities. A study by Leff et al. (2011) demonstrated that aggressive behaviors were associated with lower self-esteem and reduced engagement in organized activities among adolescents (Leff et al., 2011).

4. **Bullying and Victimization:** Aggressive behaviors, such as bullying, can have a significant impact on students' participation in recreational activities. Studies by Solberg et al. (2007) and Nansel et al. (2003) found that students who experienced bullying or victimization were less likely to engage in physical activities and recreational programs (Solberg et al., 2007; Nansel et al., 2003).

5. **Reduced Enjoyment:** Aggression can diminish the enjoyment and positive experiences students associate with recreational activities. It creates a negative atmosphere, making it less appealing for students to engage in such activities. They may opt for alternative options or choose to avoid participation altogether (Solberg et al., 2007; Nansel et al., 2003).

Management of personal/emotional factors influencing Recreational activities .

How stress can be managed stress.

1.Exercise: Engaging in regular physical activity has been shown to reduce stress levels. Exercise helps release endorphins, which are natural mood-enhancing chemicals. Encourage students to find physical activities they enjoy, such as walking, jogging, dancing, or playing sports, and incorporate them into their daily routine. Regular exercise is good for your physical and mental health. Simple exercise such as walking and yoga can help you clear your mind and relax.(Salmon, P. , 2001).

2.Healthy lifestyle: Adopting a healthy lifestyle, including getting enough sleep, eating a balanced diet, and avoiding excessive alcohol or drug use, can contribute to stress reduction. Taking care of physical health can have a positive impact on mental well-being. (Penedo, F. J., &Dahn, J. R., 2005).

3. Get enough sleep: high levels of stress can make it difficult to get proper sleep. Taking time to relax before bed, avoiding screens close to bedtime, and setting a consistent sleep schedule can help decrease sleep difficulties.(Penedo, F. J., &Dahn, J. R., 2005).

4. Time management: Proper time management can reduce stress by helping individuals prioritize tasks and avoid feeling overwhelmed. Techniques such as making to-do lists and setting realistic goals can help improve productivity and decrease stress levels. (Dewe, P., & Cooper, C. L. , 2012).

5. Seeking support: Talking to someone about stressors can help alleviate the burden and provide a fresh perspective. Whether it's a friend, family member, or mental health professional, seeking support can be beneficial in managing stress. (Cohen, S., & Wills, T. A., 1985).

6. Teach healthy coping strategies: Provide students with coping strategies to manage stress, such as journaling, listening to music, expressing themselves through art, or talking to a trusted adult or counselor. These strategies can help students better manage their emotions and support their participation in recreational activities.(Penedo, F. J., &Dahn, J. R., 2005).

How anxiety can be managed.

Anxiety can be managed through the following:

1. Diaphragmatic Breathing : The diaphragm is a muscle between the chest and the stomach cavity. The breathing done by contracting this muscle is known as diaphragmatic breathing. It requires simple practice to learn and then it should be repeated several times daily. The link will guide you to learn the technique. (Hofmann, S. G., Sawyer, A. T., Witt, A. A., & Oh, D., 2010).

2. Relaxation Technique: Encourage students to engage in activities like deep breathing exercises, mindfulness meditation, or progressive muscle relaxation to help reduce stress and anxiety levels. These techniques can be done before or after participating in recreational activities to promote a sense of calm and well-being .When the student feels the symptoms of anxiety such as increased heart rate, increased blood pressure or difficult breathing, a relaxation technique can help in controlling the anxiety. In one relaxation technique, the student is asked to lie down in a darkened room and think about relaxing his body from the outside inward. As a result, the blood pressure, breathing and hearth rate normalizes. If the anxiety attack is more severe, then

massaging the body can relax the individual to a great extent. (Hofmann, S. G., Sawyer, A. T., Witt, A. A., & Oh, D., 2010).

3. Challenge negative thoughts: Anxiety often involves irrational or negative thinking patterns. Use cognitive restructuring techniques to challenge and replace these thoughts with more realistic and positive ones. This can help reduce anxiety levels and improve overall well-being. (Beck, A. T., Emery, G., & Greenberg, R. L., 2005).

4. Engage in regular physical exercise: Physical activity has been shown to reduce anxiety symptoms. Exercise helps release endorphins, improve mood, and decrease tension in the body. Aim for at least 30 minutes of moderate-intensity exercise most days of the week. (Peluso, M. A. M., & Andrade, L. H. S. G., 2005).

5. Maintain a healthy lifestyle: Factors like a balanced diet, adequate sleep, and limiting caffeine and alcohol intake can have a positive impact on anxiety management. These lifestyle factors help regulate mood and promote overall well-being. (Sarris, J., Logan, A. C., Freeman, M. P., ... & Skeie, I., 2015).

How students can be motivated.

Increasing intrinsic motivation revolves around strategies to increase participants' perceptions of success. Here are some suggestions (Weinberg & Gould, 1995; Bateman & Snell, 2002; Russell, 2005):

. Match skill levels of participants with the challenges required in the activity .

. Use verbal and nonverbal praise; this is especially important for participants who receive little recognition otherwise.

- . Involve participants in decision making: people perceive they have greater competency when they make their own decisions, which in turn increases intrinsic motivation.
- . Share the power with participants; confidence in one's worth is profoundly motivating.
- . Be sure participants are ready to participate in the program (i.e., they have the knowledge and skills to enjoy a particular activity).
- . Enhance the appropriateness of physical properties of the program setting (e.g., lower the lighting, turn up the music volume, and watch them dance!).
- . Develop programs that include a planned progression. Some common examples are merit badges in scouting; A and B teams in sports; first, second, and third seats in an orchestra; and white, brown, and black belts in karate.

Using extrinsic motivation to guide recreation program interest and behavior is also common, especially when intrinsic motivation is not present. Here is a sampling of suggestions (Russell, 2005) for extrinsically motivating participation in recreation programs:

- . Emphasize the status of the activity. Provide membership cards, mugs, uniforms, patches, T-shirts, well-maintained equipment, and other status symbols.
- . Carefully employ well-planned and well-controlled competition. Although it runs the risk of going too far and becoming demotivating, competition can be used as an interest builder (see "How to Keep Competition's Motivational Potential" on this page).
- . Capitalize on people's desire to be part of a group. Peer pressure is a motivator in much the same way as announcing, "Only a few tickets left."

. Offer prizes and rewards directly associated with the activity; blue ribbons, door prizes, gold stars, free gifts, coupons, and certificates are the most common.

. Set realistic and attainable goals: Help students set realistic and attainable goals for their participation in recreational activities. This can help boost motivation and give them a sense of accomplishment when they achieve those goals. Encourage students to focus on their own progress rather than comparing themselves to others.

How to improve one's body image

1. Promote positive body image messages: Encourage a school culture that values and celebrates diverse body types, emphasizing that beauty comes in all shapes and sizes. Incorporate positive body image messages in school assemblies, posters, and classroom discussions. (Gillen & Markey, 2017).

2. Provide education on media literacy: Teach students how to critically analyze media messages and images, helping them understand the unrealistic standards presented by the media. This can promote a more realistic and positive perception of their own bodies.(Yom-Tov et al., 2019).

3. Cultivate self-compassion: Encourage students to practice self-compassion by promoting self-care, self-acceptance, and self-kindness. Help them shift their focus from appearance to their inner qualities and achievements.(Gillen & Markey, 2017).

4. Encourage a healthy lifestyle: Promote balanced eating habits and regular physical activity for general well-being rather than solely focusing on weight or appearance. Encourage students to find activities they enjoy and emphasize the positive benefits of being active.t (Andrew et al., 2013).

5. Provide access to mental health support: Ensure that students have access to mental health resources, such as counselors or mental health professionals who can address body image concerns and provide support. Encourage open dialogues about body image in a safe and supportive environment.(Haines et al., 2013).

6. Create a positive and inclusive environment: Foster a school environment that is inclusive, accepting, and free from body shaming or bullying. Implement anti-bullying policies and provide training for staff and students to promote a supportive atmosphere. (Haines et al., 2013).

7. Involve families and parents: Engage parents and families in promoting positive body image by providing workshops or resources that address body image issues, healthy habits, and building self-esteem.(Haines et al., 2013).

How to improve one's self-esteem and self-confidence.

In students, it is crucial for their overall well-being and success. Here are some strategies supported by research that can help boost a student's self-esteem and self-confidence:

1. Encourage self-reflection and self-acceptance:

- Ask students to identify and appreciate their strengths and positive qualities.
- Promote self-acceptance and self-compassion to foster a positive self-image (Neff, 2011; Neff et al., 2005).

2. Set realistic goals and provide achievable challenges:

- Help students set realistic short-term and long-term goals that are aligned with their abilities and interests (Bandura, 1997).

- Break down larger goals into smaller, manageable tasks, and celebrate progress along the way.

3. Provide constructive feedback and praise:

- Offer specific, constructive feedback to highlight areas of improvement and growth opportunities (Hattie & Timperley, 2007).

- Praise effort, perseverance, and improvement, rather than solely focusing on outcomes (Dweck, 2006).

4. Foster a supportive and inclusive environment:

- Create a safe and inclusive classroom where students feel accepted and respected (Wentzel, 2012).

- Encourage collaboration and peer support, promoting a sense of belonging and boosting self-esteem (Tschannen-Moran & Hoy, 2007).

5. Promote resilience and problem-solving skills:

- Teach students how to cope with setbacks and failures, emphasizing the importance of learning from mistakes (Seligman, 2012).

- Develop problem-solving skills by challenging students to find creative solutions to various situations.

Summary of Reviewed Literature.

Overall, the reviewed literature highlights the intertwined nature of stress, anxiety, motivation, and body image in influencing participation in recreational activities. Stress and anxiety tend to hinder involvement, while motivation, particularly intrinsic motivation, plays a pivotal role in initiating and maintaining engagement. Moreover, negative body image can act as a significant barrier to participation. Promoting strategies that alleviate stress and anxiety, enhance motivation, and cultivate positive body image may be essential for encouraging individuals to actively engage in recreational pursuits. Stress as seen in numerous studies highlight the negative impact of stress on participation in recreational activities. High levels of stress have been linked to reduced leisure time, lack of interest in participating in activities, and overall lower satisfaction derived from recreational pursuits and anxiety has consistently been associated with decreased involvement in recreational activities. Individuals with high anxiety levels often experience fear or worry about social interactions, performance, or physical appearance, leading to avoidance of recreational activities. Anxiety also limits motivation and enjoyment within these activities. Motivation plays a central role in pursuing and maintaining involvement in recreational activities. Intrinsic motivation, driven by personal enjoyment or interest, has been found to be positively associated with engagement in various recreational pursuits. Conversely, extrinsic motivation (e.g., external pressures or rewards) may have limited effects on long-term participation. Body image concerns can significantly impact individuals' involvement in recreational activities. Research suggests that negative body image is strongly associated with decreased physical activity and participation in leisure activities. People with poor body image often experience social anxiety and self-consciousness in public recreational settings, leading to reduced engagement.

A study conducted by Iso-Ahola (1980) examined the role of personality on leisure preferences and found that extroverted individuals tend to prefer social recreational activities, while introverts lean towards solitary or independent activities. This suggests that personality may influence the type of recreational activities individuals engage in. Regarding self-esteem and recreational activities, a study by Kim, Choi, and Chun (2017) investigated the relationship between self-esteem and leisure satisfaction. They found that individuals with higher self-esteem tended to experience greater satisfaction and enjoyment from their leisure activities. Also a study by Goldstein, Paulhus, & Martin (2008) explored the association between aggression, impulsivity, and sensation-seeking with risky recreational activities. They found that individuals higher in aggression and impulsivity were more likely to engage in risky leisure activities, while sensation-seeking was also a significant predictor of such behaviors.

Personal and emotional factors can have a significant impact on the participation of human kinetics and sports science students in recreational activities. By understanding these factors, educators and health professionals can better support students in their efforts to stay physically active and improve their overall health and well being. Research has shown that participating in recreational services can increase university retention, improve academic success, increase overall university experience, improve interpersonal skills, and create positive work ethic for student employees (Forrester, 2014; Henchy, 2013). Additional benefits include health benefits from recreational activity, socialization, and leisure satisfaction that can help reduce stress, anxiety, and help cope with the pressures of university. It can be inferred that students who participate in campus recreation are participating for leisure. Campus recreation is not mandatory for students, and they participate on personal time and for personal reasons and satisfaction. Motivations behind a Student's decision to participate in adventure recreational

activities has become more important to understand, primarily where the experience has an inherent risk of potential injury or death (Ewert et al., 2013; Hashim, Ramlee, Yusoff, Nawi, Awang, Zainuddin, Abdullah, Ahmad, Rahim, &Fatt, 2019). A previous similar work by Ewert and Hollenhorst (1989 as cited in Ewert et al., 2013), studied the idea of internal and external motivations in the context of adventure recreation.

CHAPTER 3

METHODOLOGY

This chapter describes and focuses on the research methods employed during the course of this study. It shall be discussed under the following sub-heading:

- Research Design
- Population of the Study
- Sample and sampling techniques
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Research Design

The study adopted the descriptive survey research design. This design was chosen because the study aimed at collecting data on and describing them in a systematic manner relating to the characteristics, features or facts about a given population (Nworgu, 2015). This is because this research involves gathering information and opinions of human kinetics students in the university of benin.

Population Size

The population of this study comprises of students in the department of human kinetics and sports science from 100 level to 400 level in the University of Benin. The population of these students is 306, with the breakdown shown below:

S/N	Levels	Population size
1	100 level	40
2	200 level	76
3	300 level	91
4	400 level	99
	Total	306

Source: course representatives of each levels

Sample and Sampling Techniques

The sample of this study was made up of 50 percent of the members of the population. From each of the sports type chosen for the study. The purposive simple random sampling technique was used in selecting the student athletes from each sport type represented in the study.

S/N	LEVELS	POPULATION SIZE	SAMPLE SIZE
1	100 level	40	20
2	200 level	76	38
3	300 level	91	46
4	400 level	99	50
	Total	306	154

Research Instrument

The research instrument that was used for the study is a self-constructed Questionnaire titled: “Influence of Personal/emotional Factors on Students Participation in Recreational Activities Questionnaire”(IPEFSPRA) . The questionnaire is comprised of two sections; A and B. Section A is designed to collect the demographic data of the respondents, while Section B consist of items generated from the research questions raised to which the respondents provide answers/ responses.

Validity of the Instrument

The research instrument was subjected to content and construct validity by the researcher’s supervisor and two other experts in the Department of Human Kinetics and Sports Science. The instrument was further modified in line with their comments and suggestions. These processes are expected to ensure both content and construct validity.

Reliability of the Instrument

The test-retest reliability method was used to establish the reliability of the instrument. In this method, the instrument was administered to twenty (20) respondents who are not part of the population. After an interval of two weeks, the same instrument was administered to the same set of respondents under the same conditions. The result from both administrations was subjected to Cronbach alpha statistics to get the reliability correlation coefficient. This reliability coefficient value was show that the test instrument is reliable.

Method of Data Collection

The test instrument was administered to the respondents by the researcher with the help of two research assistants for data collection. Consequently, the respondents was instructed on how to

answer the questions after which the completed questionnaires was retrieved by the researcher and research assistants on the spot to reduce loss rate and to offer the respondents the opportunity to ask questions in case they find any item difficulty.

Method of Data Analysis

The data collected was analysed using the descriptive statistics involving frequency counts and percentage for their bio-data. Pearson correlation statistics was employed. The collected data consists of responses from a yes or no questionnaire(dichotomious) disturbed among targeted population. We utilize binary values, with yes representing "1" and no representing "0" response for each questions.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter deals with data analysis obtained from the study. It is presented in line with the research questions stated in chapter one.

Analysis of Demographic Data:

Table 1: Percentage distribution of respondents by gender

Gender	Frequency	Percentage
Male	71	46.1
Female	83	53.9
TOTAL	154	100.0

The data in table 1 above shows that 46.1% of the respondents are males while 53.9% are females.

Thus the female respondents were more than the males.

Table 2: Percentage distribution of respondents by age range

Age	Frequency	Percentage
17 - 20 years	29	18.8
21 - 24 years	65	42.2
25 - 28 years	44	28.6
29 years & above	16	10.4
TOTAL	154	100.0

The data in table 2 above shows that 18.8% of the respondents were within the age range of 17 and 20 years, 42.2% of the respondents were within the age range of 21 and 24 years, 28.6% of the respondents were within the age range of 25 and 28 years while 10.4% of the respondents were with 29 years and above.

Table 3: Percentage distribution of respondents by level

Level	Frequency	Percentage
100	20	13.0
200	38	24.7
300	46	29.9
400	50	32.5
Total	154	100.0

The data in table 3 above shows that 13.0% of the respondents are in 100 level, 24.7% of the respondents are in 200 level, 29.9% of the respondents are in 300 level while 32.5% of the respondents are in 400 level.

Analysis of Research Questions:

Research question 1:

What is the influence of personal/ emotional factors in the participation of human kinetics students in recreational activities?

Table 4: Mean and standard deviation on the influence of personal/ emotional factors in the participation of Human Kinetics students in recreational activities?

S/N	Items	Mean	Standard deviation	Decision
1	Can personal factors, such as body image, personality etc influence your engagement in recreational activities?	1.59	0.397	Agree
2	Can emotional factors, such as stress, anxiety etc, influence your willingness to participate in recreational activities?	1.59	0.397	Agree
3	Do personal and emotional factors contribute to the overall level of enjoyment and satisfaction you experience in recreational activities?	1.64	0.476	Agree
4	Can personal and emotional factors influence your commitment and dedication to participate in recreational activities?	1.65	0.480	Agree

Criterion Mean: 1.5

The data in table 4 shows the mean values range from 1.59 to 1.65, while the standard deviation values range from 0.397 to 0.480. With an average mean of 1.62. The low values of the standard deviation show that the respondents do not deviate far from one another.

Research question 2:

What are the personal factors that can influence the participation of Human Kinetics Students in recreational activities?

Table 5: Mean and standard deviation on the personal factors that can influence the participation of Human Kinetics students in recreational activities?

S/N	Items	Mean	Standard deviation	Decision
1	Does body image image influence your participation in recreational activities?	1.68	0.489	Agree
2	Does your personality trait influence your participation in recreational activities?	1.57	0.450	Agree
3	Does self-esteem influence your participation in recreational activities?	1.66	0.500	Agree
4	Does self-confidence influence your participation in recreational activities?	1.61	0.464	Agree

Criterion Mean: 1.5

The data in table 5 shows the mean values range from 1.57 to 1.68, while the standard deviation values range from 0.450 to 0.500. With an average mean of 1.63. The low values of the standard deviation show that the respondents do not deviate far from one another.

Research question 3:

What are the emotional factors that can influence the participation of Human Kinetics Students in recreational activities?

Table 6: Mean and standard deviation on the emotional factors that can influence the participation of Human Kinetics students in recreational activities?

S/N	Items	Mean	Standard deviation	Decision
1	Does stress influence your participation in recreational activities?	1.59	0.459	Agree
2	Does anxiety influence your participation in recreational activities?	1.68	0.487	Agree
3	Does motivation influence your participation in recreational activities?	1.59	0.456	Agree
4	Does aggression influence your participation in recreational activities?	1.67	0.484	Agree

Criterion Mean: 1.5

The data in table 6 shows the mean values range from 1.59 to 1.67, while the standard deviation values range from 0.456 to 0.484. With an average mean of 1.63. The low values of the standard deviation show that the respondents do not deviate far from one another.

Research question 4:

Is there a difference between the personal factors and the emotional factors that can influence the participation of Human Kinetics Students in recreational activities?

Table 7: Mean and standard deviation on the difference between the personal factors and the emotional factors that can influence the participation of Human Kinetics Students in recreational activities?

S/N	Items	Mean	Standard deviation	Decision
1	Is there a difference between personal and emotional factors influencing recreational activities?	1.63	0.472	Agree
2	Is personal factors superior to emotional factors in students participation in recreational activities?	1.57	0.484	Agree
3	Do personal and emotional factors have equal influence on all students' participation in recreational activities, regardless of their background or circumstances?	1.23	0.500	Disagree
4	Can promoting and supporting personal and emotional factors improve students' participation in recreational activities?	1.63	0.424	Agree

Criterion Mean: 1.5

The data in table 4 shows the mean values range from 1.23 to 1.63, while the standard deviation values range from 0.424 to 0.500. With an average mean of 1.52. The low values of the standard deviation show that the respondents do not deviate far from one another.

Discussion of findings.

In research question 1, the data in table 4 shows that all 4 items(1,2,3&4) were above criterion mean of 1.5 indicating that the respondents agreed that personal and emotional factors can influence students participation in recreational activities.

In research question 2, the data in table 5 shows that all 4 items(5,6,7&8) were above the criterion mean of 1.5 indicating that the respondents agreed that body image, personality, self-esteem and self-confidence are personal factors that can influence students' participation in recreational activities.

In research question 3, the data in table 6 shows that all 4 items (9,10,11&12) were above criterion mean of 1.5 indicating that the respondents agreed that stress, anxiety, motivation and aggression are emotional factors that can influence student participation in recreational activities.

In research question 4, the data in table 7 shows that three of four items were above the criterion mean of 1.5 indicating that a large number of the respondents agreed to item 13,14 and 16 showing that there is a difference between the personal and emotional factors, personal factors are superior to emotional factors and that promoting and

supporting personal and emotional factors can influence students participation in recreational activities. However majority of the respondents disagreed to item 15 showing that personal and emotional factors have influence on all students participation in recreational activities, regardless of their background and circumstances.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The study was carried out to investigate the influence of personal/emotional factors on the participation of Human Kinetics students in recreational activities in the University of Benin. Four research questions were raised and used to guide the study.

A total of 154 respondents consisting of 20 students in 100 level, 38 students in 200 level, 46 students in 300 level and 50 student in 400 level from the department of Human Kinetics and Sports science in the University of Benin, Edo state were selected using the purposive simple random sampling technique. A self structured questionnaire was used to obtain information from the respondents. The dichotomous scale of Yes or No was adopted as options to the items. A total of 154 questionnaires were administered for data collection. Mean and standard deviation were used for data analysis for the research questions and descriptive statistics of frequency counts and percentage for the demographic data.

Conclusion

The study provides evidences that personal and emotional factors are major influence on student participation in recreational activities as it can contribute to the overall level of enjoyment and satisfaction one experience in recreational activities, also influence one's commitment and dedication to participate in recreational activities. The finding has also established that some of the personal and emotional factors that can influence student participation are body image, personality, self-esteem, self-confidence, stress, anxiety, motivation and aggression. Additionally, the study found that there is a difference between personal and emotional factors, that personal

factors is superior to emotional factors and by promoting and supporting these factors students participation in recreational activities can be improved. However majority of the respondents disagreed to the fact that personal and emotional factors have equal influence on all students participation regardless of their background and circumstances in recreational activities.

Furthermore, Body image concerns and dissatisfaction can affect an individual's willingness to participate in certain recreational activities, particularly those that involve physical appearance or body exposure. Negative body image may lead to avoidance or reduced enjoyment of activities that are perceived as highlighting body flaws. Different personality traits can influence recreational preferences and engagement. For example, extraverted individuals may be more inclined to participate in group activities and seek social interactions, while introverted individuals may prefer solitary or less socially demanding activities. Higher levels of self-confidence and self-esteem are generally associated with increased participation and enjoyment of recreational activities. Individuals with higher self-confidence and self-esteem may be more willing to try new activities, take risks, and persist in the face of challenges. High levels of stress and anxiety can negatively impact an individual's motivation and ability to engage in recreational activities. Stress and anxiety may lead to reduced interest, avoidance, or difficulty focusing on enjoyable activities. Motivation plays a crucial role in determining the extent to which individuals engage in recreational activities. Intrinsic motivation, driven by personal enjoyment and interest, is more likely to lead to sustained engagement and satisfaction. Extrinsic motivation, such as external rewards or social pressure, may have a more temporary impact. Aggression can have both positive and negative influences on recreational activities. In some cases, competitive activities may be fueled by aggression and enhance motivation and engagement. However,

excessive aggression or hostile behavior can lead to negative experiences and hinder participation in recreational activities.

Recommendations

1. Implement stress-reduction techniques such as breathing exercises, mental imagery, and expression of stressors to help manage anxiety and stress of students.
2. Avoid using repression as a stress-reduction technique, as it has been found to be ineffective in managing anxiety and stress.
3. Encourage the use of diaphragmatic breathing and relaxing exercises to manage anxiety.
4. Students should be motivated to participate in recreational activities by Use verbal and nonverbal praise, also by Involving participants in decision making etc.
5. Aggression during recreational activities should not be encouraged.
6. Students should develop high self-esteem and self-confidence, believing that they can participate in an activity and believe in one's self.
7. Promote positive body image messages by encouraging a school culture that values and celebrates diverse body types, emphasizing that beauty comes in all shapes and sizes.
8. Encourage a healthy lifestyle by promoting balanced eating habits and regular physical activity for general well-being rather than solely focusing on weight or appearance.

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APPENDIX
DEPARTMENT OF HUMAN KINETICS AND SPORTS SCIENCE

FACULTY OF EDUCATION

UNIVERSITY OF BENIN

BENIN CITY

QUESTIONNAIRE

Dear Respondent,

This questionnaire is aimed at gathering information on the Influence of Personal/emotional Factors on the human kinetics students participation in recreational activities in the University of Benin. Please your cooperation would be highly appreciated in responding to the items listed below. All information provided will be treated with utmost confidentiality. Please fill the spaces provided below and indicate your response by ticking (√) where applicable. Thanks for your cooperation.

Instruction: please tick (√) appropriate boxes to the question provided

Section A: Demography

SEX: Male (), Female ().

AGE (Years): 17-20years (), 21-24years (), 25-28years (), 29years and above ().

Current level : 100 level (), 200 level (), 300 level (), 400 level ().

Section B:

RQ1	What is the influence of personal/emotional factors in the participation of Human Kinetics students in recreational activities?	Yes	No
1	Can personal factors, such as body image, personality etc, influence your engagement in recreational activities?		
2	Can emotional factors, such as stress, anxiety etc, influence your willingness to participate in recreational activities?		
3	Do personal and emotional factors contribute to the overall level of enjoyment and satisfaction you experience in recreational activities?		
4	Can personal and emotional factors influence your commitment and dedication to participating in recreational activities?		
RQ2	What are the personal factors that can influence the participation of Human Kinetics students in recreational activities?	Yes	No
5	Does body image influence your participation in recreational activities?		
6	Does your personality trait influence your participation in recreational activities?		
7	Does self-esteem influence your participation in recreational activities?		
8	Does self-confidence influence your participation in recreational activities?		
RQ3	What are the emotional factors that can influence the participation of Human Kinetics students in recreational	Yes	No

	activities?		
9	Does stress influence your participation in recreational activities?		
10	Does anxiety influence your participation in recreational activities?		
11	Does motivation influence your participation in recreational activities?		
12	Does aggression influence your participation in recreational activities?		
RQ4	Is there a difference between the personal factors and emotional factors that can influence the participation of Human Kinetics students in recreational activities?	Yes	No
13	Is there a difference between personal and emotional factors influencing recreational activities?		
14	Is personal factors superior to emotional factors in students participation in recreational activities?		
15	Do personal and emotional factors have equal influence on all students' participation in recreational activities, regardless of their background or circumstances?		
16	Can promoting and supporting personal and emotional factors improve students' participation in recreational activities?		

APPENDIX

Statistics

		Gender	Age	Level	Item1	Item2	Item3	Item4	Item5	Item6
N	Valid	154	154	154	154	154	154	154	154	154
	Missing	0	0	0	0	0	0	0	0	0
Mean		1.5390	2.3052	2.8182	1.5948	1.5948	1.6442	1.6571	1.6896	1.5792
Median		2.0000	2.0000	3.0000	1.0000	1.0000	1.0000	1.0000	1.0000	1.0000
Std. Deviation		.50011	.89536	1.03187	.39734	.39734	.47664	.48072	.48925	.45008
Range		1.00	3.00	3.00	1.00	1.00	1.00	1.00	1.00	1.00
Minimum		1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Maximum		2.00	4.00	4.00	2.00	2.00	2.00	2.00	2.00	2.00

Item7	Item8	Item9	Item10	Item11	Item12	Item13	Item14	Item15	Item16
154	154	154	154	154	154	154	154	154	154
0	0	0	0	0	0	0	0	0	0
1.6610	1.6117	1.5987	1.6831	1.5922	1.6701	1.6312	1.5701	1.2325	1.6338
1.0000	1.0000	1.0000	1.0000	1.0000	1.0000	1.0000	1.0000	2.0000	1.0000
.50011	.46469	.45918	.48773	.45626	.48441	.47217	.48441	.50057	.42461
1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00

Statistics

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	71	46.1	46.1	46.1
	2.00	83	53.9	53.9	100.0
	Total	154	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	29	18.8	18.8	18.8
	2.00	65	42.2	42.2	61.0
	3.00	44	28.6	28.6	89.6
	4.00	16	10.4	10.4	100.0
	Total	154	100.0	100.0	

Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	20	13.0	13.0	13.0
	2.00	38	24.7	24.7	37.7
	3.00	46	29.9	29.9	67.5
	4.00	50	32.5	32.5	100.0
	Total	154	100.0	100.0	

Item1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	124	80.5	80.5	80.5
	2.00	30	19.5	19.5	100.0
	Total	154	100.0	100.0	

Item2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	124	80.5	80.5	80.5
	2.00	30	19.5	19.5	100.0
	Total	154	100.0	100.0	

Item3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	101	65.6	65.6	65.6
	2.00	53	34.4	34.4	100.0
	Total	154	100.0	100.0	

Item4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	99	64.3	64.3	64.3
	2.00	55	35.7	35.7	100.0
	Total	154	100.0	100.0	

Item5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	94	61.0	61.0	61.0
	2.00	60	39.0	39.0	100.0
	Total	154	100.0	100.0	

Item6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	111	72.1	72.1	72.1
	2.00	43	27.9	27.9	100.0
	Total	154	100.0	100.0	

Item7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	83	53.9	53.9	53.9
	2.00	71	46.1	46.1	100.0
	Total	154	100.0	100.0	

Item8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	106	68.8	68.8	68.8
	2.00	48	31.2	31.2	100.0
	Total	154	100.0	100.0	

Item8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	106	68.8	68.8	68.8
	2.00	48	31.2	31.2	100.0
	Total	154	100.0	100.0	

Item9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	108	70.1	70.1	70.1
	2.00	46	29.9	29.9	100.0
	Total	154	100.0	100.0	

Item10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	95	61.7	61.7	61.7
	2.00	59	38.3	38.3	100.0
	Total	154	100.0	100.0	

Item11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	109	70.8	70.8	70.8
	2.00	45	29.2	29.2	100.0
	Total	154	100.0	100.0	

Item12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	97	63.0	63.0	63.0
	2.00	57	37.0	37.0	100.0
	Total	154	100.0	100.0	

Item13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	103	66.9	66.9	66.9
	2.00	51	33.1	33.1	100.0
	Total	154	100.0	100.0	

Item14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	97	63.0	63.0	63.0
	2.00	57	37.0	37.0	100.0
	Total	154	100.0	100.0	

Item15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	72	46.8	46.8	46.8
	2.00	82	53.2	53.2	100.0
	Total	154	100.0	100.0	

Item16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	118	76.6	76.6	76.6
	2.00	36	23.4	23.4	100.0
	Total	154	100.0	100.0	