

Psychological Determinants Of In-School Adolescents' After School Leisure Practices: Focus On Akwa Ibom State, Nigeria

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Abstract

Background: Leisure is a time spent away from academic activities, however, when unsupervised, could lead to unhealthy activities, especially, among adolescents.

Objective: Therefore, investigating the psychological determinants of in-school adolescents in after school leisure is highly relevant.

Methods: Cross-sectional survey design was adopted, with the sample of 780 in-school adolescents as the respondents. Data were collected using experts validated questionnaire, with reliability coefficient of .91. Research objectives were answered using Phi coefficient and logistic regression to test the null hypotheses at .05 level of significance.

Results: Positive strong association was found between motivation and in-school adolescents' after school leisure practice in game and sports and social activities. Weak association was found between motivation and after school leisure practices in religious, domestic, anti-social and educational activities. Also, there was positive moderate association between skill competency and leisure practice in game and sports, social, educational and commercial activities. Moreover, anti-social activities and survival activities were found to significantly determine the adolescents' leisure practices. Educational and commercial business activities significantly determine the leisure practices of the adolescents.

Conclusion: Results show that there is need for the adoption of strong collaborative approaches to provide and improve the after school leisure practices among adolescents.

Key words: Practice, Determinant, Psychological, Adolescents, Leisure activities, Regression

Introduction

After school leisure programme when effectively administered offers a wide range of learning and relaxation activities that promote the physical, mental, emotional, cognitive and social development of children and youths. Participation in regular physical activity has numerous health benefits for youths, which includes positive mental health outcomes and a decreased chance for obesity (Wyszyńska, et al, 2020). In addition, the role of physical inactivity in the development of metabolic problems is becoming increasingly apparent (Lemieux, & Després, 2020). Despite these well documented associations, the physical activity levels of youth remain unacceptably low. Global levels of youth

physical inactivity has consistently remained high (Aubert, et al, 2018; Guthold, Stevens, Riley & Bull, 2020). Also, data from 1.6 million students aged 11 to 17 years from 146 countries revealed that more than 80% were insufficiently active (Guthold, Stevens, Riley & Bull, 2020). These findings are consistent with the 2018 Global Matrix 3.0 Physical Activity Report Card confirming very high levels of physical inactivity among youth in the 5- to 17-year age range (Aubert, et al, 2018).

Despite efforts to address this phenomenon over the past decades, Faigenbaum, MacDonald, Straccioli and Rebullido, (2020) stated that participation in physical activity among children and adolescents remains persistently low in the context of school, home, and community settings. The health of many young people is currently at risk because physical activity behavior tends to follow from childhood to adolescence (Kristensen, et al., 2008) and the reduction in physical activity seems to start very early in life (Schwarzfischer, et al., 2019). To counteract childhood and adolescent physical inactivity and promote the adoption and maintenance of physical

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exercise throughout life, investment at all levels is required. This necessitates the planning and administration of well structured after school leisure programmes.

The benefits of after school leisure programme are enormous. According to Holt, et al (2016) benefits of (well administered) after school leisure practice include decrease in juvenile crime and violence, reduction in drug use, cut down in smoking and alcohol abuse and decrease in teen pregnancies. The authors further asserted that those who participate in these programmes show improvement in standardized test scores and decreased absenteeism and tiredness. This is also the view of Alliance (2014) and Fukkink and Boogaard (2020) who submitted that after school programmes provide a range of high-quality enrichment activities designed to support students learning and development. These activities reinforce and complement students' regular academic programme during non-school hours. According to Alliance (2014), after school programmes are "perfect examples of a field that has wholeheartedly embraced the reality that learning takes place both inside the classroom and out, which is so because when the last school bell rings, students leave their classrooms, but their minds do not turn off". Parents also benefit from the programme as they are able to focus on their work and become more productive when they know that their children are safe and engaging in positive activities and behaviours (Pastchal-Temple, 2012).

Despite the enormous benefits of after school programmes, the Alberta Recreation and Parks Association (2007) observed that due to the dynamics of family life, 35 percent of 12 year old and above are left alone regularly while the parents are at work during this critical period. The association further observed that, besides raising safety concerns, unsupervised young stars in United States of America are engaging in a wide range of unhealthy and even high-risky behaviours after school. Researchers regularly report that, increase in juvenile crime, anti-social behaviour, inactivity and unprotected sexual activities, are usually common among adolescents during unsupervised leisure hours. Other social vices practiced include, drug abuse, drinking of alcohol and poor eating habits. This is also the view of Francis, Katsani, Sotiropouloux & Roussos (2007) who asserted that data collected from various government departments indicate that adolescent's involvement in criminal activities, illegal drug use and alcohol consumption increases through adolescence, peaking at around 17 to 20 year age group especially when they are left alone during after school periods. It might be possible that in-school adolescents in the State may be indulging in one form of these unhealthy behaviours or the other during after school periods. Besides, though in-school adolescents do at times

engage in after school leisure practices in the State, such activities are not often organized like in developed countries. Denga and Denga (2010) also asserted that despite the fact that child labour is prohibited in Nigeria, some parents still engage their children, including in-school adolescents in street trading and other forms of child labour after school and this exposes the adolescents to various negative consequences such as unwanted pregnancy, accident and some time death.

Psychological factors may be strong variables that can affect in-school adolescents after school leisure practices. These factors include motivation, skill competency and self concept in leisure activities. Filgona, Sakiyo, Gwany, and Okoronka, (2020) defined motivation as something that energizes a person to do something. ToRyan and Deci (2020) motivation can be conceptualized as a continuum moving from high to low self determination as one engages in an activity, moving from intrinsic, to extrinsic motivation and then amotivation. On intrinsic motivation Ryan and Deci asserted that this occurs when an individual practices leisure activity for its own sake; extrinsic motivation on the other hand, occurs when one engages in activity because of external reward while amotivation is the relative absence of motivation.

These three types of motivation influence adolescent's leisure practices. Motivation was reported to be individually associated with participation in different leisure activity domains (Shikako-Thomas, et al., 2013). According to Martínez-Baena, Mayorga-Vega, and Vicianá (2015), students who are highly motivated to exercise report less obstacles related to body image/physical-social anxiety, exhaustion/laziness, and obligations/lack of time than students who are moderately motivated. Similarly, the study by Samperio, Jiménez-Castuera, Lobato, Leyton, and Claver (2016) discovered that barriers to exercising were adversely predicted by higher levels of self-determined motivation. In another study by Ramey, Lawford, and Rose-Krasnor, (2016), they reported that three of the five proposed motivators were found to positively and significantly predict higher psychological involvement in leisure activities in a sample of 183 undergraduate university students. In particular, increased psychological engagement was linked to leisure activities (Ramey, Lawford, & Rose-Krasnor, 2016)

Skill competency and self concept in leisure activities are yet other psychological factor that may affect adolescent's leisure practice. Researchers have contended that there is strong relationship between competence in a leisure activity and degree of practice (Argyle, 2006). Also, findings by Mirjafari (2015), suggest that childhood object control proficiency and perceptions of physical competence predicted subsequent time spent in leisure activities.

Argyle (2006) added that the perception that, one has the ability to perform a skill at a certain level acts as a motivation. Different leisure activity contexts are associated with varying expressions of self-concept and personal values, reflecting how individuals use leisure to construct and affirm aspects of their identity (Iwasaki & Mannell, 2000; Kleiber, Walker, & Mannell, 2011). Thus, involvement in particular activities structures the kinds of values and norms to which adolescents are exposed. In turn, these characteristics influence subsequent activity choices.

There is presently a tremendous increase in man's free time. In support, World Health Organization (2002) revealed that technology of modern society has dramatically changed contemporary lifestyles leading to inactivity, sedentary life and obesity. Also, Fawcett (2007) stated that a wide range of adolescent's after school pursuits are unstructured and take place without formal rules or directive from adults, with fewer goals linked to skill development, and occur spontaneously, such as hanging out with peers. The above show that beyond the concerns of safety, unsupervised youngsters could engage in wide range of unhealthy after school leisure practices, such as unprotected sexual activities, drug abuse, among others. Therefore, the relevance of understudying what psychologically determines their after school leisure practices.

Methods

The cross sectional survey research design was adopted for this study, which was conducted in Akwa Ibom State, Nigeria. The State has a total of three hundred and eighty secondary schools with a population of 468, 046 students as at 2015-2016 academic session. These schools are located in either rural or urban areas of the state.

Participants

The sample for this study consisted of 780 in-school adolescents in day secondary schools. The sample was drawn using a multi-stage sampling procedure. In stage one, simple random sampling technique of balloting with replacement was used to select ten secondary schools each from both private and public day secondary schools from the three senatorial zones in the state and that gave a total of 30 day secondary schools.

In the second stage, the stratified random sampling technique was used to stratify the schools into urban and rural. This resulted into 13 urban and 17 rural schools as there are more rural schools than urban in the state.

Results

Table 1: Association between Motivation and In-school Adolescents' After School Leisure Practice (n=765)

Motivation

In the third stage, purposive sampling technique was used to select twenty-six students (14 females and 12 males) from each of the thirty schools and these gave a total of 780 students. The students selected were those of senior secondary one and two (JS 1 and JS 2) as well as senior secondary one and two (SS 1 and SS 2). The JS 3 and SS 3 students were not part of the sample as they were busy with their Junior Secondary School Certification Examination conducted by the State Ministry of Education while the SS 3 students were busy writing the West African Senior School Certificate Examination and National Examination Council Examination. Consequently, these sets of students were excluded from the sample.

Procedure

Structured and experts validated instrument was used for data collection. It is a 59 item questionnaire titled "Psychological Determinants of After School Leisure Practice Questionnaire" (PDASLPQ). The questionnaire was structured in two (5) sections A and B. Section A contained 49 items on the leisure activities in-school adolescents usually practice after school. Section B contained two clustered items of psychological factors which influence in-school adolescents after school leisure practices. The response options was Yes and No. The respondents were required to tick (✓) against each item that best applied to them.

Ethical Statement

The approval for the conduct of this study was granted by the research ethics committee of the institution. Furthermore, the respondents verbally consented to participate in the study.

Data Collection

The respondents gave their verbal consent and participated in the study willingly after been educated on the objectives of the study. The questionnaire was administered within the school stipulated free periods in the class time table, therefore, normal teaching and learning activities were not disrupted.

Data Analysis

After administering and retrieving copies of the questionnaire, 15 copies were not properly completed, therefore, 765 copies were analyzed. Research questions were answered using phi coefficient. The postulated null hypotheses of no significance difference were tested using logistic regression statistics at .05 level of significance.

S/N	Type of Leisure Practice	Phi (ϕ)	Sig	Decision
1	Games and Sports	.67	.054	SA
2	Social Activities	.74	.306	SA
3	Religious Activities	.10	.008	WA
4	Domestic Activities	.13	.000	MA
5	Anti-Social Activities	.02	.637	WA
6	Survival Activities	.54	.332	MA
7	Voluntary Activities	.31	.893	MA
8	Educational Activities	.09	.014	WA
9	Commercial Activities	.50	.173	MA
	Cluster ϕ	.34		MA

Results in Table 1 show that there was a positive moderate association between motivation and in-school adolescents after school leisure practice (cluster $\phi = .34$). however the table further shows a positive strong association between motivation and in-school adolescents' after school leisure practice in games and sports ($\phi = .67$) and social activities ($\phi = .74$). Additionally the table shows a weak association between motivation and after school leisure practice in religious activities ($\phi = .10$), domestic activities ($\phi = .13$) anti-social activities ($\phi = .02$) and educational activities ($\phi = .09$).

Table 2: Association between Level of Skill Competency and In-school Adolescents' After School Leisure Practice (n=765)

S/N	Type of Leisure Practice	Level of Skill Competency		
		Phi (ϕ)	Sig	Decision
1	Games and Sports	.52	.247	MA
2	Social Activities	.30	.609	MA
3	Religious Activities	.10	.005	WA
4	Domestic Activities	.01	.883	WA
5	Anti-Social Activities	.07	.047	WA
6	Survival Activities	.00	.971	NA
7	Voluntary Activities	.01	.742	WA
8	Educational Activities	.31	.797	MA
9	Commercial Activities	.51	.062	MA
	Cluster ϕ	.20		

Results in Table 2 shows that there was a positive weak association between skill competency and in-school adolescents' after school leisure practice (cluster $\phi = .20$). Specifically the table also shows that there was a positive moderate association between skill competency and in-school after school leisure practice in games and sports ($\phi = .52$) social activities ($\phi = .30$), educational activities ($\phi = .31$) and commercial activities ($\phi = .051$). Furthermore the table also shows that there was negative association between motivation and in-school adolescents' after school leisure practice in survival activities ($\phi = .00$).

Table 3 Summary of Logistic Regression Analysis Testing of Null Hypothesis that Psychological Variables (motivation and level of skill competency) do not significantly determine In-school Adolescents' Leisure Practices of Games and Sport, Social and Religious Activities

S/N	Variable	B	SE	Wald	Df	P-value	Exp (OR)	(B) Lower	CI for Exp Upper
Games and Sport									
	Constant	-2.204	.162	185.004	1	.000	.110		
1.	Motivation	.739	.208	12.647	1	.000	2.094	1.393	3.147
2.	Competency	.786	.212	13.778	1	.000	2.195	1.449	3.325
Social Activities									
	Constant	-1.610	.131	150.286	1	.000	.200		
1.	Motivation	.561	.176	10.100	1	.001	1.752	1.240	2.476
2.	Competency	1.064	.187	32.229	1	.000	2.898	2.007	4.184
Religious Activities									
	Constant	.484	.104	21.654	1	.000	1.623		
1.	Motivation	.713	.169	17.728	1	.000	2.039	1.464	2.841
2.	Competency	.058	.198	.085	1	.771	1.060	.718	1.563

Table 3 shows the multi-variate analysis of psychological variables and in-school adolescents after school leisure practices in the areas of games and sports, social activities and religious activities. On games and sports, the table reveals that motivation ($P = .000$; $OR = 2.094$; $CI = 1.393-3.147$), and level of skill competency ($P = .000$; $OR = 2.195$; $CI = 1.449-3.325$) are significant determinants of in-school adolescent after school leisure practices in the area of games and sports, since the p-values are less than .05 level of significance at one degree of freedom. The null hypothesis that psychological variables of motivation and level of skill competency do not significantly determine in-school adolescents' after school leisure practices in the area of games and sports is therefore rejected.

Table 3 also shows the multi-variate analysis of psychological variables and in-school adolescents after school leisure practices in the area of social activities. The table shows that motivation ($P = .001$; $OR = 1.752$; $CI = 1.240-2.476$), and level of skill competency ($P = .000$; $OR = 2.898$; $CI = 2.007-4.184$) are significant determinants of in-school adolescent after school leisure practices in the area of social activities since the p-values are less than .05 level of significance at one degree of freedom. The null hypothesis that psychological variables of motivation and level of skill

competency do not significantly determine in-school adolescents' after school leisure practices in the area of social activities is therefore rejected.

Table 3 further shows the multi-variate analysis of psychological variables and in-school adolescents after school leisure practices in the area of religious activities. The table shows that motivation ($P = .000$; $OR = 2.039$; $CI = 1.464-2.841$) is a significant determinant of in-school adolescents after school leisure practices in the area of religious activities since the p-value is less than .05 level of significance at one degree of freedom. The null hypothesis that psychological variables of motivation does not significantly determine in-school adolescents' after school leisure practices in the area of religious activities is therefore rejected.

On the level of skill competency, Table 3 shows that ($P = .771$; $OR = 1.060$; $CI = .718- 1.563$) does not significantly determine in-school adolescents after school leisure practices in the area of religious activities since the p-value is greater than .05 level of significance at one degree of freedom. Hence, the null hypothesis that psychological variables of level of skill competency does not significantly determine in-school adolescents' after school leisure practices in the area of religious activities is therefore accepted.

Table 4 Summary of Logistic Regression Analysis Testing of Null Hypothesis that Psychological Variables (motivation and level of skill competency) do not significantly determine In-school Adolescents' Leisure Practices of Domestic, Anti-social and Survival Activities.

S/N	Variable	B	SE	Wald	Df	P-value	Exp (OR)	(B)	95%. (B) Lower	CI for Exp Upper
Domestic Activities										
	Constant	-.039	.101	.149	1	.700	.962			
1.	Motivation	.726	.157	21.322	1	.000	2.066	1.519	2.812	
2.	Competency	.329	.188	3.071	1	.080	1.389	.962	2.007	
Anti-social Activities										
	Constant	-2.134	.161	176.485	1	.000	.118			
1.	Motivation	.026	.232	.012	1	.912	1.026	.651	1.616	
2.	Competency	.558	.248	5.082	1	.024	1.748	1.076	2.840	
Survival Activities										
	Constant	-1.663	.135	152.675	1	.000	.190			
1.	Motivation	.959	.177	29.271	1	.000	2.608	1.843	3.691	
2.	Competency	.480	.191	6.323	1	.012	1.616	1.112	2.350	

Table 4 shows the multi-variate analysis of psychological variables and in-school adolescents after school leisure practices in the areas of domestic activities, anti-social activities and survival activities. On domestic activities, the table shows that motivation ($P = .000$; $OR = 2.066$; $CI = 1.519-2.812$) is a significant determinant of in-school adolescent after school leisure practices in the area of domestic activities since the p-value is less than .05 level of significance at one degree of freedom. The null hypothesis that psychological variables of motivation does not significantly determine in-school

adolescents' after school leisure practices in the area of domestic activities is therefore rejected. The table also shows that level of skill competency ($P = .080$; $OR = 1.389$; $CI = .962- 2.007$) does not significantly determine in-school adolescents after school leisure practices in the area of domestic activities since the p-value is greater than .05 level of significance at one degree of freedom. Hence, the null hypothesis that psychological variables of level of skill competency does not significantly determine in-school adolescents' after school leisure practices in the area of domestic activities is therefore accepted.

Table 4 also shows the multi-variate analysis of psychological variables and in-school adolescents after school leisure practices in the area of anti-social activities. The table shows that level of skill competency ($P = .024$; $OR = 1.748$; $CI = 1.076-2.840$) is a significant determinant of in-school adolescent after school leisure practices in the area of anti-social activities since the p-value is less than .05 level of significance at one degree of freedom. The null hypothesis that psychological variable of level of skill competency does not significantly determine in-school adolescents' after school leisure practices in the area of anti-social activities is therefore rejected. The table further shows that motivation ($P = .912$; $OR = 1.026$; $CI = .651- 1.616$) does not significantly determine in-school adolescents after school leisure practices in the area of anti-social activities since the p-value is greater than .05 level of significance at one degree of freedom. Hence, the null hypothesis that

psychological variable of motivation does not significantly determine in-school adolescents' after school leisure practices in the area of anti-social activities is therefore accepted.

Still, Table 4 further shows the multi-variate analysis of psychological variables and in-school adolescents after school leisure practices in the area of survival activities. The table shows that motivation ($P = .000$; $OR = 2.608$; $CI = 1.843-3.691$), and level of skill competency ($P = .012$; $OR = 1.616$; $CI = 1.112-2.350$) are significant determinants of in-school adolescent after school leisure practices in the area of survival activities since the p-values are less than .05 level of significance at one degree of freedom. The null hypothesis that psychological variables of motivation and level of skill competency do not significantly determine in-school adolescents' after school leisure practices in the area of survival activities is therefore rejected.

Table 5 Summary of Logistic Regression Analysis Testing of Null Hypothesis that Psychological Variables (motivation and level of skill competency) do not significantly determine In-school Adolescents' Leisure Practices of Voluntary, Educational and Commercial/Business Activities

S/N	Variable	B	SE	Wald	df	P-value	Exp (B)	95%. (B) Lower	CI for Exp Upper
Voluntary Activities									
1.	Constant	-2.900	.219	175.919	1	.000	.055		
1.	Motivation	.555	.284	3.832	1	.050	1.743	.999	3.039
2.	Competency	.593	.288	4.240	1	.039	1.810	1.029	3.184
Educational Activities									
	Constant	-.920	.110	69.369	1	.000	.399		
1.	Motivation	.652	.157	17.260	1	.000	1.920	1.411	2.612
2.	Competency	.597	.179	11.136	1	.001	1.817	1.280	2.581
Commercial/Business Activities									
	Constant	-3.578	.287	155.127	1	.000	.028		
1.	Motivation	.037	.352	.011	1	.916	1.038	.520	2.071
2.	Competency	1.655	.353	21.961	1	.000	5.234	2.619	1.459

Table 5 shows the multi-variate analysis of psychological variables and in-school adolescents after school leisure practices in the areas of voluntary activities, educational activities and commercial/business activities. On voluntary activities, the table shows that motivation ($P = .050$; $OR = 1.743$; $CI = .999-3.039$), and level of skill competency ($P = .039$; $OR = 1.810$; $CI = 1.029-3.184$) are significant determinants of in-school adolescent after school leisure practices in the area of voluntary activities since the respective p-value is either less than or equal to .05 level of significance at one degree of freedom. The null hypothesis that psychological variables of motivation and level of skill competency do not significantly determine in-school adolescents' after school leisure practices in the area of voluntary activities is therefore rejected.

Table 5 also shows the multi-variate analysis of psychological variables and in-school adolescents after

school leisure practices in the area of educational activities. The table shows that motivation ($P = .000$; $OR = 1.920$; $CI = 1.411-2.612$), and level of skill competency ($P = .001$; $OR = 1.817$; $CI = 1.280-2.581$) are significant determinants of in-school adolescent after school leisure practices in the area of educational activities since the p-values are less than .05 level of significance at one degree of freedom. The null hypothesis that psychological variables of motivation and level of skill competency do not significantly determine in-school adolescents' after school leisure practices in the area of educational activities is therefore rejected.

Still, Table 5 further shows the multi-variate analysis of psychological variables and in-school adolescents after school leisure practices in the area of commercial/business activities. The table shows that level of skill competency ($P = .000$; $OR = 5.234$; $CI = 2.619-1.459$) is a significant determinant of in-

school adolescent after school leisure practices in the area of commercial/business activities since the p-value is less than .05 level of significance at one degree of freedom. The null hypothesis that psychological variable of level of skill competency does not significantly determine in-school adolescents' after school leisure practices in the area of commercial/business activities is therefore rejected. The table also shows that motivation ($P = .916$; $OR = 1.038$; $CI = .520 - 2.071$) does not significantly determine in-school adolescents after school leisure practices in the area of commercial/business activities since the p-value is greater than .05 level of significance at one degree of freedom. Hence, the null hypothesis that psychological variable of motivation does not significantly determine in-school adolescents' after school leisure practices in the area of commercial/business activities is therefore accepted.

Discussion of Findings

The finding showed that motivation and level of skill competency in leisure activities were significant determinants of in-school adolescents after school leisure practices in the area of games and sports. This finding was not surprising because motivation and level of skill competency can influence ones leisure practices. The finding agreed with Ramey, Lawford, and Rose-Krasnor, (2016), who reported that motivators were found to positively and significantly predict higher psychological involvement in leisure activities. The findings on skill competency is also in line with Arygyle (2006) that there is a strong correlation between competence at a leisure activity and degree of practices and Mirjafari (2015) that perceptions of physical competence predicted subsequent time spent in leisure activities. This implies that the perception that one has the ability to perform a skill at a certain level acts as a motivator.

The table also showed that motivation was a significant determinant of in-school adolescent after school leisure practices in the area of social, domestic and survival activities. This finding was also expected because it is in line with the finding of Shikako-Thomas, et al., (2013) and Martínez-Baena, Mayorga-Vega, and Viciana (2015) who reported that motivation was associated with participation in different leisure activity domains. More importantly, the need to be part of a social group, and to have friends who provide companionship, support and intimacy is the heart of much leisure activity involvement.

The finding also showed that motivation was a significant determinant of in-school adolescents leisure practices in the area of religious activities. This finding is in consonance with the study of Walker, Jackson and Deng (2007) that the process of

interacting with others as well as exposure to religious scriptures, rituals and fellowship activities tend to influence formation of values, attitudes, and behaviour that may affect individual not only in church setting but also in various secular endeavour including leisure practices. The implication of this finding is that parents, school administrators, physical education teachers and game masters and mistresses should encourage the in-school adolescents to develop interest in leisure practices. This would be done by providing them with basic equipment like games attires, balls, rackets and other things depending on the activities of their choice and interest. The schools should provide facilities and equipment for different leisure activities as well as teaching the in-school adolescents the skill of different leisure activities.

The finding in the table also showed that level of skill competency was a significant determinant of in school adolescents leisure practices in the area of anti-social behaviour. The implication of this finding is that mastery of certain skills accompanied by lack of strict supervision may lead in-school adolescents into engaging in anti-social activities during their free time. Another implication of this finding is that in-school adolescents should be gainfully occupied after school and not left on their own whether in school or at home by parents during their critical period.

Table 5 showed that motivation and level of competency were significant determinants of in-school adolescents' leisure practices in the area of voluntary and educational activities. This finding was in line with that of Duran (2012) that motivation is an internal or external element that drives people toward behaviour for example participation in leisure activities. The finding also showed that level of skill competency was a significant determinant of in school adolescents' leisure practices in the area of commercial/business activities. A higher education level was associated with more leisure-time physical activity among adults in Germany, demonstrating a significant link between socio-educational competence and activity behaviours (Finger, Lampert, Tylleskär, & Mensink, 2012).

Recommendations

From the findings of the study, it is recommended that the Ministry of Education, in conjunction with the Ministry of Health, and Ministry of Youths and Sports, structure and deploy sensitization programmes for parents and guardians through radio jingles and television messages, on the need to encourage their children/wards to engage in healthy and safe leisure time activities. This will create in the adolescents the sense of responsibility of ensuring healthy lifestyle.

Also, concerted efforts should be made by the government to collaborate with philanthropists and

parents to establish structured after school recreational centres where adolescents and young adults will be gainfully occupied with supervised leisure activities when their parents and guardians are at work. This will drastically reduce/minimize the rate of involvement in anti-social activities, such as drug abuse.

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