Surveying the Driving Affecting Factors on Leisure Time
Evidence from Iran

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Abstract
The main purpose of the current research is to survey the driving affecting factors on leisure time among employees and faculty members of different universities in Tehran/ Iran. For this mean, three main dimensions include economic, social and cultural factors were considered. The research is applicable from goal view and descriptive from data collection. Also data collection method is library and fieldwork. A questionnaire includes 23 questions was designed and after proving its validity and reliability distributed among statistical sample (256 faculty members and 252 employees). Both employees and faculty members separated into two parts of males and females. Therefore 12 hypotheses were considered. The results of applying Pearson and Regression test indicated that economic, social and cultural factors affect significantly and positively on leisure time of female faculty members and all employees. But just social factors affect significantly on male faculty members.

Keywords: leisure time, economic factors, social factors, cultural factors

Introduction
At the commencement of the twenty-first century, a wide range of niche tourism, sport, leisure, and recreation experiences provide tourists, sportspersons, people at leisure, and recreationalists with substantial choices for how to spend their nonwork time. Such niches include adventure tourism, sport tourism, recreational tourism, event tourism, marine tourism, national park tourism, and “sun, sea, and sand” tourism. Additionally, choices in sports range from easy to extreme, low to high impact, individual to team pursuits, casual to committed participation, modest to sophisticated equipment usage, and from relatively inexpensive to expensive setup and participation costs. Likewise, leisure and recreation experiences provide a range of choices. To add to this diversity, tourism, sport, leisure, and recreation can be undertaken in various environments, such as subterranean, terrestrial, water-based, aerial, “outer space,” and virtual environments as well as combinations of these. Diversity is also a constant in regard to the various roles for engaging in these experiences. People can be participants, spectators, umpires, referees, coaches, support and service providers, organization/association officials, or volunteers. Moreover, participation can be described as active, passive, or vicarious. In contemporary times, the nature of participation in niche tourism, sport, leisure, and recreation is influenced by a number of factors, such as time, finances, family life cycle, and participants’ perceptions of skill, risk, novelty, adventure, and challenge. Previously, in the first half of the twentieth century, gender, ability, ethnicity, socioeconomic, and cultural background were substantive limiting factors along with social, religious, and political influences. Prior to that period in industrialized nations, socio-economic class, gender and religion were strong differentiating factors. Various books have been written about sport, leisure, adventure and tourism (Turco et al, 2002; Hudson, 2003; Swarbrooke et al, 2003; Weed and Bull 2004; Higham 2005) as well as tourism, recreation, and leisure (see for example, Veal 2002; McCool and Moisey 2001; Gartner and Lime 2000). In addition, a number of books have focussed on marine tourism (Orams 1999; Garrod and Wilson 2003), and several have highlighted cruise tourism (Cartwright and Baird 1999; Dowling 2006). Few, however, have focused specifically on water-oriented experiences across the broad fields of study of tourism, sport, leisure, and recreation. Furthermore, few, if any, have substantively addressed a variety of water-based experiences associated with a “stable,” albeit moving and movable, platform.

Literature review
Physical inactivity has become a public health problem in many industrialized countries ((Barengo et al, 2002; Brownson et al, 2005; Martinez-Gonzalez et al, 2001), with few people meeting the recommendations for physical activity (Haskell et al, 2007). Moreover, population-based studies from the USA (Simpson et al, 2000) and Canada (Craig et al, 2004; Barnett et al, 2007) as well as from European countries (Martinez-Gonzalez et al, 2001; Barnett et al, 2007; Borodulin et al, 2008; Makinen et al, 2009; Vaz de Almeida et al, 1999) show that lower-educated people report lower levels of physical activity. The low-educated people therefore also miss the beneficial health effects of regular physical activity (Haskell et al, 2007; U.S. Department of Health and Human Services, 1996). A strong need exists to
assess the determinants of leisure-time physical activity (LTPA) to promote physical activity in low-educated individuals. Physical activity has been shown to decrease during the transition from youth to adulthood (Tammelin, 2005; Telama and Yang, 2000). Tracking of physical activity in adolescence and from youth to adulthood have varied from low to moderate. The tracking correlations are higher when the time points of the two measurements are close (Tammelin, 2005). Several longitudinal studies (Kuh and Copper, 1992; Malina, 1996; Telama et al, 1997; Telama et al, 2003), however, suggest that physically active individuals tend to stay physically active from adolescence to adulthood. During adolescence, LTPA is more regular among those who participate in several different types of sports after school hours compared to those who participate in only one sport (Aarnio et al, 2002). This diverse adolescent participation in sports and exercise—for example running, cross-country skiing, and endurance sports in men, and running, track and field, and orienteering in women—also associates to higher levels of physical activity in adulthood (Tammelin, 2005; Malina, 1996; Tammelin et al, 2003). Prospective research shows that not only LTPA (Telama et al, 1997) but also physical education (PE) (Kuh and Cooper, 1992) explain adulthood LTPA. A nationally representative prospective study in the USA (Nelson et al, 2005) showed that high participation in school physical activities, including team and individual sports, academic clubs, and PE, was associated with adulthood LTPA. In a recent prospective study (Cleland et al, 2008), the average minutes of PE did not predict adulthood total physical activity or fitness. It has been shown that also high grade in PE (Tammelin, 2005) explains adulthood LTPA. In addition, physically active adolescents might progress better in their educational career than their physically inactive counterparts (Kuh and Cooper, 1992; Aarino et al, 2002). Sizable amount of evidence exists (Sallis et al, 2000; Dishman et al, 2004) that enjoyment of exercise, self-efficacy and value of expected outcomes have positive effects on physical activity. However, there is, to our knowledge, no information how enjoyment, pleasantness and usefulness of PE in childhood at population level could motivate to participate in sports and exercise in adolescence as well as in LTPA in adulthood. One might hypothesize that those opinions on PE in childhood could directly affect to physical activity and exercise in youth and which could indirectly affect to adulthood LTPA. The roots of adulthood unhealthy behaviours, as well as for physical inactivity, may lay in childhood socioeconomic conditions (Makinen et al, 2009), and in childhood and adolescence health behaviours (Kuh and Ben-Shlomo, 2004). Physically strenuous work during the lifespan may as well affect on willingness and ability to participate in LTPA (Makinen et al, 2009). Some qualitative studies (Ball et al, 2006; Burton et al, 2003) suggest that, among adults, determinants of physical activity might depend on the socioeconomic position. Recent studies (Dollman, 2009, Gorely et al, 2009) showed that there might be socioeconomic variation in parental support and perceived outcomes among adolescents which determine their physical activity. No studies, to our knowledge, have examined how the socioeconomic variation in childhood and adolescence physical activity might affect on adulthood physical activity. Thus, our aim was to examine how retrospective information on competitive sports in youth, exercise in late adolescence, and opinions on PE in childhood determine adulthood LTPA in low- and high-educated groups. We assumed that there might be unobserved constructs, such as socioeconomic cultural team spirit, behind participation in competitive sports in youth and opinions on PE in childhood that could vary in low- and high educated groups.

**Conceptual framework and hypotheses**

Figure 1 indicates the driving affecting factors on leisure time. In the model economic, social and cultural factors are independent variables and leisure time is dependent one.

![Image of conceptual framework](image)

**Figure 1: conceptual framework**

1. Economic factors affect significantly and positively on leisure time.
2. Social factors affect significantly and positively on leisure time.
3. Cultural factors affect significantly and positively on leisure time.

**Research methodology**

The study is in a society involving all faculty members and employees of different universities in Tehran/ Iran who are 6020 and 4932 ones accordingly. Therefor sampling strategy was done through statistical society.
Utilizing sampling formula, statistical sample volume decreased into 256 and 252 ones respectively. The current research is applicable from goal view and descriptive from data collection. Also data collection method is library and fieldwork in which questionnaire was used as data collection tool. A questionnaire includes 23 questions was designed. For assessing questionnaire validity we asked for experts’ opinions and to confirm its reliability Cronbach’s alpha method has been applied. For reliability Cronbach’s alpha technique was utilized. The reliability of each variable and questionnaire as a whole are shown in table 1:

<table>
<thead>
<tr>
<th>Variables</th>
<th>Cronbach’s Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural factors</td>
<td>0.69</td>
</tr>
<tr>
<td>Economic factors</td>
<td>0.82</td>
</tr>
<tr>
<td>Social factors</td>
<td>0.78</td>
</tr>
<tr>
<td>Leisure time</td>
<td>0.88</td>
</tr>
</tbody>
</table>

As table 1 shows all ones are more than 0.7, so the reliability was proved.

**Data analysis**

a) **Kolmogorov-Smirnov test**

To survey normality of statistical society, K-S test was applied.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Sig</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural factors</td>
<td>0.290</td>
<td>Data distribution is normal</td>
</tr>
<tr>
<td>Economic factors</td>
<td>0.087</td>
<td>Data distribution is normal</td>
</tr>
<tr>
<td>Social factors</td>
<td>0.091</td>
<td>Data distribution is normal</td>
</tr>
<tr>
<td>Leisure time</td>
<td>0.078</td>
<td>Data distribution is normal</td>
</tr>
</tbody>
</table>

Table 2 illustrates that data distribution in statistical society is normal. Therefore to test hypotheses, some non-parametric tests were applied.

b) **Pearson correlation test**

To survey the relationship between cultural, economic and social factors on leisure time, Pearson correlation test was applied.

<table>
<thead>
<tr>
<th>Correlation between variables with performance</th>
<th>Sig</th>
<th>Statistic</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic factors on male faculty members</td>
<td>0.41</td>
<td>-0.07</td>
<td>No correlation</td>
</tr>
<tr>
<td>Social factors on male faculty members</td>
<td>0.000</td>
<td>0.82</td>
<td>Significant and positive correlation</td>
</tr>
<tr>
<td>Social factors on male employees</td>
<td>0.000</td>
<td>0.08</td>
<td>No correlation</td>
</tr>
<tr>
<td>Economic factors on male employees</td>
<td>0.225</td>
<td>0.54</td>
<td>Significant and positive correlation</td>
</tr>
<tr>
<td>Social factors on male employees</td>
<td>0.000</td>
<td>0.53</td>
<td>Significant and positive correlation</td>
</tr>
<tr>
<td>Social factors on male employees</td>
<td>0.000</td>
<td>0.69</td>
<td>Significant and positive correlation</td>
</tr>
<tr>
<td>Economic factors on female faculty members</td>
<td>0.000</td>
<td>0.46</td>
<td>Significant and positive correlation</td>
</tr>
<tr>
<td>Social factors on female faculty members</td>
<td>0.000</td>
<td>0.19</td>
<td>Significant and positive correlation</td>
</tr>
<tr>
<td>Social factors on female faculty members</td>
<td>0.000</td>
<td>0.62</td>
<td>Significant and positive correlation</td>
</tr>
<tr>
<td>Economic factors on female employees</td>
<td>0.000</td>
<td>0.37</td>
<td>Significant and positive correlation</td>
</tr>
<tr>
<td>Social factors on female employees</td>
<td>0.000</td>
<td>0.55</td>
<td>Significant and positive correlation</td>
</tr>
<tr>
<td>Social factors on female employees</td>
<td>0.000</td>
<td>0.40</td>
<td>Significant and positive correlation</td>
</tr>
</tbody>
</table>

Table 3 shows that there are positive and meaningful correlation between economic, social and cultural factors with employees and faculty members’ leisure time.
c) Regression test
To survey the influence of economic, social and cultural factors on leisure time, Regression test was applied.

<table>
<thead>
<tr>
<th>Correlation between variables with performance</th>
<th>Sig</th>
<th>Statistic</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social factors on male faculty members</td>
<td>0.000</td>
<td>0.81</td>
<td>Significant and positive correlation</td>
</tr>
<tr>
<td>Economic factors on male employees</td>
<td>0.000</td>
<td>0.54</td>
<td>Significant and positive correlation</td>
</tr>
<tr>
<td>Social factors on male employees</td>
<td>0.000</td>
<td>0.53</td>
<td>Significant and positive correlation</td>
</tr>
<tr>
<td>Social factors on male employees</td>
<td>0.000</td>
<td>0.69</td>
<td>Significant and positive correlation</td>
</tr>
<tr>
<td>Economic factors on female faculty members</td>
<td>0.000</td>
<td>0.46</td>
<td>Significant and positive correlation</td>
</tr>
<tr>
<td>Social factors on female faculty members</td>
<td>0.001</td>
<td>0.19</td>
<td>Significant and positive correlation</td>
</tr>
<tr>
<td>Social factors on female faculty members</td>
<td>0.000</td>
<td>0.62</td>
<td>Significant and positive correlation</td>
</tr>
<tr>
<td>Economic factors on female employees</td>
<td>0.000</td>
<td>0.37</td>
<td>Significant and positive correlation</td>
</tr>
<tr>
<td>Social factors on female employees</td>
<td>0.000</td>
<td>0.55</td>
<td>Significant and positive correlation</td>
</tr>
</tbody>
</table>

Table 4 shows that economic, social and cultural factors affect significantly and positively on leisure time.

**Conclusion and suggestions**
In the current research we tried to survey the driving affecting factors on leisure time among employees and faculty members of different Tehran universities. For this mean, three main dimensions include economic, social and cultural factors were utilized. The results of applying Regression test illustrated that:
1. Social factors affect significantly and positively on leisure time.
2. Economic factors affect significantly and positively on leisure time.
3. Social factors affect significantly and positively on leisure time.
4. Cultural factors affect significantly and positively on leisure time.
5. Economic factors affect significantly and positively on leisure time.
6. Social factors affect significantly and positively on leisure time.
7. Cultural factors affect significantly and positively on leisure time.
8. Economic factors affect significantly and positively on leisure time.
9. Social factors affect significantly and positively on leisure time.
10. Cultural factors affect significantly and positively on leisure time.

Considering the results, some suggestions can be represented as:
1. Encouraging employees and faculty members to group recreations to improve social interaction among them
2. Advertising about sport activities by universities’ medias
3. Additional payment as subsidy to employees and faculty members to spend their leisure time
4. Making sport plans for employees and faculty members to provide their emotional and spiritual health
5. Making cultural substructures to make employees believe to leisure time is necessary
6. Developing non-profit, art and charity institution
7. Considering especial facilities for employees to spend their leisure time
References