

Full Length Research Paper

Factors causing teachers' disinterest in sport activities in Mazandaran Province

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Technology and machine innovation brings about a decrease in sports activities. Sports activities should be encouraged because it leads to a healthier life of people. The purpose of this study is to examine and prioritize the factors causing disinterest amongst teachers in sports activities in Mazandaran Province in Iran. The focus is on personal and situational factors. A survey was conducted and the population consisted of 41 783 teachers employed in the province. The sample size was 728 teachers, selected by stratified cluster sampling. The survey instrument used was a structured questionnaire which was distributed in the West, Central and Eastern regions of the province. The data analysis included a Pearson Correlation, Spearman Correlation, and Friedman test. The results indicate that personal factors are significantly and positively related to the disinterest of the respondents in sports activities ($r = 0.652, p < 0.01$). Moreover, situational factors are significantly and positively related to the disinterest of respondent in sports activities ($\rho = 0.723, p < 0.01$). There is a significant difference between personal and situational factors in terms of the disinterest of respondents in sports activities ($\chi^2 (df = 1) = 983.668, p < 0.01$). The priority was referred to as the situational factors (MR = 2.11) followed by the personal factors (MR = 1.67). It was concluded that personal and situational factors had influences on disinterest of teachers in sports activities. The appealing effect of the characteristics of an activity on individuals (situational factors) was preferred to the psychological disposition in preference of an activity or an action (personal factors). The findings suggest that to increase interest, sport managers should consider the disinterest factors in developing sport among teachers.

Key words: Disinterest, sports activities, teachers, personal factors, situational factors.

INTRODUCTION

A lot of activities are on all day long. It is necessary to organize them according to their importance. Activities with low or high mobility are appealing due to the characteristics. Sport is one of such activities. Mostly, individuals are interested in sport up to 19 years old (U.S. Department of Health and Human Services, 2008). After the age of 19, individuals do less sport activities (Rowe et al., 2004) because of factors such as marriage and occupation. Therefore, obesity, immobility and sickness increase.

Sport affects the mental and physical health of

individuals (Ahmadi et al., 2005). The physical effects of physical activities are weight loss and decrease of heart disorders, diabetes, high blood pressure and high cholesterol (Arizona Department of Health, 2011). The mental effect improves self-esteem leading to positive influences in interpersonal relations and person's social network. It causes biochemical and biological changes. It also makes distraction hypothesis which enhances psychological well-being by intellectual management of stressful events. In organizations, a lot of sedentary people do sports activities to be distracted from mental

challenges (Ahmadi et al., 2005). Most people are aware of the positive effects of sports activities but they are not interested in participating in such activities. It has caused governments to plan and invest on sport and recreation in executive organizations (Kashef and Ashrafi, 2007).

Human resource is the common agent in organizations. Its staff is a resource with specific traits and characteristics, not an abiotic element such as capital or estate (Kafi, 2006). Teachers are the basic pillar that makes change and development in society. Sports activities can make them mentally and physically ready for such big responsibility. Mental and physical readiness develops the productivity and enhancement in organization. Education is a basic organization for training healthy society. By doing sports activities, teachers can improve the physical and mental readiness. Physical education is increasingly given attention as a vital need in all societies (Hemayatlab, 2009).

Interest is willingness and penchant to an activity and enjoying it (Gao, 2009). When a person does an activity willingly without any obligation, he is interested in doing it. However, any obligation leads to disinterest. Psychologically, it is a liking sense to a subject (Masaheb, 2001). It is an activity that occupies the mind or time such as cycling or studying. It belongs to childhood or other periods of life.

Interest is a strong motivator (Maureen, 2000; Schiefele, 1991). There are personal interest and situational interest (Krapp et al., 1992). Personal interest is psychological disposition in preference of an activity or an action. Situational interest is the appealing effect of the characteristics of an activity on individuals. Their interactional effect causes them to be considered as hybrid personal-situational interest. Interests have discrete content, cognitive and emotional components (Chen and Shen, 2004; Glassman, 2001).

The constraints of leisure time prevent individuals to participate in and enjoy sports activities (Campbell, 1991). Crawford et al. (1991) defined three categories of personal, interpersonal, and structural factors due to lack of participation in sports activities.

There are theories that refer to participation in sports activities. The explanatory theory is a psychological attribute that considers how people explain to themselves why they experience a particular event, either positive or negative. The theory leads to the sources of the problem (lack of knowledge, self efficacy, social supports and resource) and whether the problem can be modified or not.

The change theory is rooted in an understanding of the social determinants of health and health behavior. It is a basis for evaluating the programs in identifying an exact strategy. It can be applied in social organization (Glanz and Rimer, 1995).

The health belief model is one of the theories in health behavior propounded by Rosenstock (1960). He wants to know why a few people participate in programs of health

like sports activities and why illnesses appear. Six constructs influence individuals to do activity or not.

Individuals do activity due to:

- i) Perceived susceptibility (an individual's assessment of risk of getting an illness)
- ii) Perceived severity (an individual's assessment of the seriousness of the condition and its potential consequences)
- iii) Perceived benefits (an individual's assessment of the positive consequences of doing an activity).
- iv) Perceived efficacy (an individual's self-assessment of the ability to successfully adopt a desired behavior)
- v) Health motivation (whether an individual is driven to stick to a given health goal)
- vi) Perceived threat (whether the danger imposed by not undertaking a certain health action recommended is great) (Gao-Balch et al., 2011).

The stages of change (Trans-theoretical) model is developed by Prochaska and DiClemente (1983). Individuals pass different levels in sport habits. The levels are recycling and are five (Glanz and Bishop, 2010). A person who changes his behavior passes these five levels:

- i) Pre-contemplation: People are not intending to take sports activities in the foreseeable six months.
- ii) Contemplation: People are intending to take sports activities in the foreseeable six. They are motivated enough to be involved.
- iii) Preparation: People are intending to take action in thirty days, and take effective steps toward it.
- iv) Action: People have made specific overt modifications in modifying their problem behavior less than six months.
- v) Maintenance: People have been able to sustain action for more than six months.

Theory of *planned behavior* was proposed by Ajzen and Madden. The theory was developed from the theory of *reasoned action*, proposed by Fishbein and Ajzen (1975). It is a theory about the link between beliefs, behavior, intention, and attitude. Behavioral intention influences attitude toward behavior. Other influential agents such as culture and environment are related to constructs of the model and are not independent (Zwicker et al., 2011). The implementation of activity is examined through four levels:

- i) Behavioral intention: It is assumed to be an immediate antecedent of behavior.
- ii) Attitude: an individual's evaluation of self-performance of the particular behavior.
- iii) Subjective norms: An individual's perception of social normative pressures, or other relevant beliefs that he/she should or not perform such behavior.
- iv) Perceived behavioral control: An individual's perceived ease or difficulty of performing the particular behavior.

Social cognitive theory (Bandura, 1986) stemmed out of work in the area of social learning theory. It explains the ongoing effects of personal, environmental and human factors. Three principles of self-efficacy, goals and prediction of result influence man to change behavior. Self-efficacy was added by Bandura which is the most significant agent (Davidson et al., 2010). Behavior is not simply produced by environment and person. Also, environment is not created or changed simply by a person and his behavior (Bandura, 2001).

Social support is an applied theory in sports activity. It can be in different forms. *Informing* could be a planned hike among neighbors. *Excitation* involves seeing one while doing sports activity. *Evaluation* is provided to reinforce or give feedback about learning a new skill. Social resources are family members, friends, neighbors, coaches, cooperators and playmates that do sports activities (Israel and Schurman, 1990).

Communication theory describes who, what, and which channel speaks. It shows how messages are produced, sent, received and assimilated (Robbins, 2003). How does the process of communication lead to non-participation in sports activities? Interpersonal communication is fair, group communication is integrative, social communication refers to communication amongst a group of people and lastly mass communication refers to communication from one person through media reaching out to an audience publicly or politically providing communication theory. The media has a key role in the communication theory.

The media effects are knowledge, beliefs, attitudes and behavior that determine interest (Jahromi, 2005). The effects are the media, public and political issues. The media issues are organized activities that are focused on. Public issues are the relationship between the media issues and the public preferences. Political issues are the relationship between the media issues and the legal priorities of policy makers (Reger et al., 2002).

Motamedin et al. (2009) studied the causes of interest and disinterest of Tabrizian citizens in all sport activities. Pull factors such as health culture and public awareness vary depending on individual characteristics (gender, education stand). Shortage of facilities is a big barrier to male and female that mention social culture as problem.

Kashkar and Ehsani (2007) examined the economic effects of sport on development in West Azarbaijan. The agents were structural, personal and interpersonal respectively, which were in contrast with the hierarchical model of personal, interpersonal and structural factors, respectively.

Naderian et al. (2007) discovered the barriers of female participaton in sport that focused on motivation. They were shortage of time, disinterest, unawareness, mental problems, lack of companion, lack of facility, and inaccessibility to facility. Moreover, interpersonal barriers (disinterest, unawareness, mental problem) are related to individual motivation that influences participation in sport.

Dadashi (2000) surveyed the inhibiting causes of sport activities in leisure time among students in Industrial University of Isfahan. Time and interest were considered the most important causes. Golpoor et al. (2009) identified the influential factors of tendency of higher education students in sports events in Tehran University. The four factors were sport promotion, sport type, sport facility and team characteristics. Sport type and team characteristics were preferred to the other two factors.

Ming (2009) investigated the constraints and motivations for participation in physical activity in sedentary working people in Hong Kong. The motivations were classified into five dimensions (interest, competence, fitness, social motives and appearance). The constraints were classified into six dimensions (time, financial, personal attitude, interpersonal, environmental and physiological). The motivations for physical activities perceived by the sedentary working people for important leisure time were interest motivation, competence and social motivation. The physical activities constraints for important leisure time were financial constraints and personal attitude.

Jenkins (2010) identified the barriers to cultural participation and the needs of residents of Birmingham. Sport and active recreation was the 7th priority of leisure time. The barriers to sport participation were family responsibilities, financial limitations, time limitations, work responsibilities and physical limitations.

Kahn et al. (2002) did a systematic review to find the effectiveness of interventions to increase physical activity. They found social environment, interpersonal and behavioral patterns and political approaches as effective interventions. Beaton (2009) did an exploratory, longitudinal investigation of the theory of participation in leisure time. There was an algorithm in relationship between psychological effects and sports activities. Four agents were identified such as awareness, attractiveness, interest and loyalty.

METHODOLOGY

It was a survey done through field study. Population composed of 41783 elementary, junior-high, and high school teachers employed in the Mazandaran Province. Krejcie and Morgan's table determined the sample size (750). Structured questionnaire was used by the authors to examine and prioritize the disinterest causes of teachers in sports activities. It was originally derived from the division of interest developed by Krapp et al. (1992). Participants responded to 23 items using a 5-point Likert Scale ranging from 1 (strongly disagree) to 5 (strongly agree). It composed of two dimensions including personal factors (9 items) and situational factors (14 items). Personal factors include intrapersonal and psychological characteristics. Situational factors include social and cultural characteristics. The teachers were selected by stratified cluster sampling. One version of cluster sampling is geographical cluster sampling applied in this study because a geographically dispersed population can be expensive to survey. It is usually necessary to increase the total sample size to achieve equivalent precision in this method; so we tried to convince the sample to co-

Table 1. Demographic description.

Descriptor		n	%
Age	up to 20	17	1.6
	21 – 30	21	30.6
	etc	69	12.7
Gender	Male	367	50.4
	Female	361	49.6
Educational level	up to associate		29.4
	B.A.		57.8
	Higher education		12.8

Table 2. Association between personal factors and causes of disinterest.

Parameter	N	r _{ho}
Personal factors	728	0.652**

Notes. dependent variable: Disinterest causes; * = $p < 0.05$, ** = $p < 0.01$.

Table 3. Relationship between situational factors and disinterest causes (n = 728).

Parameter	Correlation (R)
Situational factors	0.723**

Notes. dependent variable: Disinterest causes; * = $p < 0.05$, ** = $p < 0.01$.

Table 4. The priority of disinterest causes.

Rank	disinterest causes	MR
1	Situational factors	2.55
2	Personal factors	1.67

operate with us, and fortunately the data were satisfying. The questionnaires were distributed in the regions of West (Noshahr, Chalooss), Center (Babol, Amol, Jooybar) and East (Sari, Neka) province and eight educational regions (the major geographical parts of province). There was confirmation of validity and reliability of results. A team of 8 sport management professors and 6 sport psychology professors confirmed the validity. Overall Cronbach α was 0.83 (personal factors, 0.80; situational factors, 0.87). There were 756 questionnaires returned out of 800 distributed. Finally, 728 questionnaires were useable. Normality of data distribution was measured by Kolmogorov-Smirnov test. Data analysis was done by Pearson Correlation, Spearman Correlation and Friedman test.

RESULTS

A demographical description of the respondents who

participated in this research is provided in order to obtain a better understanding of the research population. The results obtained are seen in Table 1.

Table 2 shows the association between the personal factors and the causes of disinterest.

As presented in the table, there was significant association between the personal factors and the causes of disinterest of teachers in sports activities ($r_{ho} = 0.652$, $p < 0.01$).

Table 3 presents the relationship between the situational factors and the causes of disinterest of teachers in sports activities.

As presented in the table, the situational factors were significantly related to the causes of disinterest of teachers in sports activities ($r = 0.723$, $p < 0.01$).

Table 4 indicates the priority of the causes of disinterest of teachers in sports activities. There was significant difference between the causes of disinterest [χ^2 (df = 1) = 983.668, $p < 0.01$]. In Table 4, priority was referred to as situational factors (MR = 2.11) and personal factors (MR = 1.67), respectively.

DISCUSSION

The study clarified that personal factors were related significantly to the causes of disinterest of teachers in sports activities. The result is consistent with the findings of Jenkins (2010), Ming (2009) and Motamedin et al. (2009). Lack of participation in sports activities can be caused by the internal feeling of individuals.

Moreover, there was significant association between situational factors and the causes of disinterest of teachers in sports activities. The result is consistent with the findings of Dadashi (2000), Kahn et al. (2002) and Naderian et al. (2007). Social and cultural factors attract individuals to sports activities. Lack or shortage of situational factors causes disinterest in sports activity. Media, planning and public awareness of sport advantages can pull people to sports activity. Local and work sports groups lead to positive social interaction that focuses on sport.

There was significant difference between the causes of disinterest. Priority was referred to as situational factors and personal factors, respectively. The result is in contrast with the finding of Kashkar and Ehsani (2007) and Crawford et al. (1991). Culture may be the reason for the different research findings.

It is suggested that planners (administrators of education) provide facilities and accessibility to facility to increase sport participation. Moreover, planners should develop health culture and awareness through sport in schools. If the personal factors and situational factors are considered by planners, interest in sports activities will be created. Self-efficacy is the outcome assisting change in behavior in sport (Schwarzer, 1994). Identifying the intrapersonal and psychological characteristics of

teachers can assist planners to motivate them more in doing sport activities. Furthermore, social and cultural characteristics of living area should not be neglected.

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