

“Attitudes Are Contagious”: Leisure Attitude and Passion of University Students

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Received: March 6, 2019

Accepted: April 23, 2019

Online Published: June 29, 2019

doi:10.5539/ies.v12n7p42

URL: <https://doi.org/10.5539/ies.v12n7p42>

Abstract

The purpose of this study was to investigate the role of leisure attitude in determining passion in university students and to examine gender differences in leisure attitude and passion. 154 female ($M_{age} = 20.51 \pm 1.44$) and 95 male ($M_{age} = 22.26 \pm 1.93$) a totally 249 ($M_{age} = 21.18 \pm 1.85$) university students voluntarily participated in this study from Ankara/Turkey. “Leisure Attitudes Scale-Short Version” (LAS) (Ragheb & Beard, 1982) and “Passion Scale” (PS) (Vallerand et al., 2003) were administered to university students. t-test and Stepwise Multiple Regression Analysis were used to analyze the data. According to regression analysis; it was found that leisure attitude were the meaningful predictors of obsessive and harmonious passion. Analysis indicated significant differences in Passion Scale’s sub-scales (harmonious and obsessive passion) according to genders in favor of male participants ($p < 0.05$). As a result, it could be concluded that male participants were more passionate about activity than female participants in terms of gender, such as voluntarily participation, satisfaction, social acceptance anxiety and self-worth that explaining the concept of passion model.

Keywords: leisure attitude, passion, gender difference, physical activity

1. Introduction

The participating in leisure activities has been a research subject for researchers for a long time and it reflects its accumulation which has gained an affirmative momentum with information getting bigger day by day (Choi & Yoo, 2017; Lee, Payne, & Berdychevsky, 2018). In recent years, the emphasis has especially been laid on the positive impact of participating in leisure activities (Gümüş & Işık, 2018; Gümüş et al., 2019; Gürbüz, 2017; Gürbüz & Henderson, 2014; Sarol & Çimen, 2017). In this context, in the studies carried out by Ragheb and Tate (1993), and Teixeira and Freire (2013), it was stated that participating in leisure activities with a positive attitude can increase welfare level and life satisfaction. At this point, attitudes are characterized in the literature by carrying the qualification of directing individuals to action and as a concept that spring from experiences of individuals (Kim, et al., 2015). Events that cumulate, interact, and interconnect together form a new structure and they can alter as a result of new and different learning experiences (Freire & Teixeira, 2018). Along with this, it is found out that attitude towards leisure activities can be one of the significant elements that determine willingness or tendencies about participating in leisure activities (Ragheb & Beard, 1982). As a result, according to Ragheb and Beard, our willingness or tendency about participating in leisure activities is affected by our attitude towards information and beliefs, emotions and behavior patterns related to leisure.

At this point, leisure attitude is defined as positive or negative reactions or tendencies whose thoughts, emotions and behaviors towards leisure and leisure activities are formed by harmony experience, emotions, memories and information (Freire & Teixeira, 2018). Consequently; cognitive, affective and behavioral attitudes towards leisure forms the center of leisure studies (Teixeira & Freire, 2013). Also, investigation of attitudes towards leisure provides with the understanding of how individuals perceive their leisure experiences, how leisure activities affect life experiences of individuals, and what kind of participation they have in these activities (Freire, 2006; Freire & Fonte, 2007; Teixeira & Freire, 2013).

Leisure attitudes in the literature have been identified in three factors; cognitive, affective and behavioral (Ragheb & Beard, 1982). These factors explained by Teixeira & Freire (2013): The cognitive factor of attitudes towards leisure contains general knowledge and beliefs that individuals obtained about leisure activities. Besides, it

expresses the tie among work life, health and happiness and leisure, also it expresses awareness of its positive acquisitions (making friends, relaxation, providing with self-development and giving joy etc.) for the individual. Affective factor defines the evaluation of experiences obtained from leisure activities. It expresses loving or not loving the activity or the emotions felt during activity. On the other hand, the behavioral factor reflects the frequency of attending the past or current leisure activities and behavioral tendencies of individuals. In this context, it is important to measure attitudes towards leisure because they increase the current information about socio-cognitive processes related to the performance/benefit of leisure activities. To sum up, it is thought that it allows researchers to define the level and type of participating in leisure activities and techniques and processes lying beneath the change of attitudes towards leisure. Moreover, it makes it easy to structure types of intervention/encouragement providing with positive attitudes because leisure attitude is related to increasing participation in leisure and satisfaction with activities (Freire & Fonte, 2007; Ragheb & Beard, 1982; Teixeira & Freire, 2013).

It has recently been observed that the concept of passion is investigated especially in the perspectives of sports and physical activity (Bayköse et al., 2017; Demirci & Çepikkurt, 2018, Kelecek & Aşçı, 2018). By increasing the importance and participation of individuals in physical activity, their tendency towards physical activity and their attachment began to be researched. In this context, for the continuation of sustainability in the exercise environment, the significance of being devoted is emphasized. The concept of passion is depicted as the strong tendency towards the activity which an individual like (actually loves), finds important and spends time and energy for (Vallerand et al., 2003). In this context, in the frame of the model of passion, it is indicated that there are two types of passion developed by individuals towards activities. One of them is harmonious passion and the other one is obsessive passion (Vallerand et al., 2003). In the individuals with harmonious passion, the activity is carried in a harmony with individual and his/her life. In the individuals with obsessive passion, the activity is in the state of a clash with the other life areas/outputs. While voluntary participation and satisfaction is in spotlight in harmonious passion, obsessive passion has features such as a mandatory participation feeling, the anxiety of social acknowledgement and self-worth (Kelecek et al., 2015). With reference to this point, it take the attention that passion and exercise participants (Carbonneau, Vallerand, & Massicotte, 2010; Philippe, Vallerand, & Lavigne, 2009), athletes (Kelecek & Aşçı, 2013), referees (Kelecek, Kara, & Aşçı, 2015), trainers (Lafreniere et al., 2011) and sports fans (Vallerand et al., 2008) have been investigated in the literature.

Despite this growing interest in leisure attitude and passion, however, the conceptualizations of leisure attitude and passion offered in previous work have been incompatible or completely lacking and it is unclear their relationship. Along with this, it is evaluated as striking that no studies have been carried out about relationship between leisure attitudes and passion in the literature. Because of the lack of formal conceptualization of leisure attitude and passion really entails, it is difficult for researchers to synthesize the body of them, and to build on and extend research on the topic. The purpose of this study was to investigate the role of leisure attitude in determining passion in university students and to examine gender differences in leisure attitude and passion.

2. Method

2.1 Participants

The participants were 249 university students (154 females and 95 males) ($M_{\text{agefemale}}: 20.51 \pm 1.44$; $M_{\text{agemale}}: 21.18 \pm 1.85$) from Ankara/Turkey including different universities using a three-stage sampling procedure. At the first sampling stage, the five largest regions of Ankara (Çankaya province, etc.) were selected. At the second stage, three state universities were randomly selected in terms of college. Only state universities were chosen because there are variations in students in terms of socioeconomic factors between universities. At the third sampling stage, study participants selected non-probability convenience sampling.

2.2 Materials

Passion Scale (PS, Vallerand, 2010; Turkish validation of Kelecek and Aşçı, 2014). The Passion Scale is a 16-item questionnaire consisting of three subscales measuring harmonious passion (6 items; e.g., “This activity is in harmony with the other activities in my life”), obsessive passion (6 items; e.g., “I have difficulties controlling my urge to do my activity”), and the passion criteria (4 items; e.g. “I spend a lot of time doing this activity”). Items were presented in a Likert format, ranging from 1 (not agree at all) to 7 (very strongly agree). Items from the harmonious and obsessive passion subscales were averaged to create overall harmonious and obsessive passion scores. Participants were asked to report their favorite activity and to answer the questions while thinking of that activity. Internal consistency coefficients were 0.89 for harmonious passion subscale and 0.91 for obsession passion subscale.

The Leisure Attitude Scale – (LAS, Ragheb and Beard, 1982; Turkish validation of Akgül and Gürbüz, 2011). The

Leisure Attitude Scale is a 36-item self-report measure that assesses attitudes toward leisure. It includes three components of leisure attitude with twelve items in each: cognitive (item example: “Engaging in Leisure activities is a wise use of time”), affective (item example: “Leisure activities give me pleasure”), and behavioral (item example: “I spend considerable time and effort to be more competent in my leisure activities”). The items are answered using a 5-point Likert type response scale (from 1 = strongly disagree to 5 = strongly agree). Internal consistency coefficients were 0.88 for cognitive subscale, 0.82 for affective subscale and 0.87 for behavioral subscale.

2.3 Data Analysis

Scales were administered to university students in group settings. The verbal and visual information were provided about how to respond to items in each questionnaire. Descriptive statistics, Pearson Product Moment Correlation Analysis, Stepwise Multiple Regression Analysis and independent sample t-test were used in this study. Independent sample t-test was used to test gender differences in leisure attitude and passion. Pearson Product Moment Correlation Analysis was used to investigate if there was a relationship between leisure attitude and passion of university students and Stepwise Multiple Regression Analysis was used to determine whether the leisure attitude might predict the passion in university students.

Data was screened to ensure that assumptions of normality, linearity, multi-collinearity, and homogeneity of variance-covariance matrices were met (Tabachnick & Fidell, 2001). The histogram and PP plot of residuals were also examined. The data has showed normal distribution and variances were equal. To control for the possibility collinearity, we calculated Tolerance (TOL) and Variance Inflation Factor (VIF) for all factors. Values below .10 for tolerance and above 10 for VIF indicate collinearity between the independent variables (Dormann et al., 2013). The ranges for TOL and VIF in all independent variables in the present study were 0.71 and 1.49, respectively, indicating no collinearity.

3. Results

In the independent samples, t-test analysis results indicated that there is no statistically significant difference in leisure attitudes of university students in terms of gender in the subscales of cognitive ($t_{(249)} = .010$; $p > 0.05$), affective ($t_{(249)} = .097$; $p > 0.05$) and behavioral attitude ($t_{(249)} = .619$; $p > 0.05$). Also, analysis results indicated that in favor of male participants in subscales of harmonious passion ($t_{(249)} = 1.363$; $p > 0.05$), and obsessive passion ($t_{(249)} = .245$; $p > 0.05$) (Table 1).

Table 1. Gender differences in leisure attitude and passion

	Gender					
	Female		Male		t	p
	\bar{X}	Ss	\bar{X}	Ss		
Leisure Attitude						
Cognitive	3.89	.74	3.94	.66	-.481	.631
Affective	3.79	.70	3.82	.64	-.348	.728
Behavioral	3.40	.67	3.54	.74	-1.549	.123
Passion						
Harmonious Passion	4.12	1.36	4.97	1.17	-5.03	.000
Obsessive Passion	3.10	1.26	3.75	1.34	-3.89	.000

The correlation analysis displayed or revealed that (Table 2) there is a positive correlation between harmonious passion and cognitive ($r = .36$; $p < 0.01$), affective ($r = .40$; $p < 0.01$) and behavioral attitude ($r = .33$; $p < 0.01$), as well as there is a positive correlation between obsessive passion and cognitive ($r = .24$; $p < 0.01$), affective ($r = .29$; $p < 0.01$) and behavioral attitude ($r = .37$; $p < 0.01$).

Table 2. Correlations between leisure attitude and passion

	Cognitive	Affective	Behavioral
	r	r	r
Harmonious Passion	.368**	.405**	.335**
Obsessive Passion	.247**	.297**	.376**

** $p < 0.01$.

In order to inspect the role of the leisure attitude of university students on determining their level of passion, multiple stepwise regression analysis have been done. The analysis indicate that cognitive attitude is the determinant of harmonious passion ($R=0.37$; $R^2=0.14$; $F_{(1,247)}=38.736$; $p<0.01$). According to the analysis results, it is found out that obsessive passion does not exist in the model. There is a positive and high-level correlation between cognitive subscale and harmonious passion ($R = 0.37$), and cognitive subscale expresses 14% of the total variance on harmonious passion.

In addition to this, the obtained analysis results show that affective attitude subscale is the determinant of harmonious passion ($R=0.40$; $R^2=0.16$; $F_{(1,247)}=48.587$; $p<0.01$). According to the analysis results, it is found out that obsessive passion does not exist in the model. There is a positive and high-level correlation between cognitive attitude subscale and harmonious passion ($R = 0.40$), and cognitive attitude subscale predicts 16% of the total variance on harmonious passion.

Similarly, when multiple stepwise regression analysis results are considered, it is seen that the behavioral subscale of leisure attitude and harmonious passion do not exist in the first model, and obsessive passion is the determinant of it ($R=0.38$; $R^2=0.14$; $F_{(1,247)}=40.695$; $p<0.01$). On the other hand, it is observed that harmonious passion is in the second model ($R=0.41$; $R^2=0.17$; $F_{(1,246)}=8.067$; $p<0.01$). In the first model, there is a positive and high-level correlation between behavioral attitude subscale and obsessive passion ($R = 0.38$), and it predicts 14% of total variance. With the entrance of harmonious passion in the model, it is found that it predicts 17% of behavioral attitude by making a 3% contribution (Table 3).

Table 3. Role of leisure attitude in predicting passion

	HARMONIOUS PASSION	OBSESSIVE PASSION
Leisure Attitude	β	β
Cognitive	0.368*	
	$R=0.37$; $R^2=0.14$; Adjusted $R^2=0.13$; $F_{(1,247)}=38.736$; $p<0.01$	
Affective	0.405*	
	$R=0.40$; $R^2=0.16$; Adjusted $R^2=0.16$; $F_{(1,247)}=48.587$; $p<0.01$	
Behavioral		0.193*
	$R=0.38$; $R^2=0.14$; Adjusted $R^2=0.14$; $F_{(1,247)}=40.695$; $p<0.01$	
	0.277*	
	$R=0.41$; $R^2=0.17$; Adjusted $R^2=0.17$; $F_{(1,246)}=8.067$; $p<0.01$	

4. Discussion

The purpose of this study was to investigate the role of leisure attitude in determining passion in university students and to examine gender differences in leisure attitude and passion. According to multiple stepwise regression analysis results done in order to inspect the role of leisure attitude of university students in determining the passion level, it is found that cognitive and affective attitudes are the determinants of harmonious passion. When the related literature is considered, the harmonious passions pave the way for concentration and positive feelings (Vallerand et.al, 2003). From this point forth, it can be said that the individuals who do the acts of participating in the leisure activity can be harmony totally with other areas of life when they are aware of the benefits of leisure activities. In this sense, when the individual is aware of the benefits of leisure activity obtained in terms of general life outputs, he/she experiences a harmonious passion, and he/she knows that the activity reflects his/her loved qualities (e.g. sociability). Along with this, similarly, in the frame of findings, it can be said that he/she experiences a harmonious passion and is not in a clash with his/her personal values in the step of evaluation of experiences obtained from the activity. If the individual likes the activity (if he/she harmonizes with philosophy of himself/herself life), that he/she wants to continue occurs

On the other hand, it is found that behavioral attitude is the determinant of both harmonious and obsessive passion. The contribution of harmonious passion to the model occurs in the second step. In the related literature, the effect of external drives of the concept of obsessive passion on participating in the activity is emphasized (Kelecek & Aşçı, 2013). In this context, it is expressed that the individuals with a passion for the activity feels pressure and obligated for participating in the activities and that when they do not participate, they feel guilt and shame (Donahue et.al, 2009). When the findings are evaluated, it is thought that there is a strong correlation between the frequency of participating in activities in the past of the individuals and their behavioral tendency related to the

activity, and their controlled internalization of activity. It can be said that this controlled internalization reflects certain phenomena which are included in the activity such as social acknowledgement. On the other hand, that the harmonious passion exists in the model in the second step is related to the fact that as long as the individual participates in the activity (gains experience and starts to enjoy), mood states such as flexibility and mildness begins to form.

On the other hand, it is seen that no significant difference has been found between genders in terms leisure attitudes of participants. In the related literature, there are studies determining differences in terms of gender (Chung & Phillips, 2002; Kaya & Gürbüz, 2015; Karunaanithy & Karunanithy, 2014) and studies determining no difference (Deng, Walker & Swinnerton, 2005; Pala, et al., 2015). In the direction of findings, it is possible to express that there is no difference in thoughts, emotions and behaviors of the university students related to leisure activities. At this point, it is indiscriminately believed that there are similar attitudes of the university students in their knowledge and beliefs towards leisure, in their gained experiences and their participation in activities.

Besides, results in favor of male participants have been determined in the subscales of harmonious passion and obsessive passion when gender differences are evaluated. It is probable to encounter passion studies that determine no gender differences in the literature (De La Vega, et al., 2016; Donahue, Rip, & Vallerand, 2009; Ellis, 2016; Mageau, et al., 2009; Kelecek & Aşçı, 2013; 2018; Parastatidou et al., 2012; Stenseng, 2008). However, there are studies that determine the difference between genders like our study (that male participants have a more obsessive passion than female participants) in the literature. From this point forth, studies related to gender and cultural differences studies which are evaluated in same pot stand out. According to a research made on Hungarian and Spanish populations, the basis of the gender differences is formed by the concept of culture (Szabo et al., 2018). It can be said that the image of patriarchal culture in Turkey passes through the life outputs of females and males at this point.

As a result, the leisure attitude which is an important focus in the deep investigation of socio-cognitive processes related to activity is seen to be in correlation with tendencies towards activity. As these attitudes represent wishes, beliefs and sustainability, it plays a part in the study results as a key aspect which harmony with activity or is affected by outside forces.

When the limitations of the study are considered, that the leisure attitude shall be studied with different sample groups (such as athletes, referees, fitness leaders) and that the role of sports experience shall be examined in that sense are among the suggestions of this study. Similarly, in future studies, having longitudinal qualitative researches may be a guiding light in order to understand the concept more clearly.

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