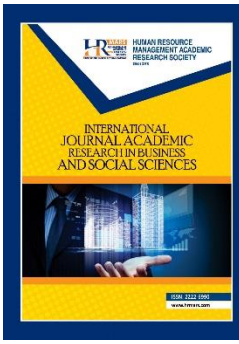
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To Link this Article: http://dx.doi.org/10.6007/IJARBSS/v8-i14/5035 DOI: 10.6007/IJARBSS/v8-i14/5035

Received: *12 Oct 2018,* ***Revised:*** *03 Nov 2018,* ***Accepted:*** *21 Dec 2018*

Published Online: 24 Dec 2018

In-Text Citation: (Saimon, Lee, & Chana, 2018)

To Cite this Article: Saimon, R., Lee, C. L., & Chana, H. N. (2018). Effects of Leisure Education Programme on Leisure Benefits and Motivation among Rural Iban Adolescents in Sibu, Sarawak. *International Journal of Academic Research in Business and Social Sciences*, *8*(14), 138–147.

Special Issue: Transforming Community Towards a Sustainable and Globalized Society, 2018, Pg. 138 - 147

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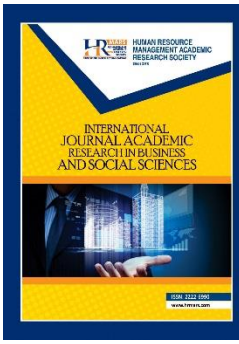
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Effects of Leisure Education Programme on Leisure Benefits and Motivation among Rural Iban Adolescents in Sibu, Sarawak

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Abstract
Leisure education is becoming an important concept in the Western world, but less established and practiced in Malaysia. Evidence has shown the positive effects of leisure education programme to reduce adolescent's engagement in risky behaviours, such as substance use, sexual behaviour, obesity, and internet addiction, which are detrimental to adolescent's health and well-being. This study was aimed to examine the effects of leisure education programme on leisure benefits and motivation aspects among rural Iban adolescents in Sibu, Sarawak. The study employed a pre-post evaluation design. Convenience sampling was used to select the participants. Thirty-four Iban adolescents from two longhouses had completed 9-hour leisure education programme for three weeks. Respondents were surveyed before and immediately after the intervention to observe changes in knowledge of leisure benefits and free time motivation scales. Data were analyzed with the use of Wilcoxon signed ranks tests. Significance level was set at $p<0.05$. The leisure education intervention showed improvement in respondent's knowledge on benefits of leisure time, but no significant changes was detected in all five motivation types (intrinsic, amotivation, extrinsic, introjected and identified). The leisure education intervention conducted had effectively improved the knowledge of the respondents on leisure benefits. Therefore, leisure education service can be considered to promote a balanced and healthy leisure lifestyle among adolescents.
Keywords: Adolescent, Knowledge, Leisure Education, Motivation, Rural

Introduction

Everyday adolescents spend about four to six hours per day for leisure activities which may have positive or negative impacts on an adolescent's well-being (Zick, 2010). During this period, adolescents are particularly vulnerable to numerous influences, as they are at a critical stage in development where identity formation and experimentation is in its prime (Coatsworth, Palen, Sharp, & Ferrer-Wreder, 2006). The positive aspects of leisure activities for health include; increasing cognitive function (Singh-Manoux, Richards, & Marmot, 2003) and mental health (Passmore, 2003), stress reduction (Iso-Ahola & Park, 1996) providing a means for coping (Iwasaki, Zuzanek, & Mannell, 2001), and increasing physical health (Sacker & Cable, 2005).

But some potential negative impacts of leisure activities are emerging. The World Health Organization (2015) reported about one in five young teens (aged 13 to 15) smokes worldwide. In Malaysia, WHO estimated everyday about 50 teenagers below the age of 18 start smoking (World Health Organization, 2015). Sarawak, one of the state in Malaysia recorded the highest number of alcohol users and the Iban population in Sarawak is famous for their "*tuak*" or rice wine (Mohd Fadzli & Amer Nordin, 2014). Alcohol use was a known risk factor for premarital sex among the Asian male adolescents (Farid, Che'Rus, Dahlui, & Al-Sadat, 2013; Rathakrishnan, Molugulu, Parasuraman, & Narasappa, 2012; Wong et al., 2009).

Recently, internet addiction is recognized as one of the facets of new harmful health behaviours for adolescents (Ustinavičienė et al., 2016). Internet addiction can shatter families, relationships, and careers eventually causes psychological, social, school and/or work difficulties in a person's life (Davis, 2001; Young & Rogers, 1998).

For better or worse, leisure could be a positive way to maintain a healthy, vigorous lifestyle; On the other hand, it can detract from one's well-being in a considerable manner (Yanni, 2002). Leisure education that promotes self-awareness, acquisition of leisure-related knowledge and skill development is essential to facilitate maximal leisure well-being (Dattilo, 2015). The basis for leisure education is that; i) experimentation is typical in adolescence (Kleiber, 1981), ii) many adolescents misused and fail to make their leisure time meaningful (Caldwell & Smith, 1988), and iii) most adolescents are lacking of social skills (Dattilo, 2015). Evidence has shown the positive effects of leisure education programme on the awareness or knowledge about the opportunities that could be obtained through their leisure time (Caldwell, Baldwin, Walls, & Smith, 2004), better self-efficacy (Lubans & Sylva, 2006), intrinsic motivation (Caldwell, Patrick, Smith, Palen, & Wegner, 2010), and social skills (Datillo, 2015).

Leisure education is becoming an important concept in the Western world, but less established and practiced in Malaysia. Most research and prevention programmes which meant to reduce adolescents' engagement in risky behaviour had only been designed, implemented, and evaluated in developed countries (Caldwell et al., 2004; Caldwell et al., 2010; Chatzisarantis, Kamarova, Kawabata, Wang, & Hagger, 2015; Ertuzun, 2015; Lubans & Sylva, 2006; Wegner, Flisher, Chikobvu, Lombard, & King, 2008). Thus, the objective of this study was to examine the effects of leisure education

programme on leisure benefits and motivation aspects among rural Iban adolescents in Sarawak, Malaysia.

Methods

Study Setting

The intervention was conducted at two Iban longhouses, which are located in rural area of Sibu Jaya District, Sibu during year-end school holiday. Each longhouse has 30 to 32 doors with about 350 occupants in total; of these 20% are children below 18 years old. The Iban community is engaged in small scale farming activities and enterprises in the informal economy.

Study Design

This study used a single arm pre-post intervention design. In this design, adolescents completed a survey before the intervention and again after the three-week leisure education intervention.

Subjects

Convenience sampling was used to select the participants. All adolescents from two longhouses aged between 12 to 17 years old were invited to participate. Thirty-nine participants registered however, five were lost or unable to complete the programme. Therefore, only a total of 34 participants completed the leisure education programme. The dropouts rate was 12.8%. The flow of participants through the study is shown in the Figure 1.

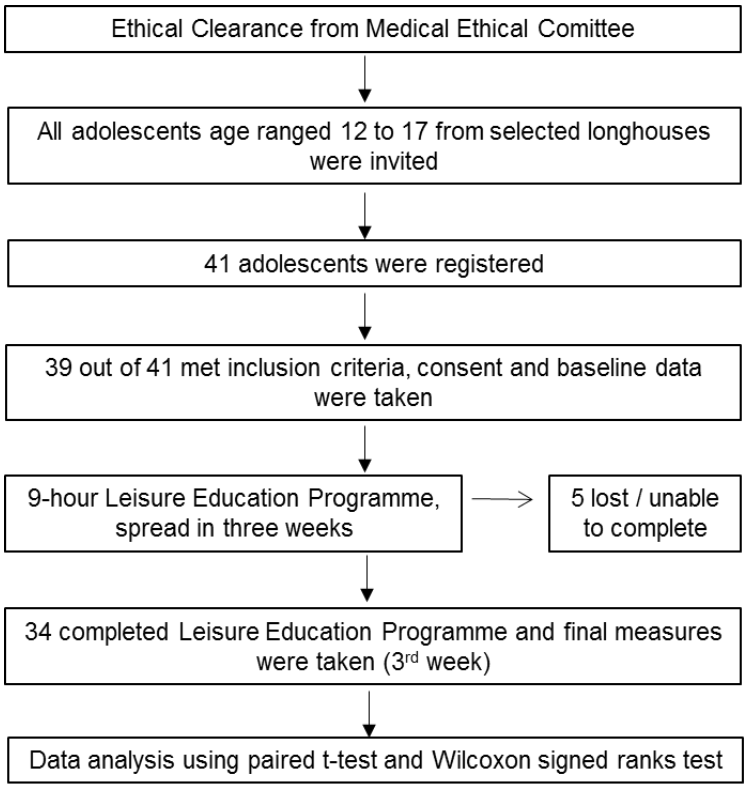

Figure 1: Flow of Participants Through Study Instruments

A total of 17 knowledge-testing items were generated from TimeWise Manual to measure the participants' knowledge towards benefits of leisure time activities (Caldwell, 2005). The items included nine aspects of benefits; physical, social, mental, future, physiological, spiritual, environment, creativity and community. There are also three questions on making action plan and five questions about beating boredom using dichotomous responses of "Yes" or "No".

A Free Time Motivation Scale for Adolescents (FTMS-A) - 22 items was used to assess the level of motivation doing activities during leisure time. The questionnaire assesses five types of motivation: intrinsic, identified, introjected, external, and amotivated (Baldwin & Caldwell, 2003). The scaled items contain sentence such as "I do what I do in free time because…" that is continued with a different reason and respondents will rate their level of agreement with the reason using a 5-point Likert scale that ranged from strongly disagree to strongly agree. The coefficient Cronbach alpha scores ranged from 0.68 to 0.78 (Baldwin & Caldwell, 2003).

Data Analysis

The data was coded and entered into SPSS Version 22.0 for descriptive and inferential analysis. Incomplete data (missing data more than 25%) was not included in analysis. For descriptive statistics, the frequencies, mean, and standard deviation were calculated. Wilcoxon signed rank test was used to compare the pre and post- test scores. Confidence interval of 95% (two-sided) was set and it was perceived as statistically significant when the *p*-value was less than 0.05.

Ethics Approval

Permission to carry out this research was obtained from the Ethics Committee of UNIMAS, the Community Medicine and Public Health Department, and headmen of long houses prior to the study. Participants and their guardians were given explanations on the nature of the study and the understanding that their participations in the study are completely voluntary. Informed parents' or guardians' consent to participate in this research was obtained.

Results

Socio-demographic of respondents

A total of 34 Iban adolescents with mean age of 13.4 (SD=2.94) years. The total number of male and female respondents have no marked difference, which the former was 16 and the latter was 18. The mean of monthly household income was RM 1110.00 (SD= RM 543.87). Adolescents spent an average of 11.6 (SD=3) hours per day in leisure activities. About 32.4% respondents misused alcohol, 5% were smokers and one respondent had higher risk for abusing *ketum* leaves (2.9%). The mean of the body mass index (BMI) among 34 respondents was 20.98 kg/m^2 (SD=6.59). Percentage of obesity was 20.6% (See Table 1).

Table 1: Socio-Demographic Characteristic of the Sample, N=34

	n	%	Minimum	Maximum	Mean (SD)
Age (Years)					13.4 (2.94)
Gender					
Male	16	47.1			
Female	18	52.9			
Monthly household income (RM)	15		300	2000	1110 (543.86)
Body Mass Index (BMI) (kg/m^2)	34		13.7	42.4	20.98 (6.594)
<5th percentile (Underweight)	3	8.8			
5th-85th percentile (Normal)	21	61.8			
85th-95th percentile (Overweight)	3	8.8			
>95th percentile (Obese)	7	20.6			
Leisure Time (hours/day)					11.6 (3.03)

Effects of Leisure Education on Leisure Benefits and Motivation Aspects

The post-test mean score for knowledge of leisure benefits was 14.93, which was significantly higher than the mean pre-test score (mean=13.56, Z=-2.47, *p*=0.013). The null hypothesis stated that there was no difference in knowledge score between pre and post intervention. If Z is less than - 1.96, the null hypothesis was rejected (See Table 2).

Table 2: Knowledge Score for Pre-Intervention and Post-Intervention

	N	Mean	Standard Deviation	Min.	Max.	Percentiles			*p*-value	Z
						25th	50th (Median)	75th		
PRE overall knowledge score	34	13.56	2.47	8	17	11.00	14.50	15.00	0.013	-2.47
POST overall knowledge score	29	14.93	2.12	10	17	14.00	15.00	17.00		

The effect of leisure education motivation dimension was assessed. Pre and post-tests showed no evidence of significant changes in all five motivation dimensions (intrinsic, amotivation, extrinsic, introjected and indentified) (See Table 3).

Table 3: Comparison Between Motivation Score for Pre-Intervention and Post-Intervention

	N	Mean	SD	Min	Max	Percentiles			*p*-value	Z
						25th	50th Median	75th		
PRE Intrinsic motivation	34	10.8	4.36	0	16	8.75	11.50	14.25	0.74	-0.32
POST Intrinsic motivation	29	10.6	3.84	0	16	7.00	12.00	13.50		
PRE Amotivation	34	6.3	3.02	2	14	4.00	6.00	8.25	0.50	-0.66
POST Amotivation	29	6.4	3.20	2	16	4.00	6.00	8.50		
PRE Extrinsic motivation	34	10.3	4.53	2	19	7.00	9.00	15.00	0.64	-0.46
POST Extrinsic motivation	29	9.9	4.89	2	18	5.50	10.00	15.00		
PRE Introjected motivation	34	8.4	3.65	0	16	6.00	8.50	11.00	0.25	-1.14
POST Introjected motivation	29	8.7	3.92	3	16	5.50	8.00	12.50		
PRE Identified motivation	34	11.2	3.51	2	16	9.75	12.00	14.00	0.30	-1.03
POST Identified motivation	29	10.6	3.86	3	15	8.00	12.00	14.00		

Discussion

The present study showed that the leisure education was successful in elevating the knowledge on leisure time benefits. The positive result of the present study on knowledge after the program intervention was supported by Ghaffari, Sharifirad, Malekmakan, and Hassanzadeh (2013) which showed a significant increase in knowledge among the participants after the theory-related intervention.

However, the current study showed no significant improvement in motivation scores among the respondents. This result was in contrast with most of the studies conducting the same theory-based intervention from other researchers. The study conducted by Caldwell et al. (2010) showed an increase in intrinsic motivation, stable identified motivation, reduced amotivation and a greater reduce in introjected motivation among intervention group over 4 periods of intervention. Their study suggested that HealthWise intervention showed more significant results in promoting intrinsic motivation.

Such inconsistence findings occurred because the improvement of motivation among the participants is not always attainable after the intervention (Ghaffari et al., 2013). This outcome could be attributed to either ability, effort or task difficulty which were also known as competence factor for the adolescents (Weiner, 1985).

Beggs and Elkins (2010) further stated that motivation on leisure activities can be affected by several factors such as intellectual factor, social factors, and stimulus avoidance factors which requires some time to be implemented. In our study, the age of adolescents was ranged from 12 to 17 years old. Thus we suspect their competence levels were different in information processing.

Limitations

The present study detected high incidence of alcohol misuse among Iban adolescents (31.4%) as supported by Amit, Hasking, and Manderson (2013), unfortunately our intervention did not measure the effects of leisure education on substance use. This was because post-test measurements were taken immediately after the three weeks' intervention. Intervention design need to take into account an individual's readiness to change behaviour and people need time to digest new information received and adapt into their life.

Traditional pre- and post-test design presents a big challenge. Missing data bias (attrition) was a major concern because of dropouts. Five subjects did not return and complete the 9-hour leisure education sessions. Bigger dropout rate reduces sample sizes and the power the statistical tests possess, thereby reducing the statistical conclusion validity (results can be biased). Additionally, pre- and post-test design tend to burden participants with completing the same survey twice.

Another limitation, our research recruited only 34 participants in a single group pre-post study design. Small sample size may underpower research findings and might not represent the majority of the rural Iban adolescents. Thus, the finding from this study could not be generalized and applied to other adolescents. Precautions are suggested when applying this finding.

Conclusion

The leisure education intervention conducted had effectively improved the knowledge of the respondents on positive leisure benefits, but not on their motivation aspects. Although these findings need further examination within the general population, at least in this cohort, leisure education service can be considered to promote a balanced and healthy leisure lifestyle among adolescents. Future studies are needed to determine the connection between leisure patterns, motivation and risky behaviours among adolescents. We cannot assume that education will necessarily lead to a reduction in risk behaviour. People may have knowledge, yet choose not to participate in the activity or they may believe a behaviour is unhealthy, yet still continue it.

Acknowledgement

Thank you to Dr Ayu Akida, Dr Cliffton Akoi ak Pangarah, Headmen of Rh Stanley Nari and Rh Lucy, Adolescents and parents of Rh Stanley Nari and Rh Lucy, and Medical Students of Year Four Community Health Posting Rotation 3, 2016/2017.

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